

Name \_\_\_\_\_ Date \_\_\_\_\_

**Non-Fiction Book Report**

Title of book \_\_\_\_\_

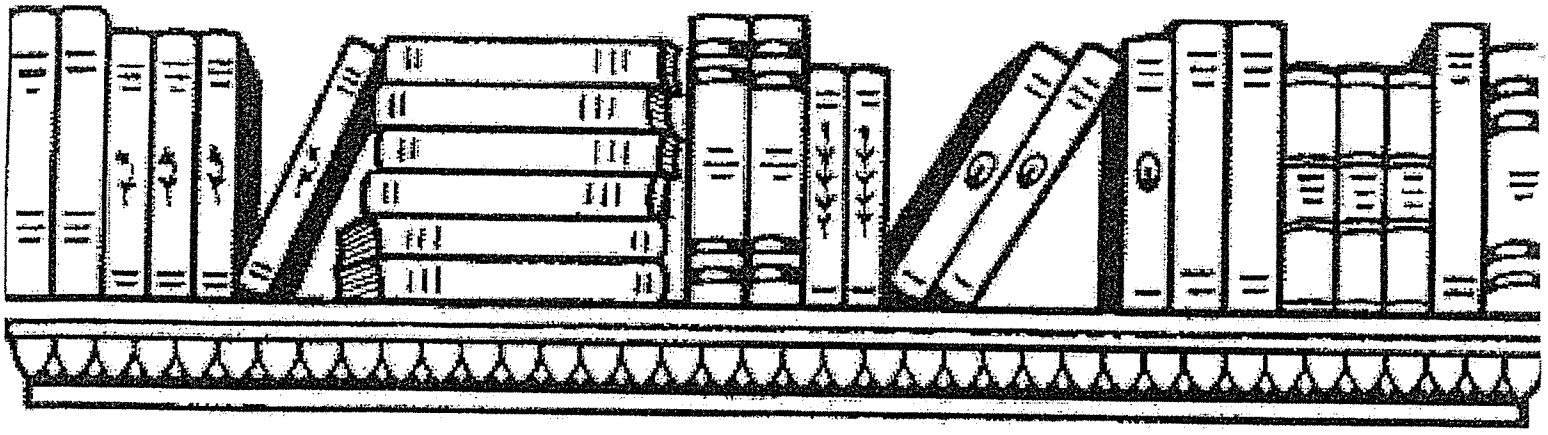
Author \_\_\_\_\_

List five new facts you learned from reading this book.

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List five things that you already knew about this subject before reading the book.

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write six new vocabulary words that you learned from this book.

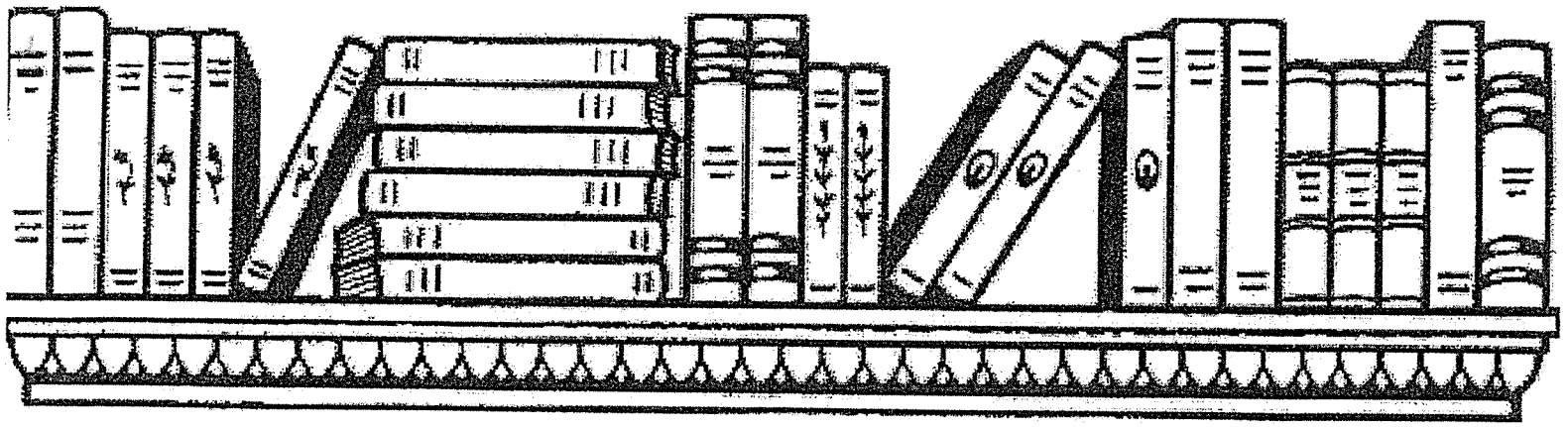
Words:

Definition:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List three opinions that were stated in this book.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Write an e-mail message to a friend telling him or her why you think they should read this book.

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What piece of information did you find the most interesting?

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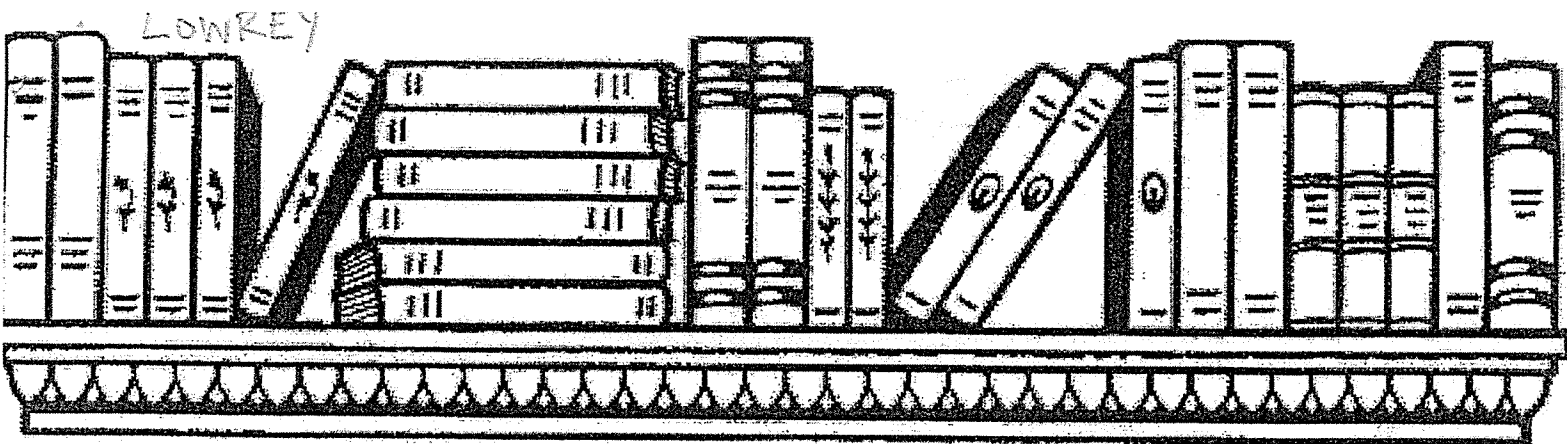
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Lowrey

# Summer Learning Rubric

Non-Fiction Book Report Rubric	Exemplary (4)	Proficient (3)	Not yet proficient (2)	Incomplete (1)
List 5 new facts you learned from reading this book	Student constructs 5 new facts they learned from reading this book.	Student constructs 3-4 new facts they learned from reading this book.	Student struggles to list at least 2 new facts they learned from reading this book.	Student is unable to list at least 1 new fact they learned from reading this book.
List 5 things that you already knew about this subject before reading the book	Student clearly lists 5 things they already knew about this subject before reading the book.	Student clearly lists 3-4 things they already knew about this subject before reading the book.	Student struggles to list at least 2 things they already knew about this subject before reading the book.	Student is unable to list anything they knew about the subject before reading the book.
6 new vocabulary words you discovered while reading	Student lists and defines 6 new vocabulary words.	Student lists and defines 4-5 new vocabulary words.	Student lists and defines 2-3 new vocabulary words.	Student does not list nor define any new vocabulary words.
3 opinions found in this book	Student clearly lists 3 opinions stated in this book.	Student lists 2 opinions stated in this book.	Student lists 1 opinion stated in this book.	Student does not list opinions stated in this book.
Email to friend about why they should read this book has been constructed	Student constructs email to friend about why they should read this book with 2+ supporting details.	Student constructs email to friend about why they should read this book with 1 supporting detail.	Student constructs an email to friend simply stating "you should read this book".	Student does not construct an email to friend about why they should read this book.
Inclusion of what piece of information was most interesting	Student clearly states and supports what piece of information was most interesting and why.	Student clearly states what piece of information was most interesting.	It is unclear which piece of information was most interesting to the student.	Student did not state which piece of information was most interesting to them.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Fiction Book Report**

