Entering 4th Grade

Students must read two books from the list of suggested authors or from the Fairfield Public Library’s suggested books, author or series lists. One of the books should be fiction, one should be non-fiction. Follow this link to get to the public library booklists:


Students must complete the list of questions on the following pages for each book they read (fiction or non-fiction).

- Students should respond to the questions as thoroughly as possible. Responses can be typed or written neatly on white lined paper.

- The written reports must be turned in to the teacher no later than Tuesday, September 3, 2019.

Reports for each of the two books will be their first Reading and Language Arts grade for the new school year.

Suggested Authors

Robert Lawson  Lois Lowry
Judy Blume        Patricia MacLachlan
Betsy Byers        Ann M. Martin
Matt Christopher   Phyllis Reynolds Naylor
Ann Nolan Clark    Gary Paulsen
Beverly Cleary     Louis Sachar
Roald Dahl         Paul Showers
Meindert DeJong    Donald J. Sobol
Phyllis Flowers    Elizabeth Speare
Jean C. George     Mary Stolz
Virginia Hamilton  Phil Strong
Suzy Kline         Mildred D. Taylor
E. I. Konigsburg   E. B. White
Joseph Krumgold    L. E. Wilder
Alan Kurzeil
Use these questions for FICTION only.

Student’s Name: ___________________________ Grade:__________________
Name of book: ____________________________________________________
Author: __________________________________________________________

Use these questions if you read a FICTION book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. Write a brief summary of the book.

In your summary be sure to answer:
☐☐Who is the story about?
☐☐What is the most important thing that happened in the story?
☐☐Where does the story take place?
☐☐When does the story take place?
☐☐How do the characters solve their problems?

2. Using information from the book, tell how your life is similar or different from the main character’s life.

☐☐Be sure you use specific events from the story to explain your answers. Don’t just write, My life is the same because I am a girl/boy. Instead, you must write about specific events in the story.

3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.

☐☐If you write that the events are believable, give specific examples or events from the story to compare with real life. If you think it is not believable, be sure to write about the event you found unbelievable.
SCORING RUBRIC FICTION

1. Write a brief summary of the book.

   1 Response effectively summarizes the book. Most of the main points are included. Information is relevant and specific or a mix of general and specific.

   2 Response marginally summarizes the book. Some of the main points are included. Some information is relevant and specific or a mix of general and specific.

   3 Response is unsatisfactory. Most of all information is incorrect, irrelevant or vague. Key points are omitted.

2. Using information from the book, tell how your life is similar or different from the main character’s life.

   1 Response presents a reasonable explanation of how the student’s life is similar or different from the main character’s life. Response includes information directly from the text and/or makes reference to information from the story as well as the student’s own experience as support.

   2 Response presents a marginal explanation of how the student’s life is similar or different from the main character. Response includes general information or the student’s own experience as support.

   3 Response is vague and/or irrelevant.

3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.

   1. Response presents a reasonable argument on one side or the other and supports it with information directly from the text and/or makes reference to information from the story.

   2. Response presents a mostly reasonable argument on one side or the other and supports it with general information.
   OR
   Response presents a reasonable argument with no support from the story.

   3. Response merely states yes or no.
   OR
   Response is vague and/or irrelevant.
Use these questions if you read a NON-FICTION book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. What could be another title for this book? Use details from the book to explain your choice.

   □ □ Be sure you use specific facts from the book to explain your answers. Don’t just write, I think this title is good because the story was about ___________. Instead, you must write specific facts that support your new title.

2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.

   □ □ There are probably many important facts in your non-fiction book. Choose one of the facts that you find most interesting. Discuss that fact in detail. Write all you learned about that particular fact.

3. Imagine you are going to write a letter to the author of your book.

   □ □ Write two new things that you learned from the book. Write two things you did not understand or would like more information about.
1. This book is called ____________________. What could be another title for it? Use details from the book to explain your choice.

   1. Response presents a reasonable or creative title that tells what the book is about and explains this title with specific, relevant details from the book.

   2. Response presents a title that is generally related to the book and explains it with general or specific details from the book.

   OR

   Response presents a reasonable or creative title that tells what the book is about but does not support it.

   3. Response is vague and/or irrelevant.

2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.

   1. Response identifies the information in the passage that was most important to the student and presents a reasonable argument for its importance. Response includes a mix of specific and general information as support.

   2. Response identifies the information in the passage that was most important to the student but does not present an argument or support.

   3. Response is vague and/or irrelevant.

3. Imagine you are going to write a letter to the author of your book. Write two things you learned and two topics you would like to know more about.

   1. Response includes four reasonable statements that are written in good, complete sentences.

   2. Response includes two reasonable statements that are written in good, complete sentences.

   3. Response is vague and/or irrelevant.