Reteach Based on Assessment

Objectives

Oral Language and Grammar
• Summarize a story.
• 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
• Book Reviews anchor chart (from Week 28, Day 5)
• Familiar fiction read-alouds and other fiction books at students’ level
• Book Reviews graphic organizer (BLM 3)
• Chart paper and markers

1. Focus (15 minutes)

Each day choose one of the Focus lessons you selected after assessing last week’s writing sample. For example, you might reteach the following skills and strategies:

- how to analyze story elements and summarize a story (characters, setting, problem, resolution)
- how to express an opinion about the characters, story events, illustrations, or book features
- how to support an opinion with evidence from the text
- how to make a recommendation about a book
- how to develop and extend ideas by asking questions
- how to edit and revise

Once you’ve decided on the day’s lesson, choose a familiar fiction read-aloud that demonstrates the selected skill or strategy. Use the illustrations to quickly retell the story. When you finish the retelling, model the skill or strategy on chart paper, thinking aloud and providing examples from the text.

Say: Now I want you to write a book review. First you will read the book with your partner. Today you will need to write a summary of the book before you write your opinion, your reason, and your recommendation about the book. Use our Book Reviews anchor chart to help you remember what to do. When you are done, edit and revise your writing. Remember to ______ (use skill or strategy from Focus lesson).
2. Rehearse (5 minutes)

Invite each pair of students to choose a familiar fiction book. **Say:** Read the book together. Then tell your partner a summary of the book. Remember to mention the characters, setting, problem, and solution. After that talk about your opinion, reason, and recommendation and 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 _____ because _____.
- I don’t like _____ because _____.
- I think the characters _____.
- I think the illustrations _____.
- I think people should/should not read this book because _____.

3. Independent Writing and Conferring (15 minutes)

Distribute students’ writing folders, and give each student a copy of BLM 3. **Say:** Before you write, tell your partner what you need to remember from the Focus lesson. Ask questions as needed to help students develop their book reports, edit them, and then revise them. Encourage students to get help and ideas from one another as you continue to support their growing skills.

Ask students to stop five minutes before writing time is over. **Say:** Check your writing to make sure you included _____ from our Focus lesson. Then assist students who need help checking, editing, or revising their writing.

4. Share (5 minutes)

Invite two or three students who applied the Focus lesson to share their book reviews. Point out what they’ve done, and celebrate their work.

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

#### Goal Oriented

- This is how I check for complete sentences.
- I will think about what I want to write before I start writing.

#### Directive and Corrective Feedback

- Your summary sounds like a list. What can you do to make it sound more natural?
- Go back and reread what you wrote. That will help you figure out what to write next.

#### Self-Monitoring and Reflection

- Check that you have included all the parts in your book review.
- Your recommendation doesn’t convince me I should read the book. How could you make it more convincing?

#### Validating and Confirming

- I like the way you summarized the story. Now readers will know all the important parts.
- You took your time and made sure to include everything a book review should have.

### Teacher Tips

Encourage students to refer to the Book Reviews anchor chart both as a writing tool and as a checklist for editing and revising their writing.

Plan a simple celebration that includes an opportunity for each child to share his or her favorite book review with the class and/or invited guests.