

The Power of Reading Partnerships

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Guiding Principles for Independent Reading Workshop

- Readers have time to read independently every day.
- Readers select their own just-right 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.

Balance Within the Reading Workshop

Maintenance learning – Acquisition learning - Exposure

Teacher talk – Student Talk

Private reading – Partner reading

Silence – Talk

Whole group – Small group – Individual instruction

A Structure for 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

Time Frames for Reading Workshop Across the Year

Disclaimers:

The times listed do not include minilesson and share time.

This chart is meant to offer approximations for time children spend reading just right books at different points across the year.

This chart presumes a school year that begins after Labor Day.

The italicized times represent partner reading time.

	October/November	February/March	May/June
K	5-10 minutes* <i>(10-15 min.)</i>	15 minutes <i>(10-15 min.)</i>	20-25 minutes <i>(10-15 min.)</i>
1st	15 minutes <i>(10-15 min.)</i>	25-30 minutes <i>(10-15 min.)</i>	30-35 minutes <i>(10-15 min.)</i>
2nd	25 minutes <i>(10-15 min.)</i>	35 minutes <i>(10-15 min.)</i>	40-45 minutes <i>(10-15 min.)</i>

* could be a couple of segments of 5-10 minutes; not necessarily 'just right reading' at this time

Shopping for Books For Independent Reading Time

Reading Level (Fountas & Pinnell)	How many just right books shall the student choose each week? (recommended)
A – G(ish)	8-10 books/week
H - L	5 books/week
L - higher	1-2 books at first
Any Levels	1-2 books of interest (may or may not be 'just-right' texts)

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

Reading Partnerships:

Build reading stamina

Provide time for reading and talking about books with a peer

Increase accountability during reading workshop

Teach students to problem-solve independently

Improve listening skills, expressive language skills

Offer more time for children to read just right books

Provide opportunities for rereading and rethinking texts

Provide a cheerleader, coach, helper when the teacher is working with other readers

Recipe for Partnerships

Partners Reading A-G, H, I-ish Books

1. Pick a Book
2. Read a Book
3. Talk About the Book
4. Repeat

Partners Reading J, K and Higher Level Texts

Book Twins

Book Host

Swap Books

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!

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!

Conferring To Support Book Talks in Partnerships

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? • This book was hard/easy to read.” 	<ul style="list-style-type: none"> • positively acknowledge the assistance, the strategy-work, and/or the recognition of difficulty/ease • try to nudge the conversation to a more global or wide-angled talk about the book (move thinking beyond word level)
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? 	<ul style="list-style-type: none"> • positively acknowledge the partners’ attention to partnership (planning, dispute resolution, etc.) • try to nudge the partners toward book talk
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... 	<ul style="list-style-type: none"> • positively acknowledge the conversation • encourage balance and interaction between partners • encourage talk that goes below surface level meaning making (“Why?” “What makes you think so?” “Say more about that.” “What does that make you think?” and so on.)
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... 	<ul style="list-style-type: none"> • positively acknowledge the depth of conversation • help partners stay with an idea • help partners stay close to text • help balance the conversation
Random, Off-Task Sorts of Things	No examples necessary!	<ul style="list-style-type: none"> • hmmm...positively acknowledge that the partners have lots to talk about, but it’s time to talk about books now. • encourage partners to make a plan for their reading and talking

Conferring Questions for Partnerships That Assume the Best

When partners 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?

Teacher Talk That Raises the Level of Talking and Thinking Across the Day

“The teacher has to make something of what children say and do. She makes sense for herself, and offers a meaning for her students. She imputes intentions, and offers possible worlds, positions and identities.”

from *Choice Words*, by Peter Johnston, page 5.

Language that's appropriately explicit

Language that models noticing and naming

Language that's constitutive

Language that encourages agency and strategic thinking

Language that encourages flexibility and transfer

Language that shares knowing and co-constructs plans and direction

from *Choice Words*, by Peter Johnston, page 5.

(This is an excerpt from *Reading For Real*)
**Envisioning a Year-Long Reading Partnership
 and Book Talk Curriculum**

Part I: Getting Partnerships and Book Talk Off the Ground

Partnership Curriculum Cooperation – Partnerships 101	Conversation Curriculum Basics – Conversation 101
<ul style="list-style-type: none"> • Students will understand the expectations for partner reading time. • Students will have a repertoire of ways to work together. • Students will have a repertoire of ways to solve problems in their partnerships • Students will begin to self-manage their partnerships. • Students will notice characteristics of positive cooperation across the day and apply them to their reading partnerships. 	<ul style="list-style-type: none"> • Students will understand how to be an active listener. • Students will understand how to be a helpful speaker. • Students will use courteous conversation behaviors. • Students will know a variety of things they could talk about with partners. • Students will begin to pay attention to conversations across the day and in their lives.

Part II: Having Successful Partner Time and Good Book Talks

Partnership Curriculum Talking Well With a Partner	Conversation Curriculum Having Strong Conversations
<ul style="list-style-type: none"> • Students will think toward partnerships as they read independently. • Students will have something to say to their partners. • Partners will make plans for their work together. • Partners will have strategies to stay focused in their book talks. • Partners will be able to resolve differences with civility. 	<ul style="list-style-type: none"> • Students will talk about their books with others. • Students will have a variety of things to talk about with each other. • Students will nurture their conversations by speaking clearly and listening intently. • Students will have a variety of ways to start conversations. • Students will have a variety of ways to maintain conversations. • Students will incorporate the qualities of great conversations into their talks with partners.

Part III: Moving Toward Collaboration in Partnerships and Book Talks

Partnership Curriculum Working Toward New Ideas	Conversation Curriculum Growing New Ideas in Conversations
<ul style="list-style-type: none"> • Students will stick with a topic of conversation. • Students will disagree with civility. • Students will make plans together for their reading, set purposes for their reading, and make goals for their reading. • Students will be more curious about and interested in each other's thinking. • Students may jot notes as they read to get ready for partner time. • Students will read with their partner in mind and they'll be able to imagine parts of texts which will be of interest to their partners. 	<ul style="list-style-type: none"> • Students will talk about their books and develop theories about stories, characters, genre, etc. • Students will grow ideas. • Students will express opinions and support them with evidence from the texts. • Students conversations will be characterized by longer focus on individual topics or ideas. • Students will use a variety of comprehension strategies and conversation moves.

Sample Partnership Contract

Reading Partner Contract

We promise to try our best to be great Reading Partners.
Here are some things we agree will help us to do our best partner work:

Date: _____

1. _____

2. _____

3. _____

4. _____

Partner Signature

Partner Signature

Modifications: Children may sketch pictures to reflect how they will work together well.

Partnership Reflection Sheets

Partner Reflection – Version 1

My Name: _____ My partner's name: _____

What went well this week:

What we want to work on for next week:

Partner Reflection Version 2:

Partners' Names: _____ and _____

- My partner and I took turns with our books.
- My partner and I looked at each other when we were talking.
- My partner and I figured out a way to solve a problem.

My partner and I want to get better at:

A Collection of Charts Used to Support Partnerships

What do great reading partnerships look like when they are working well?

What do great partnerships sound like when they are working well?

Different Ways Partners Can Read Together

What Can the Listening Partner Do?

What are some things partners might talk about with each other?

What do we know about great book talks?

How can we keep a good talk going?

Top Tips for Reading Partners