**Book or Movie Review**

**Instructions:** A book and movie review is someone writing about their opinion about that particular book/movie. It can be a positive or a negative opinion. These type of reviews usually include some type of summary of the story along with the writer’s opinion. You can use “Rotten Tomatoes” as an online source to look at actual movie reviews from professional writers.

1. **Brainstorming**:
	1. Think of your favorite book, story, or movie that you would like to write about. Then, think about your least favorite book, story, or movie that you have watched recently.
	2. List several book/movie titles that come to your mind that stand out to you that you have recently read or watched.
	3. Choose the top two to three titles that you remember the most about.
2. **Prewriting & Summarizing**:
	1. Who are the main characters (protagonist) in the story?
	2. Who are the minor characters (antagonist) in the story?
	3. Describe the main setting of the story (time and place).
	4. Summarize the main events of the story by explaining the main problem of the story.
	5. What was the solution (ending) of the story?
3. **Writing the Review**: Answer the following questions
	1. Why did you like or dislike about this book, story, or movie?
	2. What grabbed your attention as you were reading the book/story or watching the movie?
	3. What events/scenes were done really well?
	4. What events/scenes were not very good?
	5. Think about the characters…is there anything you would change about how the characters responded to the problem(s)? If so, why?
	6. Is there anything else you would change about the book, story, or movie (characters, setting, plot, solution)? If not, why not? If you would change something else in the book, story, or movie, what would you change?
	7. Out of five (5) stars, 1 being the lowest rating and 5 being the highest rating, what would you rate this book, story, or movie and why?
4. **Getting Creative**: Drawing a Cover or Story board
	1. Design your own cover page/poster for the book, story, or movie
		1. Think about setting, what the characters look like, and the main events/scenes in the story.
		2. Draw the pictures by using your own imagination and how you would view the listed items above.
	2. Design your own story board
		1. Visualize the main events from the book, story, or movie.
		2. Draw one picture for each main event.
		3. Take into consideration how the book begins, main obstacles of the protagonist (main character), and the resolution (how the story ends).

**Putting the Report Together**

Paragraph 1: Summarize the book or movie by writing the main plot. Explain how it starts, some of the main events and problems the protagonist faces, and the ending.

Paragraph 2: Give your opinion of the book or movie. Explain what you liked and didn’t like about it. Give details of what stood out to you as a reader or viewer of the movie. Give specifics on what could have been done differently to make the plot better.

Paragraph 3: Give a rating of 1 to 5 (1 is not good at all to 5 being the best). Do you suggest others to read this book or movie? Why or Why not?

\*Scoring Guide is the “Informational/Explanatory Writing Rubric.” Your goal is to be a level 3 or 4. Allow another person to read your story and have them evaluate your work and discuss what things to change. Then, go back to your story and make those changes till you are a level 3 or 4.

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| --- | --- | --- | --- |
|  | **4 pt. scale** | **Gradebook****Equivalent %** | **Criteria** |
| **Advanced** | 4 | 100 | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused.The response provides thorough elaboration of the support/evidence for the thesis/controlling idea. The response clearly and effectively develops ideas, using precise language.Just a few minor errors in grammar and punctuation that does not impede the reading. |
| 3.75 | 98 |
| 3.50 | 96 |
| **Proficient** | 3.25 | 94 | The response has an organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused.The response provides adequate elaboration of the support/evidence for the thesis/controlling. The response adequately develops ideas, employing a mix of precise and more general language.There are a couple minor grammar, spelling, and punctuation errors in each statement, but they do not impede the reading. |
| 3 | 92 |
| **Basic** | 2.75 | 86 | The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained within paragraphs. The response may have a minor drift in focus.The response provides uneven elaboration of the support/evidence for the thesis/controlling idea. The response develops ideas unevenly, using simplistic language.There are several errors in grammar, spelling, and punctuation that disrupts the flow of reading. |
| 2.50 | 83 |
| 2.25 | 78 |
| 2 | 75 |
| **Below Basic** | 1.75 | 72 | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus.The response provides minimal elaboration of the support/evidence for the thesis/controlling idea. The response is vague, lacks clarity, or is confusion.Several errors in spelling, grammar, and punctuation that disrupts the flow of reading and distracts the reader from the controlled idea. |
| 1.50 | 69 |
| 1.25 | 67 |
| 1 | 65 |
| .75 | 63 |
| .50 | 60 |
|  | .25 | 55 | No Evidence to support a controlling idea. |