PreK-1st Grade

Directions for Summer Reading Log

1. Read your book, either by yourself or with another person. Reread parts that you especially like or that seem most important.
2. Think about your book. If possible,talk to another person about some or all of these questions:
    - What scene in the book stands out in your memory?
    - What was the main character like?
    - Did the main character change during the book?
    - Was there a problem and how was it solved?
    - What would you have done if you had been in the story?
    - What new thing did you learn in this book?
    - Does the story remind you of something that happened to you? If so, how is your experience like the book?
3. Complete a Log Entry.
    - Write the title and author of your book.
    - Use the questions above to draw and/or write about your book.

** Required titles should be read by scholar rising from the previous grade to next grade level. Scholars in Grades PreK-1 are required to read the required title and select two titles of choice. Students may choose from a list of ten titles (see Summer Reading page) , from the public library's list, or other sources*

SUMMER READING RECORD - Log #____

Rising Pre-Kindergarten, Rising Kindergarten, Rising Grade 1

Student's Name	
Title	
Author	

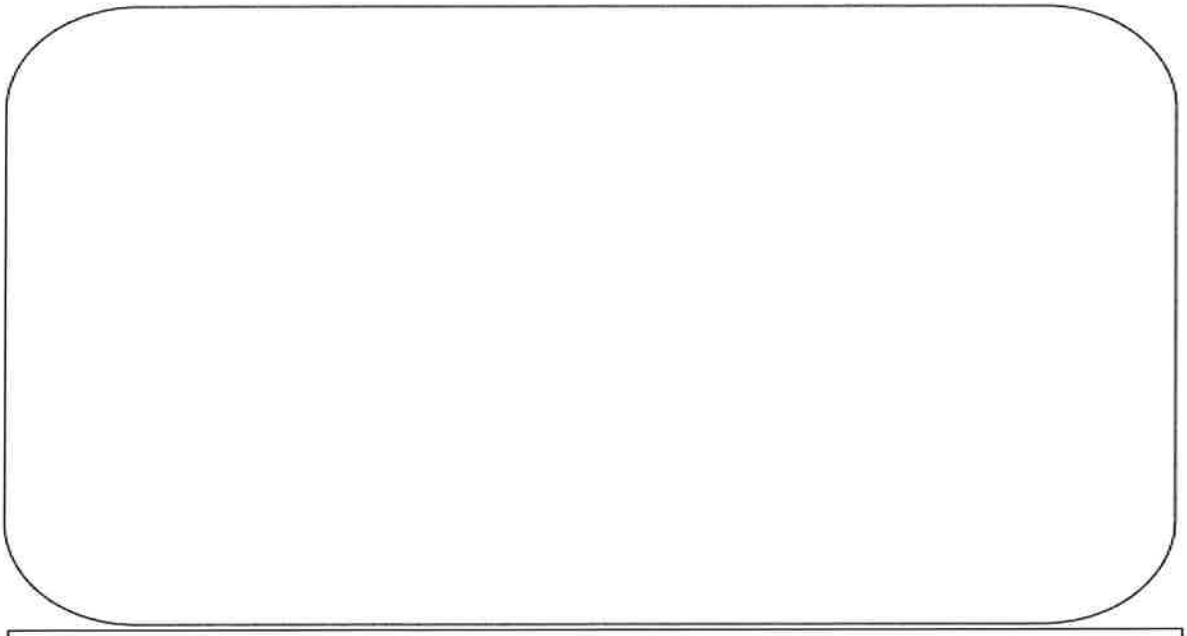
Directions: Draw and/or write about your book.

SUMMER READING RECORD – Log #_____

Rising Pre-Kindergarten, Rising Kindergarten, Rising Grade 1

Student's Name	
Title	
Author	

Directions: Draw and/or write about your book.



www.WritingTemplates.net

SUMMER READING RECORD - Log #_____

Rising Pre-Kindergarten, Rising Kindergarten, Rising Grade 1

Student's Name	
Title	
Author	

Directions: Draw and/or write about your book.

