

2020 Rising 7th Grade - ELA



The goal of this project is to prevent summer reading loss AND build enjoyment and exploration in guided independent reading. Remember: no need to purchase these titles...The New Orleans Public Library is an excellent source for digital, audio and print versions for most of the books on these suggested lists.

Minimum Requirements:

I. Read ONE Fiction Book

II. Read ONE Non-Fiction Book (Option: your non fiction title **can** be the social studies required read **or** select an additional book of your choice; see below for the Ms. Jinger's reading task details).

III. Write/answer weekly questions about what you are reading in your reader's journal (see question menu and journal set-up for guidance)

→ Seven weekly entries are required and should include ONE fiction book at least and ONE non-fiction.

IV. One project to present to the class when we return in August, 2021 (see project menu for guidance).

Fiction Menu: Choose at least ONE fiction book to read and on which to complete activities.

Highly recommended/Reviewed for 7th Grade: **Monster** by Walter Dean Meyers

Fiction

| | |
|---|-----------------|
| <i>El Deafo</i> | Bell |
| <i>Esperanza Rising</i> | Ryan |
| <i>Sisters</i> | Telgemeier |
| <i>After Tupac and D Foster</i> | Woodson |
| <i>Millicent Min, Girl Genius / Stanford Wong Flunks Big Time</i> | Yee |
| <i>Blackbird Fly</i> | Kelly |
| <i>Amina's Voice</i> | Khan |
| <i>Yaqui Delgado Wants to Kick Your Ass</i> | Medina, Meg |
| <i>The First Rule of Punk</i> | Pérez, Celia C. |
| <i>Epic Fail of Arturo Zamora</i> | Cartaya |
| <i>Better Nate Than Ever / Five, Six, Seven, Nate!</i> | Federle |
| <i>As Brave As You</i> | Reynolds |
| <i>Ivy Aberdeen's Letter to the World</i> | Blake |
| <i>Charlie Numbers and the Man in the Moon</i> | Mezrich |

Mystery

| | |
|---|-------------|
| <i>Hold Fast</i> | Balliet |
| <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> | Konigsburg |
| <i>The Boy Sherlock Holmes (series)</i> | Peacock |
| <i>Liar and Spy</i> | Stead |
| <i>Sammy Keyes (series)</i> | Van Draanen |
| <i>The Hound of the Baskervilles</i> | Doyle |
| <i>Goldie Vance (series)</i> | Larson |
| <i>Enola Holmes (series)</i> | Springer |
| <i>Zora and Me</i> | Bond |
| <i>The London Eye Mystery</i> | Dowd |

Legends & Myths

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|--|---------------|
| <i>Trickster: Native American Tales</i> | Dembicki, ed. |
| <i>Odd and the Frost Giants</i> | Gaiman |
| <i>The Wise Fool: Fables from the Islamic World</i> | Husain |
| <i>Outlaw: The Legend of Robin Hood</i> | Lee |
| <i>Ain't Nothing But a Man: My Quest to Find the Real John Henry</i> | Nelson |
| <i>Percy Jackson's Greek Heroes</i> | Riordan |

Science Fiction & Fantasy

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|--|-----------|
| <i>Things Not Seen</i> | Clements |
| <i>Artemis Fowl (series)</i> | Colfer |
| <i>Books of Ember (series)</i> | DuPrau |
| <i>The Marvels</i> | Selznick |
| <i>Bone (series)</i> | Smith |
| <i>Lumberjanes (series)</i> | Stevenson |
| <i>Princess (series)</i> | Whitley |
| <i>The Girl Who Drank the Moon</i> | Barnhill |
| <i>Baba Yaga's Assistant</i> | McCoola |

Historical Fiction

| | |
|--|----------------------------|
| <i>Chains (series)</i> | Anderson |
| <i>March Toward Thunder</i> | Bruchac |
| <i>The Evolution of Calpurnia Tate</i> | Kelly |
| <i>Inside Out and Back Again</i> | Lai |
| <i>Kampung Boy</i> | Lat |
| <i>One Crazy Summer (series)</i> | Williams-Garcia |
| <i>The War that Saved My Life</i> | Bradley, Kimberly Brubaker |
| <i>Echo</i> | Ryan, Pam Munoz |
| <i>Wolf Hollow</i> | Wolk |
| <i>I Lived on Butterfly Hill</i> | Agosin |

Non-Fiction Menu: Choose at least ONE book to read and to complete activities for.

