

Overview

Overview Book Review

Book Review

by Samantha Miller

Students write a book review meeting several standards. Then, publish their book review in media form to mirror Reading Rainbow book reviews.

Grades: 1 2

Discipline: ELA

Teaching Task: Task Template 6 (Argumentation and Evaluation)

Course: Reading/Writing

Author Information:

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Section 1: What Task?

Teaching Task

Task Template 6 — [1 Level] Argumentation & Evaluation

- **L1:** How can we judge a book by more than its cover? After reading a fictional "just right" book on your level and viewing several Reading Rainbow student book reviews, write a book review that discusses the author's message or main idea, introduces the book with a brief overview, and evaluates what you enjoyed about this book. Be sure to support your position with evidence from the texts.

Student Background

No Student Background for this Module

Extension

No Extension for this Module

Rubric

Scoring Elements	Not Yet	Approaches Expectations	Meets Expectations	Advanced		
	1	1.5	2	2.5	3	3.5
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.		
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.	Establishes a claim. (L2) Makes note of counter claims.	Establishes a credible claim. (L2) Develops claim and counter claims fairly.	Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.		
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.		
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.		

		unclear relationship to argument or claim.		
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-

irrelevant,
inappropriate,
or inaccurate.

errors in
explanation.

demonstrate
understanding.

depth
understanding.

Standards

Common Core Anchor Standards — Reading

- **R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

- **W.CCR.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.CCR.6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **W.CCR.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.CCR.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards — Language

- **L.CCR.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.CCR.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Common Core Anchor Standards — Speaking and Listening

- **SL.CCR.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- **SL.CCR.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

- **Task engagement:** Watch a variety of Book Reviews from Reading Rainbow. Engage in whole group discussion sharing what they notice about the children sharing their book reviews. *Use accountability talk! Teacher compiles a master list of what students notice about the book reviews (EX: purpose, audience, personal connections, etc.). We will use this list to narrow down expectations for a high quality book review. *Be open to show book reviews from Reading Rainbow as lesson openers to review to students the purpose, audience, ways to be effective in writing, etc. By allowing students more frequent exposure, it will help them to reflect upon how their book review is developing.
- **Task Analysis - part 1:** Teacher will introduce task to students using Activboard or digital camera. Students will have a paper copy to mark also. Teacher highlights and numbers parts of task. As each part is introduced, class discusses questions, comments, and concerns (Could include teacher encouragement and connections: Boys and girls, you all had such strong opinions with evidence in December. I'm looking forward to hearing what you have to say about your book!... This makes me think about the time we spent looking at...)
- **Task Analysis - Part 2:** Teacher will use rubric AND student created list from day 1 of task engagement. Students will engage in discussion to come to a group consensus - What will a high quality book review look and sound like? Students will examine the language and components of the rubric and assist teacher in writing student friendly working to accompany the rubric. Teacher guides students to use the class created list from task engagement to make the connection between high quality writing (audience, purpose, etc) Students will be given this copy to guide their learning.
- **Introduction to Audience AND Purpose:** For this lesson, teacher writes the following questions for class to think about and discuss with peers. Top half of paper says: What is an audience? Who is your audience? Leave ample blank space for student responses. On bottom half of chart paper, write: What is a purpose? What is your purpose for writing? This will become a class reference for thinking about audience and purpose. We will refer back to this poster and idea throughout the writing process. We will ask ourselves, " Does my audience know why I'm writing this? Do they know my purpose? Am I clear? Am I connecting to my audience?"

Reading Process

- **Text Selection:** Each student select an appropriate fictional text on his/her level. Teacher offers guidance and support as needed. Collaboration with school media specialist recommended, as she may be able to pre-select high interest books not available in the classroom.
- **Active reading:** Students read their books. Teacher offers assistance as needed. Was this a good book choice for you? Do you need to find a better fit?

- **Essential Vocabulary:** Students use their texts to search for and create a list of essential words and phrases. Teacher models using a book choice of her own. Are there any new words you learned? Any confusing words? Any phrases or words that jumped out at you as the reader? Any words that created really vivid mental images for you?
- **Academic integrity:** Class discussion: How would you feel if you worked so hard on a project and someone else erased your name and said it was theirs? Discuss the importance of giving credit to the author. Later when modeling the writing process, teacher will show HOW to cite the author's name.
- **Record Your Thinking:** Students will read their books again as record their thinking. What questions do you/did you have? What have you learned about the character? What do you wonder? What did this story make you think about? What connections did you make?

