

May: SW. Gr.7 Book Review Writing

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Book reviews are an opportunity for our students to construct a critical review of a chosen text that is important to them. It is different from a book report because a book review moves students beyond traditional report writing toward sharing their literary opinions, critically analyzing the author's writing, and persuading readers to share the reviewer's opinion of the book.

Enduring Understandings

Students will: ■ Determine the purpose and importance of book reviews; ■ Read and analyze mentor texts as vehicles for book reviews, as well as the characteristics of book reviews; ■ Read and analyze mentor book reviews to understand the common structure and features of this text type; ■ Write argumentative book reviews to support claims and strong opinions about their chosen text with clear reasons and relevant evidence; ■ Craft their book reviews to include relevant facts, definitions, concrete details, quotations, and/or other information and examples to support and argue their book review opinions; ■ Use technology to research, produce, and publish book reviews; and ■ Develop and strengthen their book reviews by incorporating revision and editing strategies, focusing on how well purpose and audience have been addressed.

Essential Questions

What skills and techniques do writers use to write a book review?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: Book Review: Making a Claim uses all mentor texts from the unit, specifically Maniac Magee by Jerry Spinelli, and the exemplar book reviews from the Book Review Exemplars Packet. Rationale: Book reviews are texts that examine or assess books with a critical eye. Students will examine a book review and parts of the reviewed text to determine if the reviewer states his claim clearly and successfully. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 2: Purpose of a Book Review uses *Pink and Say* by Patricia Polacco and the *Pink and Say*, *Maniac Magee*, *Crazy Lady!*, and *Tracking Trash* reviews from the Book Review Exemplars Packet. Rationale: The book reviewers' purpose is to effectively argue their claims or opinions (enthusiastic or cautionary) about a book, using clear reasons and relevant evidence to prove their point and convince an audience of readers. Students will listen to *Pink and Say* by Patricia Polacco and a book review about the text to determine whether the review successfully argues the reviewer's claim. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 3: Identifying Theme uses all mentor texts from the unit, specifically *Crazy Lady!* by Jane Leslie Conly and *Tracking Trash* by Loree Griffin Burns, and the *Maniac Magee*, *Crazy Lady!*, and *Tracking Trash* reviews from the Book Review Exemplars Packet. Rationale: Writers have a general theme to their stories and often imply or state the theme via character and/or plot development throughout the course of the stories. Students will discuss how identifying the theme of a text is an important feature of book reviews. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 4: Structure of a Book Review uses the *Maniac Magee* review from the Book Review Exemplars Packet. Rationale: Book reviewers need to present clear and coherent reviews that are organized and appropriate to purpose and audience to be effective. Students will analyze the structure of book reviews and how it contributes to the overall effectiveness in getting the reviewer's point across. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 5: Audience Engagement uses the reviews from the Book Review Exemplars Packet, specifically the review of *The Tales of Beedle the Bard*. Rationale: Book review writers have a strong awareness of audience and purpose when writing their book reviews. Conveying strong opinions, ideas, and details in an engaging manner will pique readers' interest and motivate them to read the entire review. Students will look closely at how a reviewer crafts his review using precise language and details to engage the readers. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Mini-Lessons

