Assess Book Review Writing

Objectives

Concepts About Print
• Use uppercase and lowercase letters correctly.
• Put spaces between words.
• Use end punctuation correctly.

Oral Language and Grammar
• Express an opinion and state a reason.
• Use common nouns and adjectives.
• Vary sentence beginnings.

Purposeful Phonics Connections
• Listen for and record beginning, middle, and ending sounds.
• Write some CVC words.
• Write some new high-frequency words.

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

Writing
• Write a book review.
• Demonstrate writer’s voice.

Materials
• Familiar read-aloud

1. Focus (10 MINUTES)

Display the cover of a read-aloud you have previously used during the year. Read aloud the title. Say: We had fun reading this book before. Today I will read it again. As I read, think about what you like about the book and what you don’t like. Think about the characters. Think about the story events. Think about the illustrations and other features of the book. Read the book aloud in a fluent, expressive voice. Follow students’ lead in discussing the illustrations as you pause after each spread or page.

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 think about what your opinion about the book is and the reason for your opinion and to share your opinion and your reason with your partner. Then you will write your book review. We have learned many things about writing book reviews. I want you to try to remember the things we’ve learned and show me what you can do. I will be here to help you if you need me! Shall we get started?

NOTE: Although the mentor big book teaches four parts of a book review—title and author, opinion, reason, and recommendation—these kindergarten lessons focus on the opinion and reason.

For students who need more challenge, continue to display the book reviews in the mentor big book so they have models to refer to. Later you may also want to add the title/author and a recommendation to your modeled book reviews (while emphasizing that students need write only an opinion and a reason) to help reinforce the four parts.

2. Rehearse (5 MINUTES)

Invite students to talk about the book with a partner. Make sure the read-aloud is available so students can refer to it if needed. Say: Tell your partner what part of the book you’re going to write about. Remember that you can write about a character, a story event, or an illustration or other feature of the book. Tell something you like or something you don’t like.

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 ______.
3. Independent Writing and Conferring (30 minutes)

Distribute students’ writing folders. Invite students to write their book reviews. Encourage them to work as independently as possible, but allow peer support and continue to use the Sample Responsive Conferring Prompts as needed to facilitate and affirm their efforts. In addition, record anecdotal notes as students work to assist you in evaluating their finished product.

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

- student’s ability to analyze story elements and make judgments
- student’s ability to express an opinion
- student’s ability to support an opinion with evidence from the text
- complete sentences (subject and verb)
- concepts about print (where to begin writing, directionality, one-to-one correspondence, correct use of uppercase and lowercase letters, spaces between words, period or exclamation point at the end of a sentence)
- word choice (adjectives)
- evidence of asking questions
- evidence of rereading, revising, and editing
- attempts to hear and record sounds in words and write some CVC and high-frequency words
- writer’s voice

Based on your evaluation, plan five Focus lessons for the final week of the Book Reviews unit. Record your assessment of students’ writing samples on the Kindergarten Assessment Checklist provided at the back of this Teacher Resource System. Use the results to help you plan future instruction.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I like ______ because ______.
- I don’t like ______ because ______.
- I will use an uppercase letter here because ______.

Directive and Corrective Feedback
- I see your opinion, but not your reason for this opinion. Can you add it here?
- Try telling your opinion about ______ to a partner. Then write this.
- What words could you use to describe ______?

Self-Monitoring and Reflection
- Did you tell what you like or don’t like? Did you tell why? Tell me about this.
- How did you check that each sentence is a complete thought?
- How did rereading help you?

Validating and Confirming
- I like the way you changed your sentence about ______ to add the descriptive word ______.
- I notice that you checked the beginning and end of each sentence. Good job!
- You asked yourself questions. That’s something strong writers do to improve their writing.

Teacher Tip
Finishing another writing unit is a big accomplishment for your kindergartners! 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.