Transition to Writing

- **Bridging:** ***Before this lesson, teacher MUST select a Reading Rainbow book review to use as a model for writing. Teacher writes the book review to match the students words EXACTLY. Teacher will use this as model writing. Teacher shows written book review and then shows recorded book review. This process will help students to make the connection between reading and writing their book review. Remind students that they will be recording their written book reviews to make their own "Reading Rainbow" class video.

Writing Process

- **Identify the Author's Message / Main Idea:** Students will complete the writing process for identifying the author's message/main idea. In this lesson, students think about the audience AND purpose for the first paragraph. Students will now call this section the intro. The teacher may choose to show additional Reading Rainbow Book Reviews and use specific examples of how to address the audience and purpose. Time to Think: Students will use their books and notes from Record Your Thinking to think about the author's message/ main idea for their book. Teacher may need to revisit author's messages/ main idea from previous texts. Time to Write: Students write 1-2 sentences to identify the author's message/ main idea. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit. DO NOT MOVE ON TO NEXT REQUIREMENT OF TASK WITHOUT COMPLETION!
- **Summarize the Text:** Students will complete the writing process for writing a summary of their text. Time to Think: Students will use their books and notes from Record Your Thinking to think about the author's message for their book. Teacher may need to revisit effective transition words to use when writing a summary. This is a great opportunity to model leaning the reader with something to think about. Time to Write: Students write summary, using transition and linking words for higher quality. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit. DO NOT MOVE ON TO NEXT REQUIREMENT OF TASK WITHOUT COMPLETION!
- **Give Your Opinion and Provide Support:** Students will complete the writing process for giving their opinion and providing support for the question: What did you enjoy about this book? What might others like about this book? This is also a great opportunity for students to begin thinking about reconnecting with their audience and leaving their audience with something to think about. Time to Think: Students will use their books and notes from Record

Your Thinking to think about what other might like about their book. Teacher may need to revisit giving opinion and providing support by using specific events from the text. Time to Write: Students write about their favorite part and use the text to support why. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit.

- **Completion - part 1:** Students will use their writing from the author's message/ main idea, text summary, and opinion with support as their "script". Students will practice reading this to prepare for recording a video of their book review. Teacher will record students reading their writing. Teacher may choose to have the rest of the class sing the Reading Rainbow transition music!
- **Completion - Part 2:** Students will watch the presentations of the book reviews! This is a time for celebrating students as writers. teacher may choose to have students complete self-reflections about their learning process. Teacher may also choose to have students share what they enjoyed about the other book reviews.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

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Task engagement: Watch a variety of Book Reviews from Reading Rainbow. Engage in whole group discussion sharing what they notice about the children sharing their book reviews. *Use accountability talk! Teacher compiles a master list of what students notice about the book reviews (EX: purpose, audience, personal connections, etc.). We will use this list to narrow down expectations for a high quality book review. *Be open to show book reviews from Reading Rainbow as lesson openers to review to students the purpose, audience, ways to be effective in writing, etc. By allowing students more frequent exposure, it will help them to reflect upon how their book review is developing.

- **List**

What do you notice about the book reviews by the children in the Reading Rainbow video?

Pacing: one day

- **Scoring Guide: work meets expectations if:**

None

- **Teaching Strategies:**

As noted in description, teacher compiles a master list of student responses.

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Task Analysis - part 1: Teacher will introduce task to students using Activboard or digital camera. Students will have a paper copy to mark also. Teacher highlights and numbers parts of task. As each part is introduced, class discusses questions, comments, and concerns (Could include teacher encouragement and connections: Boys and girls, you all had such strong opinions with evidence in December. I'm looking forward to hearing what you have to say about your book!... This makes me think about the time we spent looking at...)

- **Outline**
What is your task? What are you being asked to do?
- **Pacing:** one day
- **Scoring Guide: work meets expectations if:**
None
- **Teaching Strategies:**
Students and teacher highlight and number specific parts of task. Students have time to discuss comments, questions, concerns.

