

Overview for Grade 2 Unit 2, *Becoming Experts: Reading Nonfiction*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Thinking Hard and Growing Knowledge				
1	Nonfiction Readers Notice and Learn	Channeling Readers to Think Deeply	Readers Have a Choice—To Glance or to <i>Reread</i>	Noticing Details to Grow Knowledge
2	Nonfiction Readers Notice, Learn, and Question	Celebrating the Nonfiction Reading Skills Your Children Bring	Extending the Work of Nonfiction Reading to Books	Encouraging Students to Notice and Wonder Even More
3	Nonfiction Readers Ask, "What Is This Book Teaching Me?"	Active Readers Are Thoughtful Readers	Pausing to Accumulate Knowledge	Sharing Newfound Information
4	Nonfiction Readers Ask, "How Does This Book Go?"			
5	Celebrate the Gift of Learning Something New	Stepping Back to Research and Check In	Noticing Where and When Books Change to Teach Something New about a Topic	Changing Your Voice to Match the Information Inside Your Texts
BEND II: Learning the Lingo of a Topic				
6	Anticipating and Using the Lingo of a Nonfiction Topic	Beginning the Work of the New Bend	Saying and Understanding Keywords	Using Keywords to Talk the Talk Together
7	Using Text Features to Notice and Understand Keywords	Building Students' Ability to Work Independently	Learning about Glossaries	Knowing Ways Authors Use Features to Highlight Keywords, and Helping Authors Out When Necessary
8	Using Context to Build Knowledge of Unknown Words	Coaching Students to Use Meaning, Structure (Syntax), and Visual Cues	Asking Questions to Understand Keywords: What Is This Word Like or Similar To?	Teaming Up with Partners to Build Keywords Together
9	Solving Words Takes Strategic and Flexible Thinking	Coaching Students to Think as They Read	Pronouncing Words Is a Process	Knowing and Fixing Problems Independently
10	Rereading Like Experts	Supporting Students in Unlocking Keywords and Rereading Like an Expert	Matching Voices with Information	Practicing to Reread and Sound Like Experts
11	Talk the Talk and Walk the Walk! Using Lingo to Teach Others			
BEND III: Reading Across a Topic				
12	Growing Knowledge across Books! Getting Ready to Read (and Learn) a Bunch!	Studying Reading Logs and Conferring Notes to Gain a Wealth of Information	Using Post-it Notes to Capture Ideas and What the Reader Wonders	Sharing New Knowledge
13	Nonfiction Readers Add Information across Books	Coaching Students to Use Replicable Strategies to Maintain Meaning	Marking Similar Parts to Learn More	Searching for Information That Goes Together
14	Thinking and Rethinking about How Information Is Connected across Books	Coaching and Scaffolding Students' Comprehension	Think Big! Learn Big!	Bolstering Talk by Using Examples from Books
15	Finding, Thinking, and Talking about What Is the Same and What Is Different			
16	Readers Retell Topics, Not Just Books	Lifting the Level of Students' Thinking	Readers Don't Just Get Ready to Read, They Also Get Ready to Retell	Letting Partners Retell to Teach Each Other
17	Getting Ready for the Celebration	Supporting Preparation for the Celebration	Using Gestures to Bring Information to Life	Rehearsing Together for the Museum Opening!
18	Celebration: Pay It Forward by Teaching Others	Listening In and Coaching Readers to Be Tour Guides	Taking Time to Teach, Taking Time to Listen	Celebrating the Hard Work of the Unit
Read-Aloud and Shared Reading				