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2nd-3rd Grade

Directions for Summer Reading Log

1. Read your book, either by yourself or with another person. Reread parts that you especially like or that seem most important.
2. Think about your book. If possible,talk to another person about some or all of these questions:
    - What scene in the book stands out in your memory?
    - What was the main character like?
    - Did the main character change during the book?
    - Was there a problem and how was it solved?
    - What would you have done if you had been in the story?
    - What new thing did you learn in this book?
    - Does the story remind you of something that happened to you? If so, how is your experience like the book?
3. Complete a Log Entry.
    - Write the title and author of your book.
    - In the box, use ideas you thought about and talked about:
        a. Write a summary of the book that includes the beginning, middle, or end. **OR**
        b. Write your reflection on one of the questions listed in Step 2.

** Required titles should be read by scholar rising from the previous grade to next grade level.*

SUMMER READING RECORD – Log #_____
Rising Grade 2 & Rising Grade 3

Student's Name:		
	Title	Author

Directions: Write a summary of the book that includes the beginning, middle, and end. OR Write a reflection on one or more of the questions listed in Step 2.

SUMMER READING RECORD – Log #_____
Rising Grade 2 & Rising Grade 3

Student's Name:		
	Title	Author

Directions: Write a summary of the book that includes the beginning, middle, and end. OR Write a reflection on one or more of the questions listed in Step 2.

SUMMER READING RECORD – Log #_____

Rising Grade 2 & Rising Grade 3

Student's Name:		
	Title	Author

Directions: Write a summary of the book that includes the beginning, middle, and end. OR Write a reflection on one or more of the questions listed in Step 2.

Directions for Summer Reading Log

1. **Read your book** and reread parts that you especially like or that seem most important.
2. **Think about the book you have read.** Use at least two of the questions below to write your response.

Literature/Fictional Text

1. Identify the source of the conflict in the story, and how this conflict shapes the story through the character's response to it.
2. How did the main character change over the course of the story and what causes the changes?
3. Identify key moments in the story and how they relate to the story's theme, character development, and plot structure.
4. What connections can you make between the story and your own life, other readings, or the world at large?
5. What character would you like to have as a friend and why?
6. Describe the ending of the story. If you could create a different ending, what would it be?

Informational/Nonfiction Text

7. What strategies does the author use to achieve his or her purpose?
8. Does the author consider other perspectives, particularly those that challenge the author's central idea?
9. How is the text organized and how does the organization help the reader understand the topic of the book?
10. Which part (s) of the text were you able to visualize the best and why?
11. Find a quote in the text that is interesting to you and explain why you chose it.
12. What text features does the author include? How are these features helpful in understanding the text?
13. What new questions or understandings does the text raise? Explain.

