Georgia Performance Standards Framework for ELA Unit 5 – 5th Grade

Grade: 5
Topic: Writing – Writing a Book Review - Fiction
Instructional unit: Unit 5, “Responding to Literature: Responding to What We Read”
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The task: Explain to the students that in a book review the listener/reader/writer shares his or her understanding of and opinion about a book. It is important that the reviewer does not tell everything that happens in the book or all of the reasons for liking it. A good reviewer wants to say just enough to get someone else interested in reading the book. The teacher displays a chart listing 3 essential questions that need to be answered in order to write an effective fiction book review. The questions are:

1. **What is the book about?** Highlight a few events rather than tell the whole story. Remember to introduce the characters and the setting.

2. **What do I like about the book?** Tell about your favorite part of the story using examples from the story to support your opinion, such as: Is the book interesting, exciting, or scary? Is the main character good or evil?

3. **What is the book’s theme or message?** What message about life is the author sharing? What details or events in the story helped you discover the theme?

The teacher will model writing a book review with the class using a Read-Aloud. (This needs to be done multiple times). Students will practice writing book reviews independently and sharing them with the class or posting them in the reading center.

Differentiated Instruction:
- *None Needed*

Modifications/Accommodations:
- Students will copy the three essential questions for writing a fiction book review to keep as a guide when working on book review independently.

Focus Standard:
**ELA5W2 The student demonstrates competence in a variety of genres.**
The student produces a response to literature that
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Advances a judgment that is interpretive, evaluative, or reflective.
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
e. Excludes extraneous details and inappropriate information.
f. Provides a sense of closure to the writing.
g. Lifts the level of language using appropriate strategies including word choice.
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ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.

b. Relates a literary work to information about its setting (historically or culturally).

c. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.

d. Identifies and analyzes the author’s use of dialogue and description.

g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.

**Circumstances of the assignment/Notes to the Teachers:** Teachers must model writing book reviews and monitor student understanding of book reviews. (This can be done effectively during conferencing.)