

**Unit 4: 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 will be provided with opportunities to deepen comprehension skills by engaging in authentic conversations about books read. Partnerships are a highly effective practice because they hold students accountable for reading and articulating their thinking about books read. Partnerships also help to establish a reading community as well as allow students to practice social skills.

**Learning Outcomes**

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

Students will:

- Develop a plan for partnership work
- Keep track of thinking
- Engage in meaningful and focused conversations
- Develop opinions about books read and supply reasons for opinions

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Setting realistic goals for reading partnerships
- Working with a partner to make reading plans which include
  - Book selection
  - Number of pages or chapters read
  - Conversation topic
- Preparing for a conversation by jotting down ideas about texts (Post-its, think sheet, reader's notebook)
- Developing list of texts codes to use when jotting ideas about texts read (see grade level literacy binder for suggested list of codes)
- Fish bowling partnership conversations (video, audio recorders) and naming out effective strategies partners used
- Using talking prompts to deepen conversation (Use text evidence to support thinking)
  - The connection I am making is...
  - I wanted to add onto your idea...
  - Can you say more about that...
  - Can you show me that part in the book...
  - That's true but maybe...
  - I agree, but I'm also thinking...
  - I disagree with... because...
  - My opinion about the character is....because...
  - My opinion about this book is ....because...
  - I think the author wrote this book because...
  - I'm noticing that the author wrote this book using...(e.g., note structure, craft moves)
- Sticking to one idea for an extended period of time
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:

## 2014-2015 Grade 2 Reading Units of Study

- Have partners share what their strengths are and what their goals are (What are you and your partner really good at doing together? What is something you and your partner are going to work on and get better at? Complete a partnership reflection)
- Each partnership shares a book recommendation with the class (draw and label a picture, making an audio recording, etc.).
- Take photos of partners demonstrating good habits. Have partners label the photos and make a display titled, Good Habits of Reading Partnerships.”
- Distribute bookmarks/ring of cards with talk prompts for keeping the conversation going.
- Audiotape (or videotape) partners having conversations, play for the class, identify and name out explicit, effective strategies the partners are demonstrating.

### Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 40 min.
- Teachers may have students work with a partner for 10-15 min. to talk about books read.
- Use read aloud and shared reading to share texts across genres (fiction, nonfiction, poetry) all year long.
- During interactive read aloud and shared reading students should turn and talk frequently as a way to best prepare students for partner reading conversations.
- Daily interactive read aloud provides a wonderful opportunity to model different ways to think about books as well as have students practice mini book talks.
- Whole class conversations are another effective practice to support students in talking about books.
- Confer with partnerships to assess need and model targeted reading and talk strategies.
- Teachers should establish consistent reading partnerships taking into consideration student reading abilities, behaviors, etc.
- Place talk prompts on a ring or bookmark for students to reference as needed during book talks.
- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 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/](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/second-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
- *Reading for Real* by Kathy Collins
- *Growing Readers* 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
- *Reading with Meaning* by Debbie Miller (Chapter 7)
- *First Grade Readers* by Stephanie Parsons (Chapter 1)
- *Comprehension from the Ground Up K-3* by Sharon Taberski (Chapter 5)
- *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
- <http://ww3.mamkschools.org/ela> (Select Components of Balanced Literacy, click on Partner Reading)