

## **Library of Congress American Time Capsule and Patterned Partner Reading**

Rebecca Schwartz, Nicole Wesolowicz, Emily LaCost, Mary Downen, & Lauren Lemanski

### **Standards**

IL-ISBE-ELA-CC-2010.K-12.SL.6

Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

IL-ISBE-ELA-CC-2010.K.R.I.7

Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

IL-ISBE-ELA-CC-2010.2.L.6

Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

IRA.2.5

...demonstrate an understanding of the interrelation of reading and writing, and listening and speaking

IRA.7

Comprehension

### **Resources**

An American Time Capsule: Three Centuries of Broad­sides and Other Printed Ephemera.  
Library of

Congress [www.loc.gov](http://www.loc.gov)

McLaughlin, M. (2013). Patterned Partner Reading. Round-robin reading never! *Reading Today*, 31 (1),

2-3.

### **Objectives**

SWBAT use the Patterned Partner Reading method and determine when questioning is appropriate versus

when declarative sentences are needed.

SWBAT provide support to the questions that the other students ask based on looking at the illustration.

SWBAT respond to text using adjectives and adverbs to describe the illustration.

SWBAT understand the correlation between the questions they typed and their class conversations.

SWBAT comprehend what they are visualizing versus what they are reading.

### Procedure

Students will be grouped into pairs and use the Patterned Partner Reading. Each pair will have two computers. The first computer will have a word document open and the second student will have the article open.

2. One student will read the document and create three questions to ask the other student.
3. The student will begin reading the article, stopping periodically to ask his or her questions.
4. The student who is reading and asking questions will record his or her questions on the open document.
5. As the other student responds, he or she will record their response under the question.
6. After the students finish reading and responding, they will save their document.
7. Students will send the teacher an email with the document attached.

### Assessment

<b>Always</b> (3 pts)	<b>Sometimes</b> (2 pts)	<b>Rarely</b> (1 pt)	
<b>Element 1</b> (1.000, 33%)	Students demonstrate appropriate questioning versus declarative sentences when speaking with peers	Students demonstrate some appropriate questioning versus declarative sentences when speaking with peers	Students do not demonstrate appropriate questioning or declarative speaking
<b>Element 2</b> (1.000, 33%)	Students provide a complete explanation to the first students questions	Students partially provide an explanation	Students explanation does not meet requirements
<b>Element 3</b> (1.000, 33%)	Students will demonstrate understanding of the questions they typed and the conversations they had. They will have all questions typed out and will be fully engaged in discussion	Students demonstrate partial understanding in the questions they typed and conversations they had by not fully engaging in conversation as well as incomplete questions	Students have 1 to 0 questions typed and barely participate in the discussion

### Reflection

Students will be able to develop their questioning and declarative statement skills as they use the Patterned Partner Reading method. They will be able to clarify information while they problem solve together to identify nonfiction historical information with the significance of time capsule contents.