Task Analysis - Part 2: Teacher will use rubric AND student created list from day 1 of task engagement. Students will engage in discussion to come to a group consensus - What will a high quality book review look and sound like? Students will examine the language and components of the rubric and assist teacher in writing student friendly working to accompany the rubric. Teacher guides students to use the class created list from task engagement to make the connection between high quality writing (audience, purpose, etc) Students will be given this copy to guide their learning.

- **Outline**
What will a high quality book review look and sound like?
- **Pacing:** one day
- **Scoring Guide: work meets expectations if:**
None
- **Teaching Strategies:**
Students will examine the language and components of the rubric and assist teacher in writing student friendly working to accompany the rubric. Teacher guides students to use the class created list from task engagement to make the connection between high quality writing (audience, purpose, etc) Students will be given this copy to guide their learning.

Introduction to Audience AND Purpose: For this lesson, teacher writes the following questions for class to think about and discuss with peers. Top half of paper says: What is an audience? Who is your audience? Leave ample blank space for student responses. On bottom half of chart paper, write: What is a purpose? What is your purpose for writing? This will become a class reference for thinking about audience and purpose. We will refer back to this poster and idea throughout the writing process. We will ask ourselves, " Does my audience know why I'm writing this? Do they know my purpose? Am I clear? Am I connecting to my audience?"

- **List**
In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.
- **Pacing:** null
- **Scoring Guide: work meets expectations if:**
null
- **Teaching Strategies:**
 - Link this task to earlier class content.
 - Discuss student responses.
 - Clarify timetable and support plans for the task.

Reading Process

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Text Selection: Each student select an appropriate fictional text on his/her level. Teacher offers guidance and support as needed. Collaboration with school media specialist recommended, as she may be able to pre-select high interest books not available in the classroom.

- **Notes**

Each student selects an appropriate fictional text on his/her level.

Pacing: one day

- **Scoring Guide: work meets expectations if:**

- Selects fiction

- Student can read book independently (with some assistance on more challenging words)

(Notes are for teacher to take!)

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Active reading: Students read their books. Teacher offers assistance as needed. Was this a good book choice for you? Do you need to find a better fit?

- **Notes**

Was this a good book choice for you? Do you need to find a better fit?

Pacing: one day

- **Scoring Guide: work meets expectations if:**

student can read AND comprehend book

- **Teaching Strategies:**

Students read and determine if their book was a good choice. Teacher takes notes on student book choices.

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Essential Vocabulary: Students use their texts to search for and create a list of essential words and phrases. Teacher models using a book choice of her own. Are there any new words you learned? Any confusing words? Any phrases or words that jumped out at you as the reader? Any words that created really vivid mental images for you?

- **Notes**

Create a list of essential words and phrases!

Pacing: one day

- **Scoring Guide: work meets expectations if:**

includes words and phrases essential to the book

- **Teaching Strategies:**

Are there any new words you learned? Any confusing words? Any phrases or words that jumped out at you as the reader? Any words that created really vivid mental images for you?

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Academic integrity: Class discussion: How would you feel if you worked so hard on a project and someone else erased your name and said it was theirs? Discuss the importance of giving credit to the author. Later when modeling the writing process, teacher will show HOW to site the author's name.

- **Short Constructed Response**
How would you feel if you worked so hard on a project and someone else erased your name and said it was theirs?
Pacing: one day
- **Scoring Guide: work meets expectations if:**
tells the importance of giving credit to the author
- **Teaching Strategies:**
teacher will model how to site the author's name

Record Your Thinking: Students will read their books again as record their thinking. What questions do you/did you have? What have you learned about the character? What do you wonder? What did this story make you think about? What connections did you make?

- **Notes**
Record Your Thinking!
Pacing: one day
- **Scoring Guide: work meets expectations if:**
students record their thinking before, during, or after reading their book
- **Teaching Strategies:**
Students will read their books again as record their thinking. What questions do you/did you have? What have you learned about the character? What do you wonder? What did this story make you think about? What connections did you make?

