

## Overview for Grade 3 Unit 2, *Reading to Learn: Grasping Main Ideas and Text Structures*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Determining Importance in Expository Texts</b>				
<i>Start with Assessment</i>				
1	Previewing Nonfiction	Using the Text's Infrastructure to Reconstruct Main Ideas and Supporting Specifics	Readers Use Prior Knowledge to Predict How a Text Will Go, Confirming or Revising as They Read	Readers Cull Main Ideas from Articles and Share
2	Looking for Structure within a Nonfiction Text	Help Readers Preview and Read for the Main Idea	Readers Pause to Think, "So What Are the Main Ideas and the Supporting Details?"	Reading with Fluency Begins with Choosing within-Reach Texts
<i>A Day for Assessment</i>				
3	Grasping Main Ideas in Nonfiction Texts	Supporting Students in Extracting Main Ideas and Supporting Details from Expository Texts	Make Your Notes Succinct	Channeling Readers to Talk Off Their Notes
4	Becoming Experts and Teaching Others from Nonfiction Texts	Help Readers Teach Each Other by Rereading, Honing Their Skills at Differentiating between the Most Important Ideas and Supporting Details	Readers Read Differently When They Anticipate Teaching Someone Else	Teaching Each Other
5	Tackling Complexity			
6	Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions	Supporting Children in Setting Goals and Making Plans	Walking the Walk	Readers Reflect on their Progress toward Goals
<b>BEND II: Lifting the Level of Thinking about Expository Texts</b>				
7	Reading for Significance: Approaching Nonfiction Reading as a Learner	Supporting Children in Deepening Engagement by Asking Questions	Readers Notice Surprising Parts of a Text	Growing Ideas in Conversations
8	Reading Differently because of Conversations	Supporting Children as They Draw On All They Know	Pausing to Talk Back to Texts	Partners Discuss What They Are Thinking
9	Distinguishing Your Own Opinion from That of the Author	Supporting an Awareness of Perspective	Paying Attention to Descriptive Language Can Lead to Identifying the Author's Perspective	Using Prompts to Study and Discuss Perspective
10	Lifting the Level of Students' Talk			
<b>BEND III: Synthesizing and Growing Ideas in Narrative Nonfiction</b>				
11	Using Text Structure to Hold On to Meaning in Narrative Nonfiction	Helping Children Bring Their Familiar Reading Strategies to Narrative Nonfiction	Reading Closely to Infer Character Traits	Retelling Narrative Nonfiction Using Prior Skills
12	Summarizing Narrative Nonfiction	Researching and Teaching Students to Transfer	Thinking about How Parts of the Text Fit with the Whole	Sharing Skills in Summarizing
13	Tackling Hard Words that Complicate Meaning			
14	Reading Biographies through Different Lenses	Supporting Children in Reading to Learn	Taking Cues from the Text about Which Lens to Read Through	Analyzing and Explaining How New Information Fits with the Storyline
15	Seeking Underlying Ideas in True Stories	Guided Reading to Move Kids Up a Level of Text Complexity	Readers Study Characters' Central Choices to Learn Lessons from the Text	Readers Think about Main Subjects of Narrative Nonfiction
16	Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts	Help Children Consider Their Nonfiction in a Narrative Frame	Readers Practice Synthesizing a Narrative Nonfiction Text	Readers Uncover Text Structures to Anticipate How Texts Are Apt to Unfold
17	Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly	Drawing on Past Resources that Can Help You Do New Work	Figuring Out How Parts Fit Together	Teaching Others How to Read a Text
18	Becoming Your Own Reading Coach			
19	A Celebration			