

## Overview for Grade 7 Unit 2, *Writing About Reading*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Planning and Drafting Companion Books</b>				
1	Writing about Reading with Voice and Investment	Fostering Ingenuity and Individuality	Imagining Possibilities with a Gallery Walk	Sharing Your Thinking about Writing about Reading
2	Using Graphics to Think and Rethink about Literature			
3	Thinking Big, Thinking Small: Ideas and Specifics	Supporting Students' Revisions, Considering the Ladder of Abstraction	Using Academic Language for More Powerful Writing about Reading	Using Transitions to Link and Extend Information
4	Explaining Thinking	Using Small-Group Instruction and Tools to Elevate Idea-Based Writing	Introducing Companion Books	Finding, Analyzing, and Citing Evidence to Support Ideas
5	Close Reading and Analytic Writing	Moving from Summary to Analysis	Pursuing an Idea or a Way of Thinking	Uncovering Themes
6	Letting the Book Teach You How to Respond	Making Sure Writing Is Driven by What's Important	Incorporating the Language of the Text into Your Entries	Letting the Text Tell You When to Respond
7	Working Toward a Companion Book	Make a "Good Enough" Table of Contents—and Begin Drafting a Chapter	Using Informational Text Structures	Thinking about Elaboration
8	Incorporating Evidence from the Text as a Means to Elaborate	Supporting Students to Deepen Their Analysis and Lift the Level of Their Writing	Ranking Evidence: Selecting the Most Relevant Details to Cite	Using Appositives and Dependent Clauses to Express Complex Thinking
9	Reflection and Goal-Setting Using the Information Writing Checklist—and a Mini-Celebration			
<b>BEND II: Writing to Deepen Literary Analysis</b>				
10	Reading Like Writers—and Writing about It	Supporting Students to Write Well about Craft Moves	Using the Lens of Author's Purpose and Craft to Write New Chapters or to Revise	Sharing Literary Thoughts
11	Writing about Symbolism in Texts	Symbolism: Predictable Problems and Teaching Opportunities	Rethink the Meanings of Titles	Reinforcing Prior Teaching
12	Analyzing Structure in a Text	Paying Attention to Verb Tense as Readers and Writers	Crafting Writing with the Lens of Sequence	Setting New Goals
13	Writing <i>Inside</i> the Story: Improvisations and Fan Fiction	Revisiting Story Arcs to Improve Fan Fiction Scenes	Mimicking Language	A Return to Symbolism
14	Writing Inside Perspectives	Writing with Clarity and Elaborating Perspectives	Including What's Important in Fan Fiction	Taking Stock of Companion Books: What's In, What's Out? Moving toward Publication
15	Writing Introductions and Conclusions	Assessing How Students Need to Revise	Hooking the Reader Using Familiar Techniques for Leads and the Option of an Epigraph	Writing Conclusions that Keep Readers Hooked
16	Final Edits and a Celebration			