Transition to Writing

Bridging: ***Before this lesson, teacher MUST select a Reading Rainbow book review to use as a model for writing. Teacher writes the book review to match the students words EXACTLY. Teacher will use this as model writing. Teacher shows written book review and then shows recorded book review. This process will help students to make the connection between reading and writing their book review. Remind students that they will be recording their written book reviews to make their own "Reading Rainbow" class video.

- **Notes**
Let's see the connection between a written book review and a read book review for video!
Pacing: one day
- **Scoring Guide: work meets expectations if:**
verbally shares the connection between the two to a partner or small group
- **Teaching Strategies:**
teacher takes notes to record the connection between the two. Students will tell what they noticed. Ex: The writing has voice, there are lots of transition words used the right way. it's interesting...

Writing Process

Identify the Author's Message / Main Idea: Students will complete the writing process for identifying the author's message/main idea. In this lesson, students think about the audience AND purpose for the first paragraph. Students will now call this section the intro. The teacher

may choose to show additional Reading Rainbow Book Reviews and use specific examples of how to address the audience and purpose. Time to Think: Students will use their books and notes from Record Your Thinking to think about the author's message/ main idea for their book. Teacher may need to revisit author's messages/ main idea from previous texts. Time to Write: Students write 1-2 sentences to identify the author's message/ main idea. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit. **DO NOT MOVE ON TO NEXT REQUIREMENT OF TASK WITHOUT COMPLETION!**

- **Short Constructed Response**

Identify the author's message. What important life lessons do you think someone might learn from reading this book?

Pacing: two - three days

- **Scoring Guide: work meets expectations if:**

- Identifies the author's message

- Uses the writing process

- **Teaching Strategies:**

Students will complete the writing process for identifying the author's message. Time to Think: Students will use their books and notes from Record Your Thinking to think about the author's message for their book. Teacher may need to revisit author's messages from previous texts. Time to Write: Students write 1-2 sentences to identify the author's message. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit. **DO NOT MOVE ON TO NEXT REQUIREMENT OF TASK WITHOUT COMPLETION!**

Summarize the Text: Students will complete the writing process for writing a summary of their text. Time to Think: Students will use their books and notes from Record Your Thinking to think about the author's message for their book. Teacher may need to revisit effective transition words to use when writing a summary. This is a great opportunity to model leaning the reader with something to think about. Time to Write: Students write summary, using transition and linking words for higher quality. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit. **DO NOT MOVE ON TO NEXT REQUIREMENT OF TASK WITHOUT COMPLETION!**

- **Short Constructed Response**

Summarize the text you have chosen. What do you think is important to tell your audience?

Pacing: two-three days

- **Scoring Guide: work meets expectations if:**

- Summarizes the story

- Uses the writing process

- **Teaching Strategies:**

Students will complete the writing process for writing a summary of their text. Time to Think: Students will use their books and notes from Record Your Thinking to think about the author's message for their book. Teacher may need to revisit effective transition words to use when writing a summary. Time to Write: Students write summary, using transition and linking words for higher quality. Time to Revise: Students read their

writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit. **DO NOT MOVE ON TO NEXT REQUIREMENT OF TASK WITHOUT COMPLETION!**

Give Your Opinion and Provide Support: Students will complete the writing process for giving their opinion and providing support for the question: What did you enjoy about this book? What might others like about this book? This is also a great opportunity for students to begin thinking about reconnecting with their audience and leaving their audience with something to think about. Time to Think: Students will use their books and notes from Record Your Thinking to think about what other might like about their book. Teacher may need to revisit giving opinion and providing support by using specific events from the text. Time to Write: Students write about their favorite part and use the text to support why. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit.

- **Short Constructed Response**

What do you think others might like about this book? Give your opinion and use the text to provide support.

Pacing: two-three days

- **Scoring Guide: work meets expectations if:**

Give opinion

Provides support with details

- **Teaching Strategies:**

Students will complete the writing process for giving their opinion and providing support for the question: What do you think others might like about this book? Time to Think: Students will use their books and notes from Record Your Thinking to think about what other might like about their book. Teacher may need to revisit giving opinion and providing support by using specific events from the text. Time to Write: Students write about their favorite part and use the text to support why. Time to Revise: Students read their writing aloud to self and/or partner to make sure it sounds right. Correct anything that needs correcting. Time to Fix: Students work with partner/ small group to correct spelling and punctuation. Time to Share: Students have a final copy ready to submit.

Completion - part 1: Students will use their writing from the author's message/ main idea, text summary, and opinion with support as their "script". Students will practice reading this to prepare for recording a video of their book review. Teacher will record students reading their writing. Teacher may choose to have the rest of the class sing the Reading Rainbow transition music!

- **List**

•Note: Product is NOT a list! Produce in this phase consists of students preparing and taping their own book review!

Pacing: several days

- **Scoring Guide: work meets expectations if:**

• Fits the "Meets Expectations" category in the rubric for the teaching task.

- **Teaching Strategies:**

Students will use their writing from the author's message/main idea, text summary, and opinion with support as their "script". Students will practice reading this to prepare for recording a video of their book review. They will use this opportunity to make sure their

audience and purpose are clear and that it sounds write when it is read altogether. Teacher will record students reading their writing. Teacher may choose to have the rest of the class sing the Reading Rainbow transition music!

Completion - Part 2: Students will watch the presentations of the book reviews! This is a time for celebrating students as writers. teacher may choose to have students complete self-reflections about their learning process. Teacher may also choose to have students share what they enjoyed about the other book reviews.

- **List**

Note: Product is a video recorded book review of student writing...not a list! (Limited selection in menu.)

Pacing: several days

- **Scoring Guide: work meets expectations if:**

- Fits the “Meets Expectations” category in the rubric for the teaching task.

- **Teaching Strategies:**

Students will watch the presentations of the book reviews! This is a time for celebrating students as writers. teacher may choose to have students complete self-reflections about their learning process. Teacher may also choose to have students share what they enjoyed about the other book reviews.

Resources

Uploaded Files

Keywords

Links*

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

- Reading Rainbow - Book Review of Fictional Texts

Section 4: What Results?

Classroom Assessment Rubric

Not Yet

Focus Attempts to address prompt but lacks focus or is off-task.
Reading/Research Demonstrates weak use of reading material to develop argument.

Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
Meets Expectations	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

No comments

Other Comments

No comments

Hi iPad Lovers I read Goodnight iPad by Ann Droid. This is a grate book for you if you liked Goodnight Moon! Goodnight iPad is a verry spile book! It is a verry funny book because he will not give his iPad up.

This book is About a boy that wanted to Play his iPad. He could not give it up but he had to. My favorite Part was when his mom throws All the lechronics Away!

I love this book because it makes me want to Play my iPad All day even when the teacher is talking even when I am sick! So if you want to find out the rest you will haft to read it.

1-

His name is Grace and this book is called Grace for President. It is by Kelly DiPucchio. It is about a girl who wanted to be president in the 5th grade.

In the beginning Grace was looking at a president of the United States of America. Pastor and she wondered why there isn't any girls. Next Grace thought then Grace raised her hand and said I've been thinking and I'd like to be president but I can't tell you you the end.

But my favorite part is when Grace was writing notes. I like this part because the picture is funny and her face looks funny!

1-29-13

Med 165

Hi, My name is C... ! I'm
Reading Thomas's snow suit I's
about a little boy that doesn't
like a snow suit that his mom
bought him. by Robert Munsch.
I think this is a good book for
you if you don't like snow suits.

In the beginning, Thomas did
not want to put on his snow
suit. Then the boy fought with
his mom. Then he didn't want
to put on when they were going
out side. So the teacher picked
up the kid then they fought.
Then the teacher had on Thomas's
suit and the little boy had on the
dress on.

I can't tell you the end but you
can find out on your own.

My favorite part was that
when the teacher and the
little boy had on under cloths
I think underwear is funny!

High
2nd

1-28-13

Hi, my name is J. and I read
Stand Tall Molly Lou Melon by
Patty Lovell. It is a happy and
encouraging story.

In the beginning there was a
a girl named Molly Lou
Melon. She moves to a new
town and a new school. You
can't believe what happens next!
That is why you should read
Stand Tall Molly Lou Melon.

But my favorite part of the
story is when Molly Lou Melon
made a huge snowflake and
Ronald Durkin was so shocked!

1-28-13

Med 2nd