

Dear Third Grader and Family,

We are looking forward to our school year together! As you prepare for our time together, we would like you to take some time to read two (or more!) of the books on the attached Recommended Third Grade Book List. This will give you a head start to the project we have planned for the beginning of the school year. You will **NOT** have to complete the book report until we get back from summer vacation. Attached you will find the rubric that we will use for this project. We thought you might like to have a head start on the expectations as you read your book. We will provide the final handouts when we return to school. Enjoy your time off and have a great summer! We can't wait to meet you!

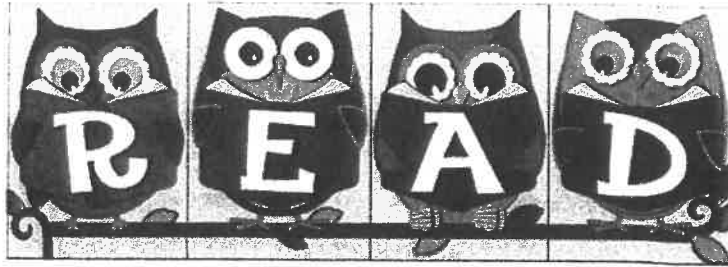


Sincerely,

Ms. Grzewinski

Mrs. Gattineri

Mrs. Swan



## Summer Reading List ~ Students Entering Third Grade

### Fiction Books

Freckle Juice  
Blume, Judy

Cam Jansen Adventure  
Adler, David

Clementine  
Pennypacker, Sara

Shortcut  
Macaulay, David

The Lemonade War  
Davies, Jaqueline

Katie Kazoo, Switcheroo  
Krulik, Nancy

Wayside School Series  
Sachar, Louis

Gooney Bird Green  
Lowry, Lois

Mercy Watson  
DiCamillo, Katie

Justin Case  
Vail, Rachel

Each Kindness  
Woodson, Jacqueline

How To Eat Fried Worms  
Rockwell, Thomas

Alvin Ho  
Look, Lenore

## **Information Books**

**The Champ: The Story of Muhammad Ali**  
**Bolden, Tonya**


**Henry And The Cannons: An Extraordinary True  
Story of the American Revolution**  
**Brown, Don**

**National Geographic: Book of Animal Poetry**  
**200 Poems with Photographs That Squeak, Soar,  
And Roar!**  
**Lewis, J. Patrick**

**Looking At Lincoln**  
**Kalman, Maira**

**Helen's Big World: The Life  
Of Helen Keller**  
**Rapport, Doreen**

# FICTION BOOK REPORT CHECKLIST:

Reporter: _____ Edited by: _____	<input type="checkbox"/> or <input type="checkbox"/> 
<b>FICTION BOOK REPORT STRUCTURE</b>	
The fiction book report provides information on the title, author, and setting of the book under study.	
The fiction book report provides relevant information on major characters.	
The fiction book report provides a summary and includes the reader's opinion and personal recommendation.	
<b>LANGUAGE FEATURES: GRAMMAR, MECHANICS, AND SPELLING</b>	
The reporter has used suitable transition words to link sentences and ideas.	
The reporter has used a fair variety of interesting sentences.	
Most of the words are spelled correctly.	
All sentences begin with a capital letter and end with the correct end mark.	

The best part of this writing piece was

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This writing piece can be improved if

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# FICTION BOOK REPORT: MARKING RUBRIC

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

CRITERIA	ACCOMPLISHED	COMMENDABLE	CONSOLIDATING	GOOD ATTEMPT
<b>ELEMENTS</b>	Key elements of the Book Report (setting, main characters, summary and what I thought) are well-developed and elaborated.	Key elements of the Book Report (setting, main characters, summary and what I thought) are well-developed.	Fair attempt to develop key elements of the Book Report (setting, main characters, summary and what I thought).	Book Report lacks development of key elements (setting, main characters, summary and what I thought).
<b>COHESION</b>	Writing shows continuity of ideas and all sections of the Book Report are well-linked together.	Most or some ideas are well linked together to lend meaning and cohesion to the Book Report.	Few correct links between sentences to facilitate reading and support underlying key ideas of the Book Report.	Meaning is lost as links to ideas are missing or incorrect. The Book Report is difficult to read.
<b>SENTENCE STRUCTURE</b>	All or most sentences are accurate and express precise meaning.	Some sentences are accurate and express precise meaning.	Few sentences are accurate and express precise meaning.	Sentences are weakly constructed and convey little or no meaning.
<b>PUNCTUATION</b>	Precise markers are effectively used to pace and control reading of the text.	Precise markers are accurately used to pace and control reading of the text.	Some sentences are correctly punctuated from beginning to end.	One or two correct sentence markers evident.
<b>SPELLING</b>	All or most words spelled accurately.	Some mistakes in spelling that do not hinder meaning of text.	Most errors evident in common words.	Major spelling errors that distort meaning of text.