

Overview for Grade 2 Unit 3, *Writing About Reading*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
Bend I: Letter Writing: A Glorious Tradition				
1	Writing Letters to Share Ideas about Characters	Spreading Writing Energy	The Structure of a Letter	Getting Letters to Readers
2	Getting Energy for Writing by Talking	Turning to Familiar Strategies when Writing in a New Genre	Using Your Partner when Your Writing Slows Down, without Slowing Down Your Partner	Explaining Reasons to Your Partner and Your Reader
3	Writers Generate More Letters: Developing New Opinions by Looking at Pictures	Assessing and Teaching Your Writers Using the Opinion Writing Checklist	Looking at Other Features of a Book, Such as Titles, to Find More to Write About	Learning from Our Classmates' Strategies
4	Writers Make Their Letters about Books Even Better by Retelling Important Parts	Continuing to Teach from Information Gathered and Further Helping Writers with Retelling	Setting Readers Up to Understand the Big, Important Parts of Your Book	Using <i>For Example</i> to Introduce Text Evidence
5	Keeping Audience in Mind	Drawing on Three Teaching Resources for Strong Writers	Spoiler Alert! Don't Give Away the Ending—Leave Them Hanging!	More Ways to Think about Audience
6	Letter to Teachers: Using a Checklist to Set Goals for Ourselves as Writers			
Bend II: Raising the Level of Our Letter Writing				
7	Writing About More than One Part of a Book	Supporting Writers in Paragraphing	Jotting Notes at the Top of Each Page to Hold Your Idea	Using Literary Language
8	Reading Closely to Generate More Writing	Linking Details and Ideas	Writers Use What They Notice to Spark New Ideas	Having Books at Hand to Inspire Writing
9	Gathering More Evidence to Support Each of Our Opinions	Using the Classroom Environment to Teach	Helpful Linking Words	Uncovering Life Lessons
10	Why Is the Author Using a Capital Here?	Combing Our Books for More Fun Conventions	Breaking the Rules and Getting Away with It	Getting Creative with Conventions
11	Publishing Our Opinions for All to Read	When Is Handwriting a Priority?	Extras Can Add Extra Meaning	Publishing for an Audience
Bend III: Writing Nominations and Awarding Favorite Books				
12	And the Nominees Are . . .	Getting Mileage Out of Any Learning Tools You Have at Hand	Using Reading Post-its to Write More	A Mentor Text Inquiry
13	Prove It! Adding Quotes to Support Opinions	How Much Is Too Much? Cutting Our Quotes Down to Size	Introducing Your Quotes	Nominate Another! Planning More Pieces
14	Good. Better. Best.	Pushing Children to Think Deeply about Books	Still Haven't Found What You're Looking For?	Finding the Just-Right Word
15	Readers Giving Signposts and Rest Stops	Teaching Past the "Using but Confusing" Stage	An Editing Break	And the Award Goes to . . . Working with Committees to Determine the Winners
16	Writing Introductions and Conclusions to Captivate	Motivating Students to Make Revisions when They Think that They're All Done	Writing and Revising Introductions and Conclusions: Partner Work	Wow! Look How We've Grown! Reflecting on Writing to Celebrate Progress and Set Goals
17	Using a Checklist to Set Writerly Goals	Putting Yourself Out of a Job	Celebrating and Setting New Goals	Sharing Student-Made Tools and Strategies
18	Letter to Teachers: Keeping the Elaboration Going			
19	Letter to Teachers: Awarding Our Favorites: A Book Fair Celebration			