

**Unit 6: Reading Partnerships:
Deepening Comprehension through Meaningful Conversations (2 weeks)**

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students learn to engage and deepen their conversation with partners about books read as way to deepen their comprehension. Students will take the good talk habits practiced in daily read aloud to the work of their partnerships. This unit will teach students the conversational moves they will need for their book clubs later in the year.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Support one another as readers
- Engage in rich book conversations
- Understand how talking about books deepens comprehension
- Grow theories about characters and books
- Develop opinions about books read and supply reasons for opinion

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Talking to a partner to understand a confusing part
- Supporting a partner by suggesting a specific strategy to use when the partner is stuck on a tricky word or part
- Brainstorming and charting what good conversations look like, feel like, sound like
- Engaging in conversations about books (rather than parallel talk) by beginning with big ideas
 - This reminds me of... (show text evidence)
 - The character is just like...(show text evidence)
- Making purposeful and meaningful connections
 - Text to self (T-S)
 - Text to text (Comparing and contrasting books by looking at characters, theme, etc.) (T-T)
 - Text to world (What I think this book is really teaching us about is...) (T-W)
 - After making a connection complete the statement, This connection helps me understand the character/part/book better because it...
- Discussing/debating an idea about the text for a chunk of time by asking questions
 - What is the big idea of the text?
 - What does the author want the reader to think? Believe? Consider?
 - What can the reader learn about the world from reading this book?
- Keeping the conversation going by considering
 - Different points of view
 - Respectfully debating ideas
 - Prompting partner to say more by asking,
 - What makes you say that?
 - Can you show me the part that makes you think that?
 - I agree with you about...but I'm also thinking it could be...

2014-2015 Grade 1 Reading Units of Study

- I disagree with.... because...
- I'd like to add on to what you were saying about...
- Another idea I had was...
- But maybe...
- Growing ideas and theories about characters (e.g., their feelings, thoughts, behaviors) and sharing them with a partner
- Working with a partner to find evidence to prove/disprove ideas/opinions about characters, text, etc.
- Revising theories as a result of partner conversations, by reading on, finding text evidence.
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Share ring of emotion cards students may use to begin, extend a conversation about a fictional text. (See Unit 5 for more details about emotion cards.)
 - Share ring of cards – each with a different talk prompt to support partnership conversations. During the workshop share have partners share one or more talk prompts they used.
 - Share audio or videotapes of partners engaging in successful conversations about texts read. Have students name out the specific behaviors they notice the partners demonstrating which lead to a rich conversation.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 25 min. and reading with a partner for 10 min.
- Use daily read aloud, shared reading and guided reading to model and guide students in rich book talk by having students frequently turning and talking with one another.
- Set the expectation that students should spend time talking about books read together – not just reading. Students can talk about a book before, during and after reading it.
- Confer into reading partnerships to model strategies for reading, thinking and talking about books.
- It is critical to provide students with models for how a conversation should look and sound like. Have a successful partnership model their conversation by fishbowling it. Capture rich partner conversations using audio/videotape recorders. Share with class.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1st Grade Reading Curricular Calendar 2010-2011*
- *Growing Readers* by Kathy Collins (Chapter 6, pp. 151-196)
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapter 3, pp. 73-74)
- *Reading for Real* by Kathy Collins
- *Partner Reading* by Allyson Daley
- *Comprehension Through Conversation* by Maria Nichols
- *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk* by Maria Nichols
- *First Grade Readers* by Stephanie Parsons (Chapters 3-6)
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson