

## Overview for Grade 2 Unit 1, *Second-Grade Reading Growth Spurt*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share	
<b>BEND I: Taking Charge of Reading</b>				
1	Readers Choose <i>How</i> to Read	First Day Settling and Connecting	Reading Slowly and Thoughtfully	Reviewing Partner Reading
2	Second-Grade Readers Take a Sneak Peek to Decide How a Book <i>Wants</i> to Be Read	Starting Running Records while Managing a Classroom of Readers	Readers Change How They Read, as They Read	Responding to How a Book <i>Wants</i> to Be Read
3	Readers Get Stronger by Reading a Lot!	Conducting Running Records Efficiently	Setting Goals for Volume and Stamina	Growing Stamina Every Day
4	Readers Read in Longer Phrases, Scooping Up Snap Words	Maximizing Opportunities to Assess	Finishing One Book and Starting Another	Reading Faster and Smoother
5	Keeping Tabs on Comprehension	Pushing All Readers Forward	Different Readers Need Different Goals	Resolving to Read <i>More</i>
6	Second-Graders Can Mark Their Thinking with a Post-it	Using Post-its Productively	Having a Book Talk with Yourself	Turning Great Thinking into Great Conversation
<b>BEND II: Working Hard to Solve Tricky Words</b>				
7	Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on <i>Everything</i> They Know	Launching Guided Reading	Cross-Checking as You Problem Solve	Using All Your Strategies
8	Readers Use More Than One Strategy at a Time: Figuring Out What Makes Sense <i>and</i> Checking the First Letters	Building Momentum in Your Small Groups	Welcoming the Work of Tackling Hard Parts, Using Two Strategies at Once	Remembering All the Work to Do When Reading
9	Some Beginnings and Endings Can Be Read in a Snap!			
10	Don't Forget the Middle!: Readers Are Flexible When They Encounter Vowel Teams in Tricky Words	Word Work during Reading Workshop	Not Forgetting the Story!	Playing Guess the Covered Word with a Partner
11	Readers Have Strategies for Figuring Out Brand-New Words, Too	Supporting Vocabulary	Noticing When a New Word Has Two Smaller Ones in It	Noticing When Tricky Words Make Writing Powerful
12	Readers Check Themselves and Their Reading	Self-Monitoring while Reading	Setting a Balanced Reading Pace	Discussing Fix-Up Strategies
<b>BEND III: Paying Close Attention to Authors</b>				
13	Authors Have Intentions	Supporting Stamina for Some and Slowing Down Speed-Reading	Finding Small Moments in Books and Noticing the Details	Finding Writing Moves That Many Authors Use
14	Readers Don't Just <i>Notice</i> Craft Moves—They <i>Try</i> Them!	Checking in on Partnerships	Remembering to Write!	Sharing Your Action!
15	Readers Think about How the Whole Book Clicks Together, Noticing Masterful Writing	Assessing Retells On-the-Run and Supporting Small Groups of Readers Who Are Ready to Move Up	Not Waiting to Think about the Book as a Whole	Practicing Retelling
16	Readers Think, "What Does the Author Want to Teach Me?"	Supporting Readers as They Reach the End of Their Books	Making a Chart of Lessons Authors Teach in Lots of Books	Taking a Sneak Peek to Consider an Author's Lessons Right from the Start
17	Celebrate How Much Readers Have Grown!			
<b>Read Aloud and Shared Reading</b>				