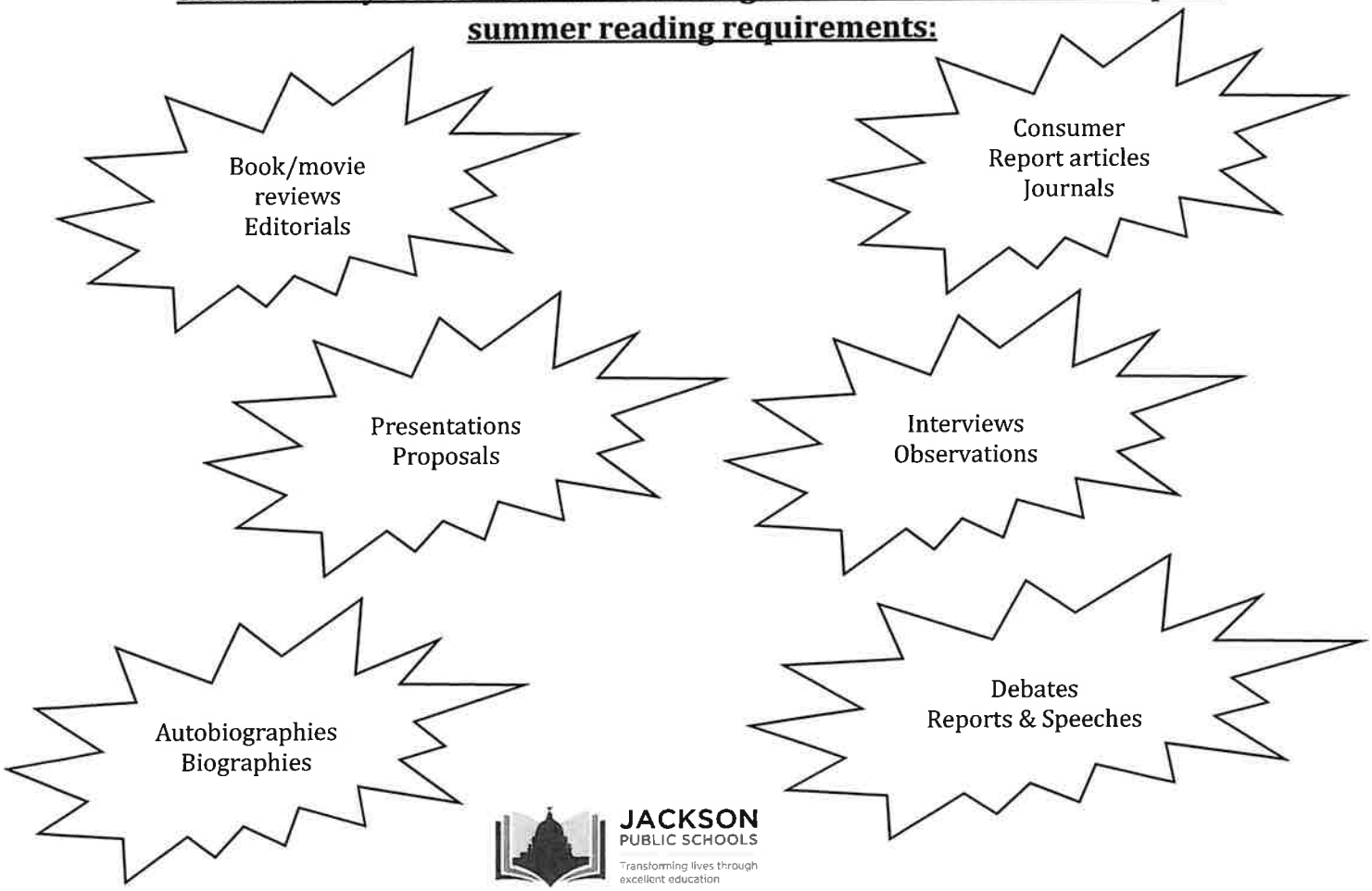
The first component of informational nonfiction is *genre*. Genres of **nonfiction** can be identified by one single factor: the intent or purpose of the writing. On the other hand, genres of **fiction** blend together. For instance, a fantasy story can have characteristics of an adventure story, but not all adventure stories are fantasies. Genres of nonfiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The five main genres of nonfiction are:

1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point of view and has reasons to support the view.

Students should be aware of the variety and format of the structures of nonfictional text. Some structures or formats of nonfiction can be seen within a variety of texts. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes nonfictional text so unique. Depending on the author's intent, the structure can take on different tones and formats.

Students may select from the following nonfiction formats to complete summer reading requirements:



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SUMMER READING RECORD – Log #_____
Rising Grades 4-12

Student's Name	
Title	
Author	

Directions: Select a question from Step 2 and write your response below.

I am responding to Question # _____

I am responding to Question # _____

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SUMMER READING RECORD – Log #_____
Rising Grades 4-12

Student's Name	
Title	
Author	

Directions: Select a question from Step 2 and write your response below.

I am responding to Question # _____

I am responding to Question # _____

SUMMER READING RECORD - Log #_____
Rising Grades 4-12

Student's Name	
Title	
Author	

Directions: Select a question from Step 2 and write your response below.

I am responding to Question # _____

I am responding to Question # _____

SUMMER READING RECORD – Log #_____
Rising Grades 4-12

Student's Name	
Title	
Author	

Directions: Select a question from Step 2 and write your response below.

I am responding to Question # _____

I am responding to Question # _____

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