

**The Power of Reading Partnerships:
Helping Our Youngest Readers to
Think Deeply and Talk Well
About Their Just-Right Books**

February 4, 2007
National Reading Recovery &
K-6 Classroom Literacy Conference
Columbus, Ohio

Presented by
Kathy Collins
(kathycollins15@yahoo.com)

Components of a Balanced Literacy Framework

Reading Workshop

Writing Workshop

Shared Reading

Read Aloud with Accountable Talk

Small Group Instruction
(*guided reading/strategy lessons/interventions*)

Word Study/Phonics

Interactive Writing

Story Time

For your consideration:

- As I plan instruction, how might I align the components of balanced literacy so that they can reinforce or complement each other?
- How am I going to inform my instruction by kid-watching and assessing during the components of balanced literacy?
- Does the work my students do in the components transfer into their independent reading and writing work?

Balance Within the Classroom Environment

Independence and collaboration

Whole group, small group, partner, and individual instruction

Teacher talk and student talk

Student choice and teacher mandate

Consistency and variety

Teacher Plans and Responsiveness to Students

For your consideration:

- How does the rest of my day support the work and reinforce the expectations of independent reading workshop?
- Are there any areas in which I could work to strike more of a balance?

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.

Guiding Principles for Independent Reading Workshop

- Readers have time to read every day.
- Readers select their own appropriate books.
- Readers have opportunities to talk about their books in authentic, self-initiated ways.
- Readers take care of books.
- Readers respect each other's reading time.
- The work for readers is not only reading the words but also understanding the story.
- What we expect children to do during independent reading time needs to be replicable outside of the classroom.

Reading Workshop

Minilesson

Connection

Teaching Demonstration

Active Engagement

Link to Work

Independent Reading Time

Private Reading Time

(Mid Workshop Teaching)

Partner Reading Time

(Teacher confers with individual readers and may work with small groups of readers during reading time.)

Teaching Share Time

Minilesson Reinforcement or

Minilesson Preview or

Minilesson Add-On or

Problem Solving

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.

Why Do We Provide Time Every Day For Children to Read and Talk With Ability-Based Reading Partners?

- Partnerships build reading stamina
- Partnerships provide time to talk about books in authentic ways
- Partnerships increase accountability during reading workshop
- Partnerships teach students to problem-solve independently
- Partnerships improve listening skills, expressive language skills
- Partnerships offer more time for children to read just right books
- Partnerships provide opportunities for rereading and rethinking texts
- Partnerships provide a cheerleader, coach, helper when the teacher is working with other readers

Reading partners must have:

- Time each day to read together and to talk about what they've read
- Strategies to solve problems and conflicts
(with invitations to invent)
- A variety of ways to work together
(with invitations to invent)
- A repertoire of things readers might talk about
(with invitations to invent)
- A sense of purpose
(with invitations to invent)
- Opportunities to reflect and set goals
- And more!

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.

What might the listening partner be doing as the other partner reads?

- Studying the pictures and thinking about the story
- Helping with words and thinking about the story
- Having thoughts about the book to get ready for the conversation
- Getting the talk started after the partner is done reading.
- Coaching, helping, cheering on, thinking aloud, etc.
- And more!

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.

How Might Partners Work Together?

Especially For Readers of TC Groups 1-4 (Guided Reading A-G):

(These partners typically choose one text to read together):

- I read it, then you read it, then we talk about it.
- I read it first, then we choral read it, then we talk about it.
- We echo read it, then we talk about it.
- I read it, you help me, then we talk about it.
- I read it as you post-it parts to talk about, then we talk.
- I read it, then I tell you something I'm thinking, then we talk about it.
- We plan, then we read, and then we talk.
- We read familiar text and act out a scene, talk characters' parts, etc.

Especially for Readers of TC Group 5 and higher (Guided Reading H and up):

- I retell, share my thinking, read excerpt to support thinking, then we talk about it.
- We plan for a reading focus, read independently, and then meet to talk about our focus.
- We talk about text/topic, read excerpts that support our thinking.

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.

When Can We Teach Into Reading Partnerships?

Minilessons

Mid-workshop Teaching

Share Time

Strategy Lessons

Guided Reading

Reading Conferences

Charts and Artifacts

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.

Conferring To Support Partnerships and Book Talks

What kind of talk?	How might it sound?	What might we say?
Reading Process	<ul style="list-style-type: none"> • What's that word? • I didn't get that part. • Check the picture. (Offering strategy support of some kind) • Can I help you with that one? 	
Partnering Process	<ul style="list-style-type: none"> • Let's read mine first. • You read the page, then I'll read the page. • Don't do that! • How would you like it to go? 	
Text Content	<ul style="list-style-type: none"> • This is like the other part where she falls off of the bike... • I like this page because... • This is what happened. First,... • Let's get back to the story... 	
Ideas Grown From Text and Talk	<ul style="list-style-type: none"> • I'm thinking that the author was a bad kid and she's telling us her own stories... • This is like when me and my brother play fight. We don't mean to hurt each other, just like these characters didn't mean it... • I'm just wondering whether she'll ever learn her lesson. I think... 	
Random, Off-Task Sorts of Things	No examples necessary!	

Conferring Questions that Assume the Best

When students seem unfocused:

So what's the plan that you two made for today? (assumes a plan)

It helps to take a minute to stop and think about what you want to accomplish today...

Jot down your plan for today.

When students are struggling in their partnership or conversation:

What are you going to do to resolve the problem?

How can you move this conversation forward?

Remind each other of the plan for today.

Rewind the conversation for a bit to see if you can get it unstuck.

When a conversation has more parallel talk than connected comments:

What are you thinking about what your partner just said?

What makes you think so?

Show me the part where...

And that makes you think?

Kathy Collins

Growing Readers: Units of Study for Primary Classrooms (Stenhouse)

Please Note: Much of the material in this packet was created while working with the Teachers College Reading and Writing Project or else it may be based on the Project's work.