

Overview for Grade 2 Unit 3, *Bigger Books Mean Amping Up Reading Power*

	Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Reading with Fluency				
1	Rehearsing Reading Voices	Moving Quickly from Reader to Reader	Rereading a Passage the Way It Wants to Be Read	Making Readers' Voices Sing
2	Scooping Up Words into Phrases	Identifying and Helping Readers Who Struggle with Fluency	Checking that Your Reading Makes Sense and Sounds Right	Partners Read to Each Other
3	Noticing Dialogue Tags	Quick Conferences Reinforce Prior Learning	Who's Talking? Keeping Track of Dialogue	Readers Reread to Make Their Voices Smooth and Expressive
4	Using Meaning to Read Fluently	Approaching Reading Workshop with Students' Data in Mind	Readers Picture What's Happening, Then Make Their Voices Match	Researching Fluency and Giving Tips
5	Reading at a Just-Right Pace	Checking In on Pace and Comprehension	Using Reading Logs to Reflect	Putting It All Together to Get . . . <i>a Fluent Reader!</i>
BEND II: Understanding Literary Language				
6	Recognizing Literary Language	Noticing Figurative Language in Other Books	Don't Let Inventive Language Pass Readers By	Readers Discuss Literary Language with Their Partner
7	Understanding Comparisons	Scaffolding Appropriately	Using Thought Prompts to Understand Literary Language	Comparing Creates a Feeling
8	Noticing When Authors Play with Words	Supporting Students through Shared Reading, Guided Reading, and Partnerships	Noticing Literary Language that Is Especially Tricky—Idioms	Literary Language Cueing Intonation
9	Reading as a Writer—Focusing on Special Language	Collecting Data to Assess Quickly	Reading the Whole Page to Figure Out What a Phrase Means	Celebrating Literary Language in Reading by Using It in Writing
BEND III: Meeting the Challenges of Longer Books				
10	Setting Up Routines for Same-Book Partners	Supporting Strong Partnership Work for All Readers	Getting Specific	Readers Become Their Own Partners
11	Holding On to Stories Even When Books Are Long	Supporting Students at All Levels of Text Complexity	Sifting Through Post-its, Rereading, and Rethinking	Determining Importance Together—Comparing Ideas with a Partner
12	Staying on Track When Books Get Tricky			
13	Using Writing to Solve Reading Problems	Priming the Pump for the Final Bend	Sharing Tools and Notes Students Generated	Celebrating Understanding Longer Books
BEND IV: Tackling Goals in the Company of Others				
14	Self-Assessing and Setting Goals	Helping Students Self-Assess to Launch Clubs Smoothly	Selecting a Goal	Launching Clubs
15	Organizing Goal Clubs	Using Shared Reading to Help Clubs Meet Their Goals	Preparing for Club Meetings	Growing Our Talk to Help Reach Club Goals
16	Giving Feedback to Group Members	Leading Goal-Oriented Strategy Groups	Giving Helpful (Specific) vs. Unhelpful Feedback	Helping and Teaching Club Members to Reach Our Goals
17	Celebration			
Read-Aloud and Shared Reading				