

## Grade 2 Reading Unit 2 - Readers Have Big Jobs to Do

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| <p><b>Bend 1: Readers Have Important Jobs to Do</b></p> <p>Session 1: You Be the Boss! Readers Say, "I Can Do This!"</p> <ul style="list-style-type: none"> <li>➤ Learning Goal: When readers take charge of their reading, they stop at the first sign of trouble and then try something to solve the problem.</li> </ul> | <p>Session 2: <b>Readers Use Everything They Know to Solve a Word</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Being in charge of your reading means using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.</li> </ul>   | <p>Session 3: <b>Readers "Check It!" to Self Monitor</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: After solving a tricky word, readers always do a triple-check, asking "Does it make sense?" "Does it look right?" "Does it sound right?"</li> </ul> | <p>Session 4: <b>Readers Make a Plan</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers reflect on strategies they use and make a plan to be the best readers they can be.</li> </ul>   | <p>Session 5: <b>Readers Get Help When They Need It</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers can call on their partners to help them use strategies and check their reading, especially when it's really tough.</li> </ul>   |
| <p><b>Bend 2: Readers Add New Tools to Read Hard Words</b></p> <p>Session 6: <b>Readers Think about the story to Problem Solve Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will think about what is happening in the story to help them problem solve a difficult word.</li> </ul>       | <p>Session 7: <b>Readers Think about What Kind of Word Would Fit</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers listen carefully as they read to consider what word might come next, thinking, "What kind of word would fit here?"</li> </ul>  | <p>Session 8: <b>Readers Slow Down to Break Up Long Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will be reminded to slow down to break up longer words part by part.</li> </ul>  | <p>Session 9: <b>Readers Use Words They Know to Solve Words They Don't Know</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will use the strategy of analogy by solving a new word by recalling one that looks similar.</li> </ul> | <p>Session 10: <b>Readers Try Sounds Many Ways to Figure Out Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers are flexible in their attempts to solve words- using what they know about letter combinations and trying many ways to get the word right.</li> </ul>   |
| <p>Session 11: <b>Readers Use Sight Words to Read Fluently</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will be reminded to read sight words in continuous text fluently, and expand their repertoire of known words by rereading.</li> </ul>   | <p><b>Bend 3: Readers Use Tools to Understand Their Books</b></p> <p>Session 12 : Readers Work to Understand, Rereading If They Don't Get It</p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will monitor for meaning not only when they're solving words, but also as they read across whole parts of longer, more challenging books.</li> <li>➤ Learning Goal: Readers check to make sure they understand each part of what they read, and rereading when they don't get it.</li> </ul> | <p>Session 13: <b>Readers Make Mind Movies to Picture What's Happening</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers envision the scene as they read , using the pictures and the words to make a movie in their mind.</li> </ul>              | <p>Session 14: <b>Readers Keep Track of Who's Talking as They Read</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: To really understand the story, readers need to keep track of who's talking-the dialogue-as they read.</li> </ul>       | <p>Session 15: <b>Readers Don't Just Read Words, They Understand Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers stop and use clues in the illustrations and the text to infer the meanings of unfamiliar vocabulary.</li> <li>➤ Learning Goal: Readers extend what they learned to do with nonfiction books to all the books they read.</li> </ul> |

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| <p><b>Bend 4: Readers Use Everything They Know to Get the Job Done</b></p> <p>Session 16: Readers Use Everything They Know to Get the Job Done Quickly!</p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will use everything they know, drawing from their full repertoire of word-solving strategies, to tackle challenges with greater automaticity.</li> </ul> | <p>Session 17: <b>Readers Investigate Ways to Make Their Reading Sound Great</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will name what makes an audio book engaging for the listener and apply these same strategies to improve their fluency.</li> </ul> | <p>Session 18: <b>Partners Work Together to Make Their Reading Sound Its Very Best</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers teach partners to give each other feedback to improve their reading fluency.</li> </ul> |  |  |
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