Title of book \_\_\_\_\_

Author \_\_\_\_\_

Main Character \_\_\_\_\_

Setting \_\_\_\_\_

Write four sentences telling what the story is about.

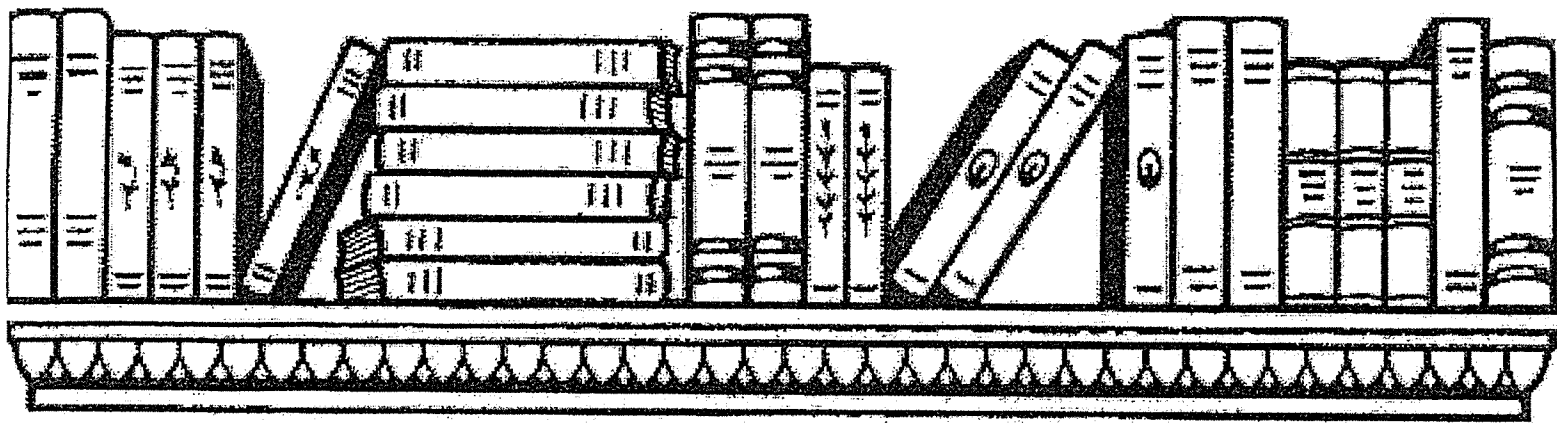
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe a time when the main character had a problem and needed help.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write what you thought about the story. Tell what it was about the story that made you like it or dislike it. You may also describe what the story made you think about.