Biography & Autobiography

Enchanted Air: Two Cultures, Two Wings..... Engle
Claudette Colvin: Twice Towards Justice Hoose
Red Scarf Girl: A Memoir of the Cultural Revolution..... Jiang
*Becoming Maria: Love and Chaos
in the South Bronx*..... Manzano
*Temple Grandin: How the Girl Who Loved Cows Embraced
Autism and Changed the World* Montgomery
Brown Girl Dreaming..... Woodson
*I Am Malala: How One Girl Stood Up for
Education and Changed the World*..... Yousafzi
Almost Astronauts: 13 Women Who Dared to Dream.... Stone
*Amelia Lost: The Life and
Disappearance of Amelia Earhart*..... Fleming
*Ten Days a Madwoman: The Daring Life and Turbulent
Times of the Original "Girl" Reporter, Nellie Bly*..... Noyes
*The Borden Murders: Lizzie Borden and
the Trial of the Century* Miller
*Life in Motion: An Unlikely Ballerina
(Young Reader's Edition)* Copeland

Informational Books

*Sugar Changed the World: A Story of Magic,
Spice, Slavery, Freedom, and Science* Aronson
*Trapped: How the World Rescued 33 Miners
from 2,000 Feet Below the Chilean Desert*..... Aronson
*The Hive Detectives: A Chronicle of
a Honey Bee Catastrophe* Burns
Go: A Kidd's Guide to Graphic Design..... Kidd
*An Eye for Art: Focusing on Great Artists
and Their Work*..... National Gallery of Art
*Bomb: The Race to Build--and Steal--
The World's Most Dangerous Weapon*..... Sheinkin
*Courage Has No Color: The True Story of the
Triple Nickels, America's First Black Paratroopers*..... Stone
*The Lego Animation Book:
Make Your Own Lego Movies*..... Pagano, David
Titanic: Voices from the Disaster Hopkinson, Deborah
Fatal Fever: Tracking Down Typhoid Mary Jarrow
Drowned City: Hurricane Katrina and New Orleans..... Brown

*Select books that you WANT to read; you may certainly make selections aside from this list if desired.

Activities

#1 - Keep a Journal while you read each book this summer. At least once a week, use this journal to document your reflections, thoughts, and ideas. For rising 7th graders, each question response should be 3+ sentences.

Journal Format Suggestion:

| Date/Title/Page Selection | Question # | Response/Reflections/Thoughts/Commentary |
|---------------------------|------------|--|
| | | |

Menu of Fiction Questions: Choose **at least 3 questions to answer per week**. You MAY repeat questions, but not in the same week.

FQ1 What do you think the author wants us to know? What is the author's message?

FQ2 How did the author create the specific **mood** in the section(s) you read this week: humor, suspense, sadness etc. (provide examples of setting details or character descriptions etc.)

FQ3 Is the language in the text inviting and engaging? (Provide examples of why or why not).

FQ4 How does the writing in this text compare with other fiction texts you read this year?

FQ5 List the main characters and describe each of them.

FQ6 Explain a cause/effect relationship found in this section.

FQ7 Did this book remind you of anything that has happened to you? What? Why? How did you act?

FQ8 List the places in the book that are important in this section. **Optional: sketch a map to show how you think these places would look.*

FQ9 Create a summary of the key events that occurred in this section.

FQ10 What changes would be made to the story if it happened 200 years earlier?

FQ11 Describe an inference/prediction you made while you were reading. How did this inference help you understand the story better?

FQ12 Write down a quote from your book that really stood out to you. Describe the significance of the quote to the book, and then describe what it means to you.

**Optional: Ask and answer your own text-based question.*

Menu of Non-Fiction Questions: Choose at least one question **and** create a “KWL” chart per week. You MAY repeat questions, but not in the same week.

NFQ 1 What do you think the author’s purpose was in this section? What is the author’s message?

NFQ 2 Did the author explain the topic(s) clearly? (explain and provide example)

NFQ 3 How does this text compare with other nonfiction texts (articles) you read this year?

NFQ 4 What was the main idea of this section? Include at least two details the author used to support this.

NFQ 5 Did the author make a claim in this section? If so, how did the author support this claim.

NFQ 6 What type of evidence did the author use to support their claim or main idea? (provide an example)

+ ONE KWL CHART per week for non-fiction:

Journal Details

- A minimum of **seven** weeks of entries are required for full credit.
- Your reader’s journal can be kept digitally or in a notebook.
- For rising 7th graders, three questions minimum are required per week.

Journal set-up recommendations:

Heading: Week _____ Book Title/Genre: _____

Fiction Layout:

| Question | Response |
|----------------------------------|----------|
| | |
| Additional questions/commentary: | |

Non-Fiction Layout:

| Question | Response |
|----------|----------|
| | |

KWL Chart

| K – What I already Know | W – What I wonder/want to know? | L – What I learned? |
|-------------------------|---------------------------------|---------------------|
| | | |

#2 Presentation

Guidelines:

For **one** fiction book you read this summer, plan to present a brief summary and **one** of the following activities:

- Create a storyboard for a sequel to your book. Use the same characters.
- Choose a character. Rewrite a scene from the story from this character's point of view.
- Make at least an eight-section comic strip with captions showing the main events of the story.
- Create a 1-minute (minimum length) commercial to advertise this book. Record it, and play or act it out in real-time for the class.

(*Social studies listed below).

Social Studies - Rising 7th Summer Work

1. Please read the first half of A Young People's History of the United States (pdf has been provided on your Google Classroom, or you can purchase the whole book)
2. As you read, fill in the graphic organizer. (Also on Google Classroom, but provided here as well. Students can also create their own in Docs or copy and paste this in their own Doc.)

| Chapter | Gist/Main Idea |
|---------|----------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

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| | |
| 7 | |
| 8 | |
| 9 | |
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| 11 | |
| 12 | |