Generating Ideas I: *Books That Made a Difference* uses *Pink and Say* by Patricia Polacco. Rationale: Book reviewers write informative, explanatory reviews about meaningful texts they feel strongly about. Students will generate a list of meaningful and important books that have had a strong effect on them. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Generating Ideas II: Claiming the Theme uses *Pink and Say* by Patricia Polacco, *Tracking Trash* by Loree Griffin Burns, and *Crazy Lady!* by Jane Leslie Conly. Rationale: Book reviewers make claims about the themes of the books being reviewed by arguing their points of view with clear reasons and relevant evidence. Students will make claims about the themes of the books they have selected by citing supporting evidence. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Generating Ideas III: Genre Characteristics uses all mentor texts from the unit, specifically *Tracking Trash* by Loree Griffin Burns, and the *Tracking Trash* review from the Book Review Exemplars Packet. Rationale: When writing a book review, book reviewers think about the genre and the style of the text—how it is written. Students will examine the books they are considering reviewing to identify the genre and explore the authors' style and text structure. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Selecting: Deciding on a Book to Review uses all mentor texts from the unit. Rationale: Writers consider their purpose and audience when selecting the book they will review. Students will look over and discuss their choice of books and thoughtfully choose the one book they will review. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Collecting I: Discovering the Connection uses *Crazy Lady!* by Jane Leslie Conly. Rationale: Book reviewers oftentimes connect a book they're reviewing to other similar texts. Students will research and gather relevant information from multiple sources—digital and print—and quote or paraphrase the similarities or differences to their books to support their claims. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Collecting II: Gathering the Information and Evidence uses the books students selected for their reviews. Rationale: Book reviewers support their claims with logical reasoning and relevant evidence from the text itself and additional sources. Students will develop the content of their book reviews by gathering relevant evidence, including quotes, excerpts, and information from the books they are reviewing. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Collecting III: Using Online Resources uses *Pink and Say* by Patricia Polacco and the *Pink and Say* and *Crazy Lady!* reviews from the Book Review Exemplars Packet. Rationale: Book reviewers gather relevant information to write rich and complete reviews from multiple print and digital sources. Students will use online resources to conduct additional research and collect credible and accurate information to include in their book reviews. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Drafting I: Organizing the Book Review uses the Poetry for Young People review from the Book Review Exemplars Packet. Rationale: Book reviewers plan, organize, and craft clear and coherent writing to engage and inform their reading audience. Students will plan and organize their book review information to craft an engaging, informative, and argumentative review. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Drafting II: Connecting the Points uses the Pink and Say review from the Book Review Exemplars Packet. Rationale: Book review writers connect and clarify their reviews to create a cohesive relationship among their ideas and concepts. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Revising I: Inserting Quotes uses the Crazy Lady! review from the Book Review Exemplars Packet. Rationale: Book reviewers develop and strengthen their writing by planning and revising their reviews to include direct quotes from the reviewed text. Students will review the quotes and excerpts they plan on including in their reviews and embed the quotes correctly into their book reviews. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Revising II: A Formal Writing Style uses The Tales of Beedle the Bard by J. K. Rowling and the review of The Tales of Beedle the Bard from the Book Review Exemplars Packet. Rationale: A book reviewer maintains a formal writing style by using precise words, phrases, and clauses to introduce the claim, create cohesion, and clarify the relationship among the claim and reasons or evidence. Students will revise their book reviews to maintain a formal writing style by deliberately using precise words, phrases, and clauses to create cohesion and to strengthen their arguments. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Editing: Peer Editing uses a peer editing checklist. Rationale: Book reviewers strengthen their writing by seeking guidance and support from peers. Peer editing allows both the readers and the reviewers to focus on the mechanical decisions they have made. Students will work with a partner to use a peer editing checklist that establishes the rules for correct use of conventions and grammatical structures. Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Publishing: Adding “About the Reviewer” Information uses all mentor texts from the unit. Rationale: When a book reviewer’s work is published, it is often accompanied by information about the reviewer. Students will compose “About the Reviewer” text to accompany their reviews. Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the career of a book reviewer.

TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.DC	Digital Citizenship
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally. Multiple solutions often exist to solve a problem.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP	Career Awareness and Planning An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.ITH	Interaction of Technology and Humans Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing Samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Student Self-Reflection uses a self-reflection questionnaire. Rationale: Students have worked diligently on crafting their book reviews. It is important for them to be reflective now that the process is complete. In this way they will become even better writers.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Crazy Lady ! by Jane Leslie Conly Mailing May by Michael O. Tunnell Maniac Magee by Jerry Spinelli Pink and Say by Patricia Polacco Poetry for Young People: Langston Hughes by David Roessel and Arnold Rampersad (Eds.) The Tales of Beedle the Bard by J. K. Rowling Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns Book Review Exemplars Crazy Lady! Review by Su-Mei Yin Maniac Magee Review by Joe Albert Pink and Say Review by Damien Lambert Poetry for Young People: Langston Hughes Review by Ethan Davis The Tales of Beedle the Bard Review by Edmund Dondaro Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion Review by Naomi Hershberg

Standards

LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.