###### Unit of Study: Opinion Writing: Grade 2 Using *Writing About Reading* from the *Units of Study in Opinion, Information, and Narrative Writing*

###### \*\* The first 3 lessons of the unit invite students to write about their opinions about topics and interests in general. The fourth lesson draws upon the first session of the *Writing About Reading* unit. After the first three lessons, you may want to offer students opportunities to continue writing about their opinions about the world in a writing center, another time of the day, or during the last 10 minutes of the writing workshop.

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| Prior to the start of the unit: Pre-Assessment – Opinion Writing (found on the literacy coach website)Read Aloud (could be done in the character or series unit) *Mercy Watson to the Rescue* or another similar text | Day 1**Teaching point: “**Writers write about topics they really care about. They say what they think and why.” (Class brainstorming of ideas – things students like/don’t like/think are fair/not fair)**Independent Writing:** Students choose their own topics to write about (share reasons and explain why, finish with one topic, start another) | Day 2**Teaching point:** “Writers use LOTS of reasons to explain (support) their opinions. “(Introduce hand as an organizer for talking off of; students turn and talk about their opinions with many reasons to support their thinking.)**Independent Writing:** Students continue writing opinions from Day 1 and begin new opinion pieces as they finish pieces-in-progress. | Day 3**Teaching point:** “When writers are thinking about the reasons that support their opinions, they sometimes need to revise their opinions. “ (If students do not have enough reasons to support an opinion, they can revise their opinions to make them stronger.) |
| Day 4**Teaching point:** “Writers write letters to others to share their opinions about characters they love.” (Session 1)**Independent Writing:** Students begin writing letters about characters of their own choosing, addressed: *Dear Readers.* Place letters in books around the room (inside addressed envelopes). | Day 5**Teaching point:** “Writers rehearse their writing with a partner by talking through big ideas about their books.” (Session 2: fishbowl/turn and talk **Independent Writing:**Students write more letters about books of their choosing. Letters are placed in writing folders. | Day 6**Teaching point:** “Writers develop new opinions about books and characters by looking closely at the pictures.” (Session 3; create anchor chart: Uncovering Our Opinions About Books)**Independent Writing:**Students write more letters about books of their choosing. | Day 7**Teaching point:** “Writers make their letters about books even better by retelling important parts.” (Session 4: see pp. 28 and 29 in particular; use p. 31 as the share, rather than the share listed.) **Independent writing:** Make revision strips available if students are writing on single pages. |
| Day 8**Teaching point:** “Using *for example* to introduce text evidence.” (Session 4 Share: p. 34) | Day 9**Teaching point**: “Keep your audience in mind when you are writing letters about books.” (Begin chart in lesson, add to it in the share.) | Day 10Teaching point: “Writers make goals about their writing.” This would be a good place to introduce the learning progression on the website under Teaching Resources for the opinion writing unit. The learning progression can be a powerful tool for teaching students to set goals for their writing. | Day 11**Teaching point:** “Writers write about more than one part of a book.”*At this point, letter booklets are introduced if students are not already writing in booklets (see pp. 52 and 53 in particular)* |
| Day 12**Teaching point:** “Writers go back to the text to read closely to grow ideas” (Session 8: p. 57; be sure to notice p. 61) | Day 13**Teaching point:** “Writers search for many pieces of evidence to support each of their opinions.” (Session 9) *Add to Make it Stronger, Longer and More Convincing! Chart (p. 69).* | Day 14Teaching point: “When writers are supporting their opinions with reasons and examples, they use words that help the reader link ideas together.” (See p. 70)/ Share: Uncovering Life Lessons (p. 73) Add to *Uncovering Our Opinions About Books chart.* | Day 15Teaching point: “Why is the author using a capital here?” (Session 10) See p. 78 for anchor chart. Mid-workshop and share focus on when to purposefully break the rules! |
| Day 16Teaching point: “Opinion writers use specific evidence form the book to support their thinking.” (Session 13; see p. 104 to add to *Make it Stronger, Longer and More Convincing! Chart (p. 104)* | Day 17Teaching point: Writing Introductions and Conclusions (Session 16, p. 128) See student samples from CD rom (put in your mailboxes) and p. 133. | Day 18Teaching point: Publishing Our Opinions! (Session 11 or Session 19) | Day 19 |