Assess Book Review Writing

Objectives

Oral Language and Grammar
• Express an opinion, state a reason, and make a recommendation.
• Use complete sentences.
• Use nouns, verbs, adjectives, and personal pronouns in complete sentences.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Ask questions.
• Analyze story elements.

Writing
• Prewrite, draft, and edit a book review.

Materials
• Familiar fiction read-aloud
• Book Reviews anchor chart (from Week 26, Day 5)
• Book Reviews graphic organizer (BLM 3)

1. Focus (10 minutes)

Point to the Book Reviews anchor chart posted in your classroom and review it with students. Use the following questions to generate discussion:
• What do we write first in our book review?
• What do we need to remember to include in our summary? What’s the resolution?
• What are some parts of a book that you can write an opinion about?
• What do you need to write after you write your opinion?
• What is a recommendation?

Display the cover of a fiction read-aloud you have used previously in the year. Read aloud the title. Using the illustrations, quickly retell the story.

Say: Today’s lesson is a little different. I will not be writing a book review, and we won’t have sharing time at the end. Instead you will have extra time to write a summary, opinion, reason, and recommendation about this book we have just shared. Use our Book Reviews anchor chart to help you remember what we’ve learned about writing reviews, and show me what you can do. I will be here to help you if you need me!

2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Talk to your partner about your opinion of the book and your reason, and tell your recommendation. Remember to ask yourself questions to help you figure out your opinion about one of these parts of the story. Then decide what you will write in your book review. Move among the pairs of students to monitor and support their efforts.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I like ______.
• I don’t like ______.
• I think the characters ______.
• I think the illustrations ______.
• I think people should/should not read this book because ______.
3. Independent Writing and Conferring (30 MINUTES)

Distribute students’ writing folders, and give each student a copy of BLM 3. Make sure the read-aloud is available so students can refer to it if needed. Encourage students to work as independently as possible, using the Book Reviews anchor chart as a reference. **Say:** *Remember to edit and revise your work when you are done.* Use the Sample Responsive Conferring Prompts as needed to facilitate and affirm students’ efforts. As students work, record anecdotal notes to assist you in evaluating their finished product.

Collect today’s writing sample from each student. Assess for the following:

- ability to analyze story elements and summarize a story (characters, setting, problem, resolution)
- ability to express an opinion about characters, story events, illustrations, or book features
- ability to support an opinion with evidence from the text
- ability to make a recommendation
- evidence of asking questions
- evidence of editing and revising
- ability to hear and record sounds in words and write a growing number of one-syllable and high-frequency words

Record your observations and data on a copy of the Grade 1 Writing Assessment form available in the back of the Teacher Resource System. Based on your evaluation, plan five Focus lessons for the final week of the Book Reviews unit.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will remember to express my opinion about ____ and explain why.
- I will remember to write about the characters, setting, problem, and resolution in my summary.

**Directive and Corrective Feedback**
- Who are the characters? What is the problem? How is it solved? Now write that in your summary.
- Tell me about the part you like best. What could you write about it?
- Tell me what ____ is like. Use one of the describing words in your sentence.

**Self-Monitoring and Reflection**
- I noticed you wrote about ____. How did you choose this character/event/illustration?
- I don’t quite understand your reason. Could you tell me your reason and then rewrite it?
- What strategies did you use to help you write?

**Validating and Confirming**
- You expressed your opinion! That shows me you’re thinking about the story.
- You made sure to explain why you like/don’t like the character/event/illustration. That’s an important part of a book review.
- You used details in your opinion. That helps me understand what you like/don’t like.

**Teacher Tip**
Finishing your final writing unit is a big accomplishment for your first graders! Plan a simple celebration next week that includes an opportunity for each child to share his or her favorite book review with the class and/or invited guests.