

2014-2015 Grade K Reading Units of Study

Unit 4: Reading Partnerships Deepen Comprehension: Spotlight on Making Meaningful Connections  
(3 weeks)

**Rationale**

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

Working with a familiar reading partner each day allows students to share just right books, engage in conversations about texts read, build reading stamina as well as develop an appreciation and love for reading.

**Learning Outcomes**

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

Students will:

- Learn to think and talk about books with a partner
- Work cooperatively with a partner
- Grow new ideas about books
- Share opinions about books

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Preparing to read just right books
  - Looking at the book cover and title
  - Taking a picture walk
  - Thinking about what the text might be about
- Identifying and charting what reading partner time looks like and sounds like
- Identifying the responsibilities of the partner who is reading and the responsibilities of the partner who is listening
- Modeling and charting strategies partners can suggest to one another for figuring out unknown words Strategies Partners Can Use to Help One Another With Figuring out Tricky Words (Partners suggest strategies for one another to use when encountering an unknown word rather than reading/saying the word for one another.)
  - One-to-one matching
  - Looking at illustrations and thinking about what would make sense
  - Looking at the first letter of the word and thinking about what would make sense
  - Recognizing high frequency words
  - Using a known word to figure out an unknown word
- Taking turns choosing books to read with a partner from one another's book baggies
- Giving a book introduction of a familiar text to a partner
  - The title of this book is...
  - This book is about...
- Practicing different ways to read together
  - Taking turns every few pages
  - Reading chorally
  - Echo reading
- Beginning conversations – “This reminds me of...” “The character is just like...”
- Making connections across books

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- Brainstorming and charting, Ways Partners Can Talk About Books Together
  - Picture(s)
  - Patterns
  - Noticings about one or more characters
  - Likes and dislikes about a text
  - Funny/sad/scary/confusing parts
  - New learning
  - Big ideas (author's message)
  - Connections (text to self, text to text, text to world)
- Finding and marking places in a book to talk about with a partner – favorite, funny, surprising, confusing, tricky parts, etc.
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - 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?)
  - Each partnership shares a book recommendation (favorite book) with the class. Bulletin board display of favorite books partners draw can be created.
  - Take photos of partners demonstrating good habits. Have partners label the photos and make a display titled, Good Habits of Reading Partnerships.
  - Videotape and share partners demonstrating good talk about books read together.
  - Distribute bookmarks/ring of cards of talk prompts students use to start and keep the conversation going during partner reading.

### Notes/Tips:

- Each day students will spend time independently reading for a *minimum* of 7 min. and reading with a partner for 5 min.
- Book baggies include several emergent storybooks, label books, concept books, familiar guided reading texts. Some teachers have students choose a “dessert book” for their book baggie which is often a familiar read aloud text that will promote rich partnership conversation.
- Shared reading should be part of the daily instructional schedule as it provides daily opportunities for teachers to model print and comprehension strategies that students will practice during guided reading and independent reading.
- All students may not necessarily be choosing their own leveled books - some students will need the teacher to guide them while book shopping for just right books.
- During daily interactive read alouds students should be frequently turning and talking as a way to successfully prepare students for reading partner conversations.
- Make sure to read aloud both fiction and nonfiction texts during read aloud and shared reading as a way to expose students to a range of genres.
- Establish formal reading partnerships by grouping students with similar reading habits.
- Consider having each reading partnership select a permanent reading spot for daily partner reading. (Often students have one spot for independent reading and another spot for partner reading. To maximize reading time it is recommended that these are permanent spots.)
- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link [http://ww3mamkschools.org/units\\_of\\_study/](http://ww3mamkschools.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/kindergarten>,

**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 Kindergarten Reading Curriculum Calendar 2010–2011*
- *The Complete Year in Reading and Writing Grade K* by Karen McNally and Pam Allyn (Chapter 3, pp. 84–85)
- *Growing Readers* by Kathy Collins (Chapter 6, pp. 151–188)
- *Partner Reading* by Allyson Daley
- *Reading for Real* by Kathy Collins
- *Comprehension K-3* by Gretchen Owocki
- *Comprehension from the Ground Up* by Sharon Taberski
- *Comprehension and Collaboration* by Stephanie Harvey and Smokey Daniels
- *The Continuum of Literacy Learning K-2* by Irene Fountas and Gay Su Pinnell
- *Month-by-Month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten* by Dorothy Hall and Patricia Cunningham
- *Phonemic Awareness in Young Children* by Marilyn Jager Adams
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes