Writing a Book Report



Read a novel with students and guide them through the process of note-taking, drafting, revising, proofreading, and creating a final copy for publication. Write three paragraphs together, one introducing the characters and setting, one summarizing the plot of the book, and one giving an opinion of the book that is backed up by facts from the book. Emphasize giving a detailed opinion, and not just "good" or "bad." Discuss beginning with an interesting introductory sentence that makes the readers want to read the book report, and a good closing sentence that makes the readers want to read the book themselves.

Help students to select a novel for their book report. Make sure they choose a book that is an appropriate length for their age and reading level.

You may wish to have students choose from one of their novel studies the class read together over the course of the year as an end-of-year project.

- 1. Have students use the planning page to find the characters, setting, plot, and refine their opinions of their books.
- 2. Have students use the planning page to write a first draft, placing information in the correct paragraph. Instruct students to skip the lines with X as they will be used for writing corrections. Remind students to place two fingers on the line before starting their second, third, and fourth paragraphs. Some students may benefit from tracing their fingers, as a way to remember this, as well as to make it easier to find where their new paragraphs begin (since most students have trouble keeping all other lines at the start).
- 3. Have students read their first draft to you, the class, a partner or a small group to get feedback. Ask three questions about things that don't make sense. Have students write these questions and their answers to them. Guide them to add or delete information and move sentences around if needed. Students should use their red pencils to mark changes. Emphasize beginning with an introductory sentence that will hook the reader's interest.
- 4. Circle misspelled words for students. Instruct them to look the words up in the dictionary and write the correct spelling underneath the circled word. Have students complete the checklist for proofreading, showing you their work each time they check off a box. Some students may benefit from proofreading their work backwards, word-by-word, as reading it forward they can become wrapped up in the story and forget to look for specific mistakes. If needed, struggling students can have the correct spellings written for them on the line below. Some students may need to copy their final draft onto a draft page first, instead of copying it directly onto their nice paper, if seeing red marks causes confusion or frustration.
- 5. Give students nice paper (or use the one provided) for creating a final draft, including the corrections made during proofreading. Guide them how to cross out each word of their proofreading stage as they copy it, in order to ensure they have not left anything out. Have students include a picture. You may wish to consider consolidating all book reports (after they have been sent home and returned) to create a class book for your classroom library, and then distributing them again at the end of the year.

Teach Grow &

Stages of Writing:

1. Planning: Bad Writing

Just get your thoughts out. Your words don't need to be spelled correctly. Your sentences don't need to make perfect sense. They don't even need punctuation on the end! As long as you can read what you wrote, your handwriting doesn't need to be perfect.

2. Drafting: Okay Writing

Write proper sentences. Make sure you are writing in paragraphs and that your reader can understand what message you are trying to make.

3. Revising: Good Writing

Move sentences around to make sure your writing flows well. Replace some every-day words with more interesting words. Ask someone to read what you wrote and tell you if anything doesn't make sense. Add more information if needed. Take out information that makes your writing too long or boring.

4. Proofreading: Great Writing

Check for misspelled words. Make sure you have all the punctuation you need. Make sure the first letter of each sentence, proper nouns, and the word I begin with a capital letter. Make sure no other words have capital letters.

5. Publishing: Awesome Writing

Copy your corrected writing onto nice paper. Use your very best handwriting. Take your time, and make sure that each word and punctuation mark are copied exactly as they should be. To help keep track of what you have copied, cross out a word on your proofreading page each time you copy it onto your final draft.

Book Report Writing RubricName:____



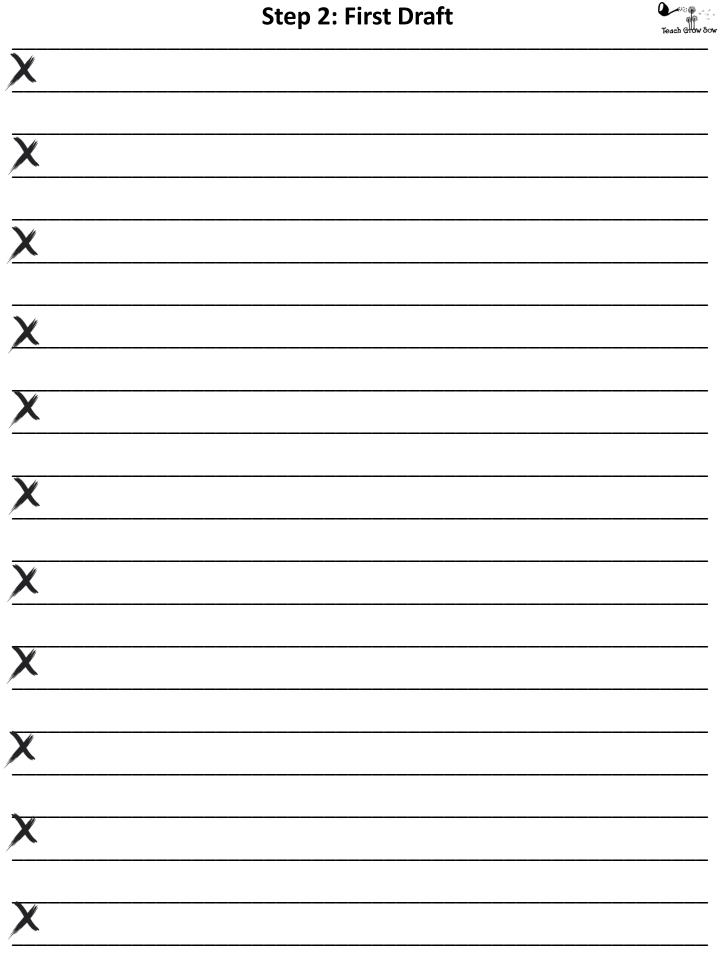


| Writing Process | Points | |
|--|--------|--|
| Planning: completed planning chart. | /6 | |
| Drafting: wrote the first draft. | /6 | |
| Revising: improved the content of the first draft. | /6 | |
| Proofreading: used proofreading marks. | /6 | |
| Publishing: corrected mistakes found during proofreading and | /6 | |
| made a neat final copy. | | |
| Writing Process Total | /30 | |

| Published Copy | Points |
|--|--------|
| Wrote title with correct spelling capitalization. | /1 |
| Named author with correct spelling and capitalization. | /1 |
| 1 st Paragraph: Introductory sentences hooks reader. | /2 |
| 1 st Paragraph: Described setting. | /3 |
| 1 st Paragraph: Described characters. | /3 |
| 2 nd Paragraph: Describes beginning of plot. | /5 |
| 2 nd Paragraph: Describes climax of plot. | /5 |
| 2 nd Paragraph: Describes solution of plot. | /5 |
| 3 rd Paragraph: Gives detailed opinion. | /5 |
| 3 rd Paragraph: Gives reasons for opinion. | /5 |
| 3 rd Paragraph: Ends with a concluding sentence that encourages | /5 |
| readers to read the book themselves. | |
| Began each sentence with a capital letter. | /5 |
| Ended each sentence with the correct punctuation mark. | /5 |
| Used capital letters correctly within sentences. | /5 |
| Began each paragraph with an indent. | /5 |
| Began all other lines without an indent. | /5 |
| Followed spelling corrections. | /5 |
| Published Copy Total | /70 |
| Total Score=Writing Process + Published Copy | /100 |

| N | Jame: | Step 1: Planning Title: |
|-----------------|-----------------------|-----------------------------|
| First Paragraph | Setting | Characters Teach Grow Sow |
| | | uation at the Beginning: |
| l U | | |
| Paragrap | | The Conflict: |
| econd Pa | | |
| Se | | acters Resolve the Problem: |
| | | |
| | | |
| | I thought this book w | My Opinion vas: |
| aragraph | Because: | |
| Ira ra | | |
| 4 | > | |

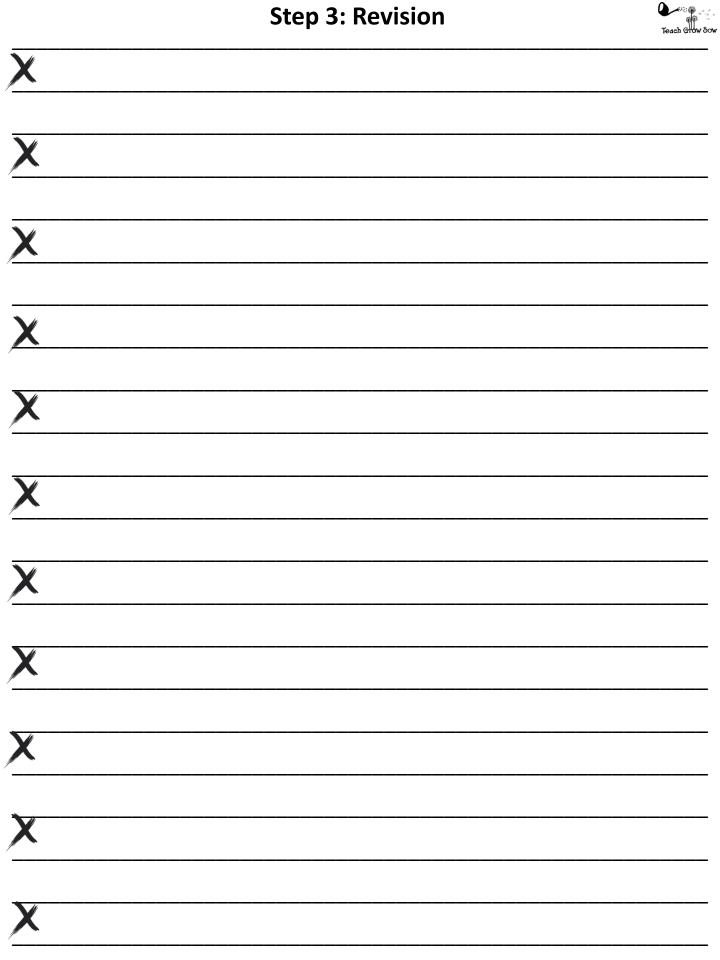
Step 2: First Draft Name: Book: By: First Paragraph: ☐ Introductory sentence with title **Step 3: Revision** Describe characters Use a red pencil to: Describe setting add missing info Second Paragraph: cross out ☐ Each line in planning chart becomes unnecessary info 1-2 sentences move sentences to > Third Paragraph: different lines with Opinion of book arrows ■ Back up opinion with facts from book



Step 3: Revision

| Teach Grow Sow |
|----------------|

| Name: | |
|---|-----------------------------------|
| Book: | _By: |
| Copy your report with the corrections y | ou made in revision here. |
| Step 4: Proofr | eading |
| Use a red pencil to: | |
| mark letters to capitalize (all important | t words in title) |
| add missing punctuation | |
| mark letters that should be lowercase | |
| mark paragraphs that need to be inder | |
| write the correct spelling of circled wo | rds on the line below them |
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Step 3: Revision



What Wasn't Clear? Questions from my Teacher/Class/Partner

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