

3rd Grade Summer Reading Project

Incoming third graders should read 15 to 20 minutes every day during the summer. Choose books that your student is interested in! I recommend alternating between religious reading and “for fun” reading, whether this is fiction or nonfiction. Below you will find a list of recommendations at various difficulty levels. Please choose accordingly.

Each student must complete the attached book report on The Gardner by Sarah Stewart. This project is due on the first day of school.

Recommended Summer Reading:

- Roses in the Snow by Dessi Jackson
- A Garden for Mary by Neena Gaynor
- Stories of the Saints by Carey Wallace
- The Mouse and the Motorcycle by Beverly Cleary
- Johnny Appleseed by Reeve Lindbergh
- The Velveteen Rabbit by Margery Williams
- Calendar Mysteries Series by Ron Roy
- American Tall Tales by Mary Pope Osborn
- The Borrowers by Mary Norton
- Mary Poppins by P.L. Travers
- The Saturdays by Elizabeth Enright
- The Gardener by Sarah Stewart
- Carla’s Sandwich by Debbie Herman
- The Library Lion by Michelle Knudsen

*Please note: We will be reading four classical novels in class this year. Your student will most enjoy these stories if they are fresh and have **not** just read them!

1. Little House in the Big Woods by Laura Ingalls Wilder
2. Mr. Popper’s Penguins by Florence and Richard Atwater
3. A Bear Called Paddington by Michael Bond
4. Charlotte’s Web by Elwyn Brooks White

Assignment:

Write one paragraph to summarize a book of your choosing (from the given list). Your summary should tell what the book was about, including characters, setting, and plot.

1. Begin with an opening sentence which catches the reader's attention, and introduces the book you are summarizing.
2. Write 3-5 sentences giving details about your book. Be sure to include information about the characters, setting, and plot.
3. End with a closing sentence. It should restate the topic, and give your opinion or thoughts about the book you've chosen.

Summary Scoring Rubric

0= no evidence of mastery

3= strong evidence of mastery

1= minimal evidence of mastery

4= outstanding evidence of mastery

2= evidence of development towards mastery

Mark your paper with JMJ in the top center of the paper. On the top right hand corner, write your name and the date.	
Ideas	
The student's ideas are clear and relevant.	
Organization	
The student uses an opening sentence to introduce the topic clearly. The student clearly states what the summarized text is about.	
The student gives three or more details which expound upon the given prompt. The details given accurately retell the given text.	
The student uses a closing sentence which leaves the reader with an impression and provides a clear ending to the student's thoughts.	
Voice	
The student's personal style is reflected, and the writing has a positive tone. The student's writing is measured and informational in nature.	
Word Choice	
The student uses strong adjectives and verbs to convey their thoughts. The student's adjectives and adverbs are relevant and related to the given text.	
Sentence Fluency	
The student uses sentences with varying length and complexity. The student's sentences are clear.	
Conventions	
The student uses correct grammar, spelling, capitalization, and punctuation.	