

# Matching

Match the word to the definition on the right. Type the number of the word next to its meaning.

- |   |                 |   |                          |
|---|-----------------|---|--------------------------|
| 1 | fiction         | other people's suggestions about good books for you to read   | <input type="checkbox"/> |
| 2 | nonfiction      | writings that convey factual information and are not works of the author's imagination  | <input type="checkbox"/> |
| 3 | genre           | the place where a reader makes notes about the basic elements of his/her book—plot, setting, characters, timeline, etc., as well as writes down questions that arise in the reading | <input type="checkbox"/> |
| 4 | reading journal | novels and stories that describe imaginary people and events made up by the author  | <input type="checkbox"/> |
| 5 | recommendations | a particular type of literature or book   | <input type="checkbox"/> |

/5

# Reading Passage

Writing a fiction book report is like writing any other kind of essay. You will go through the same steps: prewriting, drafting, proofreading, revising, and presenting your report. However, you should make sure that you understand what a fiction book is.

There are many different genres, or kinds of books. A fiction book is a novel or story that describes imaginary people and events made up by the author, or the person who wrote the book. All fiction books have characters (who the story is about), a setting (the time and place the story happens), and plot (what happens in the book or story). Be sure to include all of these elements in your fiction book report.

The first step in writing a fiction book report is to choose the book you want to read unless your teacher has already assigned a book to you. You can ask your media specialist or teacher for their recommendations or suggestions of good books, or you may ask your classmates or friends. After you have considered all the choices, it's up to you to pick a book that you want to write about.

# Comprehension Questions

Drag the "X" next to the best graphic organizer for a fiction book report. X

**A**

Name _____ Date _____
<b>Title of the Book</b> _____
<b>Author</b> _____
1. Is the author an expert on the subject? Yes ___ No ___ Unsure ___
2. On the back of the title page check for the following information: Copyright date _____ Number of editions _____
3. Is the copyright date recent enough to include the newest facts on the topic? Yes ___ No ___ Unsure ___
4. Are there pictures and diagrams? Yes ___ No ___ If so, are they helpful? Yes ___ No ___
5. Is the book convenient to use? Rate the following: Index: Excellent ___ Fair ___ Not helpful ___
Table of Contents: Excellent ___ Fair ___ Not helpful ___
Headings: Excellent ___ Fair ___ Not helpful ___
Vocabulary in Italics: Excellent ___ Fair ___ Not helpful ___
6. Does the book cover the topic fully and is the information easy to understand? Why or why not? _____
7. What made you select this book as a resource? Cover ___ Title ___ Other _____
8. What overall rating would you give this resource? Use with caution ___ Good basic information ___ Excellent for assignment ___

**B**

<b>Book Report</b>
Title _____
Author _____
Illustrator _____
Main Characters _____
Setting _____
Explain the plot of this book _____
_____
_____
Would you recommend this book to a friend? Why or why not? _____
_____
List any other books written by this author. _____
_____
_____

/1

# Marking Rubric

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

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
<b>Responses to the text</b>	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
<b>Analysis of Concepts</b>	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
<b>Application of Concepts</b>	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score =  /47