

Grade 2 Reading Unit 5 Bigger Books Means Amping Up Reading Power

<p>Bend 1: Reading with Fluency</p> <p>Session 1: Rehearsing Reading Voices</p> <ul style="list-style-type: none"> ➤ Learning Goal: Reading aloud can help readers' in-their-head reading voices. 	<p>Session 2: Scooping Up Words into Phrases</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers scoop up words into phrases and notice punctuation so that their reading makes sense and sounds right. 	<p>Session 3: Noticing Dialogue Tags</p> <ul style="list-style-type: none"> ➤ Learning Goal: Dialogue tags can help readers read dialogue with expression. 	<p>Session 4: Using Meaning to Read Fluently</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers match their voices to the meaning of the text. 	<p>Session 5: Reading at a Just-Right Pace</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers make sure they read at a pace that is not too fast and not too slow - one that allows them to understand what they are reading.
<p>Bend 2: Understanding Literacy Language</p> <p>Session 6: Recognizing Literary Language</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers pay attention to literary language - comparisons, invented words, figurative language, - asking, "What might the outhor want me to see, to understand?" 	<p>Session 7: Understanding Comparisons</p> <ul style="list-style-type: none"> ➤ Learning Goal: When authors use comparisons, they are signaling that they want readers to combine their knowledge of both things being compared and how they're alike. 	<p>Session 8: Noticing When Authors Play with Words</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers notice when authors use language in creative ways by playing around with words. ➤ Readers work to understand what the author is really saying. 	<p>Session 9: Reading as a Writer - Focusing on Special Language</p> <ul style="list-style-type: none"> ➤ Learning Goal: When readers notice special language in a book, they think about the writer's craft and the special meaning the author wants them to get from that language. 	<p>Bend 3: Meeting the Challenges of Longer Books</p> <p>Session 10: Setting Up Routines for Same-Book Partners</p> <ul style="list-style-type: none"> ➤ Learning Goal: Reading the same books a partner can help readers talk, clarify, and ask questions to better understand the books they are reading.
<p>Session 11: Holding On to Stories Even When Books are Long</p> <ul style="list-style-type: none"> ➤ Learning Goal: As books become longer and more complex, readers jot down notes on Post-Its to keep track of the story and remember the important things that happen. 	<p>Session 12: Staying on Track When Books Get Tricky</p> <ul style="list-style-type: none"> ➤ Learning Goal: When readers don't understand what's happening, they don't keep going. They use their fix-up strategies. They slow down, reread, and ask questions. 	<p>Session 13: Using Writing to Solve Reading Problems</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers c an invent ways to see writing to help them tackle confusing parts in their reading. 	<p>Bend 4: Tackling Goals in the Company of Others</p> <p>Session 14:</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers self-assess their own reading in order to set goals. They work with a reading club to help each other reach those goals. 	<p>Session 15: Organizing Goal Clubs</p> <ul style="list-style-type: none"> ➤ Learning Goal: Reading clubs need to create their own clear path to create clear plans to accomplish their goals.
<p>Session 16: Giving Feedback to Group Members</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers support each other's work by giving helpful feedback. 	<p>Session 17: Celebration</p> <ul style="list-style-type: none"> ➤ Learning Goal: Readers become researchers, learning from each other and sharing what they have learned. 			