

Unit 6: Book Reviews (3-4 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

In this unit, students will develop strategies for writing persuasive book reviews, supporting their opinions and ideas with evidence from the text, while incorporating crafting techniques such as voice. This unit reflects the Common Core Standards, which calls for students to engage in opinion writing.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Understand characteristics and structures of book reviews
- Write book reviews with the intent to persuade
- Form opinions about texts read
- Supply reasons for opinions by using evidence from the text
- Revise reviews to include craft elements

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Finding and collecting books review from a variety of sources (library databases, magazines, newspapers, etc.)
- Reading many book reviews and identifying structure and characteristics of book reviews
- Reading a variety of book reviews about a particular title
 - What is similar?
 - What do the author's do differently (e.g., opinion, audience)
- Selecting books for review
- Rereading a familiar text and jotting down ideas about the text on Post-its, graphic organizers, reader's notebook
- Developing opinions about a text (fiction or nonfiction) related to
 - Favorite character
 - Favorite author
 - Favorite series
 - Favorite part
 - Illustrations
 - Features
 - Message
 - Author's craft
 - Genre
 - Topic/subject
- Using direct quotes from text to support opinions
- Supplying and developing reasons for opinion(s) with several examples/details (evidence) from the text

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- Using linking words and phrases to persuade
 - For example
 - One example is
 - Another example is
 - This shows that
 - Also
 - And
 - This is important because
- Writing for an audience by considering
 - What kind of reader would be interested in this book?
 - How can I hook readers that may not necessarily be interested in reading this genre, this author, etc.?
- Planning orally with a partner
- Organizing/planning thoughts about a book to support an opinion using a planning sheet (big idea, opinion(s), evidence to support opinion(s))
- Using voice to write strong leads and hook the reader
- Writing an ending that provides closure
- Using punctuation and capitalization appropriately (See Common Core Language Standards for grade level expectations)

Notes/Tips:

- Students edit their pieces daily. Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- To plan for whole group, small group, and individualized conferences, teachers assess students before this unit begins with an on demand writing assessment. Over the course of one to two days students are asked to write and move through the writing process independently. Many teachers ask students to write a personal narrative to assess their writing.
- Teachers analyze student writing to identify student strengths and areas for instruction.
- Resources to guide assessment can be found in the District Literacy Binder.
- Have guided writing groups as a way to differentiate instruction.
- It is not recommended that second graders use writing notebooks. Paper choice for each unit of study along with writing folders are developmentally appropriate for writers at this age level.
- Make copies of book reviews so students can annotate them easily. Recommended websites with books reviews:
 - www.spaghetlibookclub.org
 - www.pbskids.org/readingrainbow/books
 - www.cyberkids.com
 - www.kidreviewer.com
 - www.kidsfirst.org
- Create a basket of a variety of book reviews.
- Use shared writing to compose several class book reviews of familiar class read alouds. Use pieces to model teaching points during workshop minilessons.
- Create class anchor chart of features of book reviews and create chart sized diagram of those features on sample book reviews.
- Establish partner time for students to discuss and share opinions and ideas about books read.
- Students should publish multiple book reviews during the unit.
- Decide how the book reviews will be shared with others (e.g., a newsletter, class literary magazine, class or school library, website, hallway or library bulletin board, classroom display with book reviews and books together).
- It is important for the book reviews to be purposefully displayed/sent/shared with an audience so students see the purpose of crafting book reviews.
- Teachers may encourage students to publish writing using word processing tools such as Word or other online publishing tools.
- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts.

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To view use the link <http://chartchums.wordpress.com/>.

- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 2* by Lucy Calkins et al
- *Second Grade Writers* by Stephanie Parsons (Chapter 3)
- *Teachers College Reading and Writing Project 2nd Grade Writing Curriculum Calendar 2010-2011*
- *Writing About Reading* by Janet Angelillo (Chapter 5)
- *Wondrous Words* by Katie Wood Ray
- *The Revision Toolbox* by Georgia Heard
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- *The Common Core Writing Book* by Gretchen Owocki
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)