The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

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

Grade: 5
Topic: Writing – Writing a Book Review – Non-Fiction
Instructional unit: Unit 5, “Responding to Literature: Responding to What We Read”
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The task: The teacher will explain to the students that in a book review a reader/listener/writer shares his or her understanding of and opinion about a book. A good reviewer should 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 enough to read the book. The teacher displays a chart listing 3 essential questions that need to be answered in order to write an effective non-fiction book review. The questions are:

1. What is this book about? What is the subject/topic of this book?
2. What do I like about the book? Does the book have interesting, easy-to-follow information? Does the book have good diagrams and/or colorful illustrations?
3. What is the book’s theme or message? What was the author’s purpose in writing this book? What basic information or message does the author want to share?

The teacher will model writing a book review with the class using a non-fiction 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:
- Students can draw a picture or verbally give responses to the 3 essential questions.
- Provide a check list for students to “check off“ the answers of essential questions 2 and 3.

Modifications/Accommodations:
- Provide a template to guide students in the writing process
- Provide immediate feedback of task completion

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 informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

a. Locates facts that answer the reader’s questions.
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).
e. Distinguishes cause from effect in context.
f. Identifies and analyzes main ideas, supporting ideas, and supporting details.
g. Makes perceptive and well-developed connections.
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

Circumstances of the assignment/Notes to the Teachers:

Teachers must model writing book reviews and monitor student understanding of book reviews during conferencing.