SEL & Literacy Lesson: Partner Reading (fluency)

Teacher: _____ Date: _____

Objectives:
Literacy Objective (circle): Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, Writing
Learning Target: Students will read with sufficient accuracy and fluency to support comprehension (Foundational Skills grades 3-5) using the *Partner Reading* model.

SEL Competency (circle): Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, Social Awareness, Self-Awareness
Learning Target: Self-Discipline and Self-Motivation: Students will demonstrate the ability to stay actively engaged and persist in activities.

Set-up:
Materials Needed: Appropriate texts, anchor chart for rules of *Partner Reading*, anchor chart for *Partner Reading* student feedback.

Lesson Prep: Have all student text ready, have partners assigned beforehand, anchor chart posted and readable.

Lesson:
*Warm-up (before)**:**

> "Today you are going to work with a partner in an activity called 'Partner Reading.' You will take turns reading aloud to your partner and your partner will listen and give you feedback about your reading. Feedback can be positive or corrective. How does it feel when someone gives you a compliment or positive feedback? How does it feel someone gives you corrective feedback? Let's practice receiving feedback from someone." Discuss as a group the appropriate responses to receiving each kind of feedback.

Explicit Instruction (during):**

> I do: Demonstrate with a student the Partner Reading procedure (see attached). Ask students what they noticed about the demonstration, particularly how each person in the model responded to feedback.
>
> We do: Have all students engage in a "practice" of Partner Reading for five minutes for each partner. Ask students what they noticed about how they worked with their partner.
>
> You do: Students fully engage in Partner Reading as the teacher monitors all the students.

***Closing (after)**:**

> Today we worked on receiving positive and corrective feedback from our partner during Partner Reading. Partner Reading is to help us read fluently which will increase our understanding of the text.

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Next time:

> Save five minutes at the end of the full session and ask students to debrief about their session with their partner (including response to feedback). From their reflections, ask students to generate one goal as a class for the next Partner Reading session. Teacher asks: "What's one thing we can do better as a class? Let's work on it tomorrow." Teacher records the goal somewhere all students can see.

Partnering Students:

Generally, to create partners, use reading assessment data to rank-order students from most proficient to least proficient. Then, divide the list in half. Pair the students starting with the top of the list of one half with the top of the list from the bottom half. The second pair will be the second student from the top half with the second student from the bottom half and so on.

Assign Partners:

Assign partners. One partner is *first reader* and the other student is *second reader.* The first student is the stronger reader (top half of the list). Students should be sitting side-by-side at their desks to start.

Reading Material:

Provide reading material at the second reader's instructional reading level. Both students in each pair will read from the same reading material.

Protocol:

The first reader reads for 5 minutes as the second reader listens and provides feedback (see feedback chart). Teacher times the 5 minutes and tells the class when partners should switch responsibility. After 5 minutes, the second reader reads for 5 minutes where the first reader left off. Have students engage in one more round of switching after 5 minutes of reading.

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*The Warm-up: This is the opportunity to frontload or scaffold as part of your instruction. Scaffolds could include any one or more of the following:
- Build background
- Set a purpose of the learning
- Activate prior knowledge
- Teach vocabulary integral in the understanding of the lesson
- Preview new text

Additionally, the Warm-up is a time to implement the first SEL playbook signature practice (welcoming/inclusion activity) This can be integrated with the above scaffolds.

**Explicit Instruction: Whether you are teaching literacy skills or SEL, it is critical they are taught explicitly. The key to this step is the seamless teaching and practice of literacy and SEL skills blended together. The common nomenclature would include:
- "I do": This indicates the teacher (or a student) models the strategy/skill for the students. Ideally, the model would include a "think aloud" so students understand what the teacher is thinking as they model the process or procedure. The teacher is watching for students' attentiveness.
- "We do": This indicates a guided practice segment of the lesson. After the model, the teacher invites the students to "give it a try" with the teacher's guidance. The teacher provides students with affirming and corrective feedback throughout this process so students can adjust the practice accordingly. The teacher is watching for particular aspects of the task which are causing students to struggle as well as those tasks in which students are successful. These notes determine if students need additional models, more guided practice or if they are ready for some independent practice.
- "You do": This indicates independent practice for the students. The teacher sees which students are able to complete the task successfully without much interaction with the teacher. The teacher determines if students need additional support and practice, or if the students can successfully complete the task independently.

Additionally, Explicit Instruction is a time to implement the second SEL playbook signature practice (Engaging Strategies, Brain Breaks, and Transitions)

***Closing: This is the opportunity to close the lesson by restating the learning objectives in literacy and SEL. The students should be able to tell the teacher what they learned during the lesson.

Additionally, this is the time to implement the last SEL playbook signature practice (Optimistic Closures).

Next time: This is the opportunity to tell students what will happen in the next lesson and how it connects to today's lesson.

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- Self-Awareness is the ability to accurately recognize one's own emotions, thoughts, and experiences and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- Self-Management is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- Social Awareness is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- Relationship Skills include the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- Responsible Decision-Making is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Literacy Components Defined (National Reading Panel, 2000)
- Phonemic Awareness is an awareness of, and the ability to, manipulate the individual sounds (phonemes) in spoken words.
- Phonics is the study and use of sound/spelling correspondences and syllable patterns to help students read written words.
- Vocabulary is the body of words and their meanings that students must understand to comprehend text.
- Fluency is reading text with sufficient speed, accuracy, and expression to support comprehension.
- Comprehension is the ability to make meaning with the use of specific skills and strategies, vocabulary, background knowledge, and verbal reasoning skills.
  (Not included in National Reading Panel, 2000)
- Writing is a complex process that requires a wide range of skills — a strong vocabulary; an understanding of genre, text structure, and voice; basic mechanical skills (grammar and punctuation); organizational skills; and higher order thinking.