



Flipped WEBINAR

Monthly Training Webinar Unit 9: Formal Critiques— Going beyond the Boring Book Report

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Institute for
Excellence in
Writing

Listen. Speak. Read. Write. Think!



<http://www.youtube.com/watch?v=HZEmxby8g8A>

You're a Good Man, Charlie Brown

What is a *Flipped Webinar*?

- **Watch** the previous [archived webinar](#) beforehand if possible. (This is the “inverted” part.)
- Then **register** and submit your questions during the upcoming webinar.
- I will share a few tips for teaching the Unit 9 to your students, but the primary focus will be to answer your questions.



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WEBINAR

Tonight's Outline

- Part 1: Review
 - Why not book reports?
 - Critique Models
 - Critique Thesaurus
 - A Non-Fiction Critique
 - Response to Literature
- Part 2: Questions



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UNIT 9 The Critique Model	
INTRODUCTION	I. Introduction <ul style="list-style-type: none">• Type of Story• Title• Author
UNIT 3 STORY SEQUENCE	II. Characters and Setting <ul style="list-style-type: none">• People or animals in story• Place, time, mood
	III. Conflict and Plot <ul style="list-style-type: none">• Problems that must be solved• The plan of the story
	IV. Climax and Resolution <ul style="list-style-type: none">• Turning point of the story• Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none">• Liked? Disliked? Why?• Message/Theme• No "I"

Book Report vs. Critique



Why (not) Book Reports?

1. The most common effect of a book report is...
2. Think of the funnel. A whole book is the hardest.
3. Where the idea came from...
4. What is it exactly?
 1. Search “Book Report”
 2. About 13.5 million results!



Unit 9 Teaching Procedure

- Begin by using some familiar Unit 3 type stories.
- Discuss and outline the Story Sequence Chart as in Unit 3.
- Teach the critique conclusion. It should contain what the writer likes and/or dislikes about the story, but without using “I.”
- Teach the critique introduction with information about the source:
 - story or book title
 - type of story
 - biographical and historical information about the author
 - publisher, date of publication, page number, and
 - illustrations and illustrator
- Put the introduction, story sequence paragraphs and conclusion together, and voila! you have a critique.

UNIT

9

The Critique Model

INTRODUCTION	I. Introduction <ul style="list-style-type: none">• Type of Story• Title• Author
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Critique Structures/Models

- Basic Fiction Critique (5¶¶)
 - ▣ Short Story, Fable, Myth, Fairy Tale
 - ▣ Fiction novel (short or long)
 - ▣ Movie, Play
 - ▣ Narrative Poem, Country Western Song!
- Non-Fiction Critique
 - ▣ Hybrid of Units 8 & 9
- Response to Literature (middle school level and above)



Fiction and Non-Fiction Critiques

× FICTION

- + Use with stories, novels, plays, movies, narrative poems: anything that follows the Story Sequence Chart

× NON-FICTION

- + Use with history, science, theology, biography, geography, how-to books.
- + Do not feel compelled to tell every detail.
- + While reading, look for possible topics.
- + Mark pages, underline or highlight interesting or important facts.

Critique Thesaurus

Seminar Workbook p. 150

Critique Thesaurus

INTRODUCTION

- Story** tale, saga, narrative, epic, legend, mystery, tragedy, comedy, romance, novel, yarn, anecdote, myth
- Type** sad, nature, science fiction, love, adventure, historical, horror, folk, fairy, animal, moral, space, descriptive

CHARACTERS players, actors, heroes, personae, participants, figures, villain, victim, protagonist, antagonist, static, foil, dynamic, flat, round

Role main, central, leading, major, minor, subordinate, lesser, supporting, shadowy, background, secondary, foil

Types adventurous, tragic, comic, bumbling, retiring, extroverted, pliant, scheming, sordid, acquisitive, inquisitive, impulsive, sinister

Analysis well-or poorly-drawn, convincing, fully or underdeveloped, consistent, lifeless, too perfect, overly evil, idyllic

SETTING

Time long ago, ancient or biblical times, Middle Ages or Medieval, modern, contemporary, futuristic, mythical

Place rural, urban, small town, frontier, pioneer, war, space, slums, ghetto, exotic

Mood mysterious, foreboding, tragic, bland, comic, violent, suspenseful, compelling, sad, supernatural, emotional

CONFLICT

Stages initiated, promoted, continued, expanded, resolved

Intensity exacerbated, heightened, lessened

Analysis over-or under-played, realistic or unrealistic, convincing, contrived, stretched, sketchy

Plot plan, conspiracy, scheme, intrigue, sub-plot, sequence of events, action, narrative, episode, unfolds

CLIMAX turning point, most exciting moment, dramatic event, high point, crisis, anti-climactic, inevitable conclusion

Theme message, moral, lesson, topic, sub-theme, matter, subject

Literary Techniques foreshadowing, symbolism, quality of language, short sentences, repetition, revelation of sub-plot to the narrative, suspense

What about a critique for a non-fiction book? Possible?