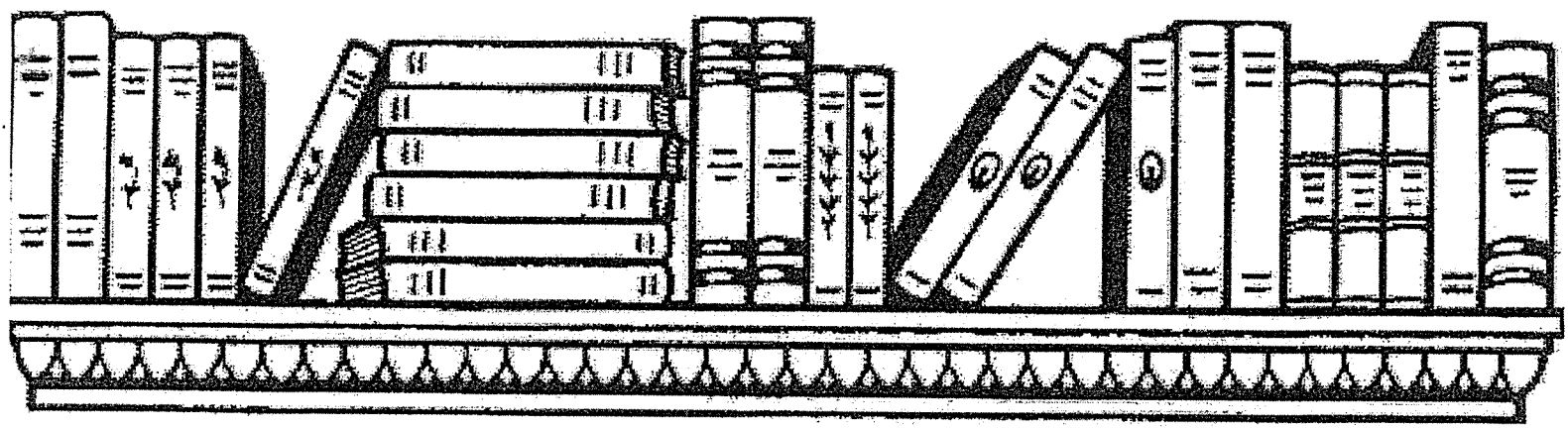
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



What is the turning point of the story? (Climax)

Tell about a situation in the book that reminded you of an experience you've had.

What incidents or events would not have happened in this book if they would have happened in a different setting?



Describe a problem that occurred in the story.  
How was it solved?

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Write about two of the main events in the story.

1. 

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2. 

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# Summer Learning Rubric

Fiction Book Report Rubric	Exemplary (4)	Proficient (3)	Not yet proficient (2)	Incomplete (1)
<b>Title of Book</b>	Student identified the title of the book.			Student was unable to identify the title of the book.
<b>Author</b>	Student identified the author.			Student was unable to identify the author.
<b>Main Character(s)</b>	Student identified and explained the main characters of the story.	Student identified at least 2 main characters of the story.	Student identified at least 1 main character in the story.	Student was unable to identify any main characters in the story.
<b>Setting</b>	Student identified the time and described the place of the story.	Student identified the time and the place of the story.	Student identified either the time or place of the story	Student was unable to identify the time or place of the story.
<b>4 sentence summary</b>	Student constructed a 4 sentence summary telling what the story is about.	Student constructed a 3 sentence summary telling what the story is about.	Student constructed a 1-2 sentence summary telling what the story is about.	Student did not construct a summary telling what the story is about.
<b>Identifying and describing a conflict the main character faces</b>	Student identified the main character and described a conflict.	Student identified the main character and conflict.	Student identified either the main character or the conflict.	Student was unable to identify the main character nor the conflict.
<b>Students opinion on the narrative</b>	Student constructed a clear and in-depth response about their take on the narrative.	Student constructed a clear response about their take on the narrative.	Student constructed a response about their take on the narrative, but it is unclear what stance they have about the story.	Student did not construct a response about their take on the narrative.
<b>Climax (turning point) of the story</b>	Student clearly identifies and describes the climax of the story.	Student identifies and describes the climax of the story.	Student struggles identifying the climax of the story.	Student is unable to identify the climax of the story.



# Summer Learning Rubric

<b>Connections</b>	Student made a clear connection to the text (text to self, text to text, text to world).	Student made a connection to the text (text to self, text to text, text to world).	Student's connection to the text was not clear.	Student did not make a connection to the text.
<b>Inferring on setting</b>	Student inferred and constructed an in-depth response explaining how the exposition of the story would be different if the setting had been changed.	Student inferred and constructed a response explaining how the exposition of the story would be different if the setting had been changed.	Student struggled to infer how the exposition would be different if the setting of the story was changed.	Student did not construct any response explaining how the exposition would be different if the setting was changed.
<b>Analysis of conflict in the story</b>	Student identified and described the main conflict (s) in the story.	Student identified the main conflict (s) in the story.	Student struggled to identify the main conflict(s) in the story.	Student did not identify the main conflict(s) in the story.
<b>Focus on plot</b>	Student constructed an in-depth description about 2 main events in the story.	Student constructed a description about 2 main events in the story.	Student struggled to construct a description about at least 1 main event in the story.	Student did not construct a description about any events in the story.