5¶ FICTION Critique

- Does **not** use the Topic/Clincher rule.
- Examples:
 - ▣ Basic Fiction Critique (5¶)
 - ▣ Response to Literature
 - ▣ Literary Analysis
 - ▣ (Later Slides)

5¶ NONFICTION Critique

- Uses the Topic/Clincher rule.
- Examples:
 - ▣ Non-Fiction Critique (Hybrid of Units 8 & 9)
 - ▣ TRIAC (See next slides)

5¶ NONFICTION Critique

Middle ¶s: three topics from book

Intro/Concl: use Unit 9 model

Remember idea that “summarize” should be “some-a-rize”. (Unit IV)

Body paragraphs of non-fiction critique DO have topic and clincher sentences.

Write from the “inside out”: body first, conclusion next, introduction last.

Choose topics for body summary: Most interesting, important, representative – consider TRIAC ¶ for better analysis within topic paragraphs.

I. Introduction

1. Attention getter
2. Background Info (type, length, etc.)
3. etc.

II. Topic A

- 1.
 - 2.
 - 3.
- etc.

Clincher

III. Topic B

- 1.
 - 2.
 - 3.
- etc.

Clincher

IV. Topic C

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Analysis (liked or disliked)
2. Value, Impact, & why.
(Don't use “I”)

5¶ NONFICTION Critique

“TRIAC” ¶

Use for body paragraphs.

Topic

Restriction

Illustration (examples, details)

Analysis (significance, value, impacts)

Clincher

I. Introduction

1. Attention getter
2. Background Info (type, length, etc.)
3. etc.

II. Topic A

- 1.
 - 2.
 - 3.
- etc.

Clincher

III. Topic B

- 1.
 - 2.
 - 3.
- etc.

Clincher

IV. Topic C

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Analysis (liked or disliked)
2. Value, Impact, & why.
(Don't use “I”)



Response to Literature

Response to Literature – 3 Models

5th Grade: 3¶

(Introduction, Summary, 1 Analysis topic)

6th Grade: 4¶

(Intro., Summary, 1 Analysis topic, Conclusion)

7th Grade: 5¶

(Intro., Summary, 2 Analysis topics, Conclusion)

I. Introduction

- 1. Attention getter**
- 2. Title & Author, type, length, etc.**
- 3. Main focus (topic, why)**

II. Summary

- 1.**
 - 2.**
 - 3.**
- etc.**

III. Analysis Topic 1 (see next slide)

- 1.**
 - 2.**
 - 3.**
- etc.**

Clincher

IV. Analysis Topic 2 (choose from options)

- 1.**
- 2.**
- 3. etc.**

Clincher


V. Conclusion

- 1. Restate focus (topics)**
- 2. Personal feelings, significance**
- 3. Use “most”**

Other Considerations:

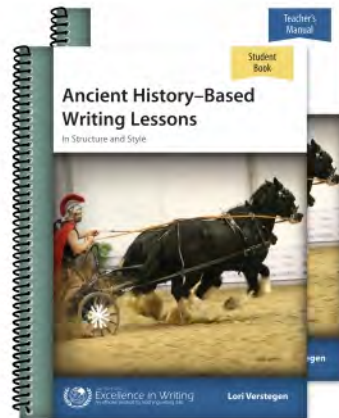
1. Start with short story (remember the funnel).
2. Don't stress over level of sophistication.
3. Teach the model explicitly: Make a poster!
4. Use vocabulary charts, critique thesaurus.
5. Check out samples from the [IEW Forum](#).
6. Anything is better than nothing; one is better than none.
7. Don't be afraid to help as much as needed; do it together.

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A Few IEW Products to Assist You

- Any of our Theme-Based Books found at this link (Sampling below)
 - Note the stripe indicates the level
 - Green = A (Grades 3–5)
 - Blue = B (Grades 6–8)
 - Purple = C (Grades 9+)
 - Exception: *Bible Heroes, All Things Fun & Fascinating and Fables, Myths, and Fairy Tales* as these only go to Unit 7



High School Essay Intensive



IEW.com/HSE-D

This DVD course with accompanying handouts provides immediate experience and inside tips toward high school essay writing, including text analysis, **response-to-literature prompts**, and the college application personal essay.

Questions

□ Heather asks:

Do IEW materials ever teach a 3-level outline?

□ Sherry asks:

Any tips for teaching students to write in the present tense when writing about the story?



Any other questions?



Summer Webinar

Join Andrew and Carol for Thirty Micro Business Ideas for Teens and Their Parents

Monday, June 5, 2017

7:30PM CT

<http://iew.com/events-classes/webinars/30-micro-business-ideas-teens-and-parents>



Carol Topp, CPA

Other ways we can help you:

1. IEW.com/Podcast
2. [Webinars](#)
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4. [Forum](#)
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6. [Magnum Opus Magazine](#)



Any questions?

