



Germantown Middle School 7th Grade ELA 2024 Summer Reading List



In order to promote continued literacy development, the GMS English Language Arts department believes that summer reading is essential for our students to combat “summer slide” and to be more successful the next school year. Because of this, all upcoming 7th graders are required to choose ONE book to read from the list below *before* the beginning of the 2024-2025 school year:

Students will EITHER complete all of the reading response packet (see attached) OR complete three activities from the “Choice Boards” (see attached). You do not need to do both options. During the first month of school, students will participate in more in-depth activities (literature circles, Socratic seminars, vocabulary study, etc.).

FICTION:

- Peak by Roland Smith (760L)
 - *Peak* is a 2007 young adult fiction novel by Roland Smith. Portrayed in the novel are the physical and emotional challenges that face a fourteen-year-old as he climbs Mount Everest as well as tall buildings in New York City after moving from Wyoming.
- Hoot by Carl Hiaasen (760L)
 - *Hoot* is a 2002 mystery/suspense novel by Carl Hiaasen. The setting takes place in Florida, where new arrival Roy makes two oddball friends and a bad enemy, and joins an effort to stop construction of a pancake house which would destroy a colony of burrowing owls who live on the site.
- When You Reach Me by Rebecca Stead (750L)
 - *When You Reach Me* is a Newbery Medal-winning science fiction and mystery novel by Rebecca Stead, published in 2009. It takes place on the Upper West Side of New York during 1978 and 1979 and follows the protagonist, Miranda Sinclair. She receives a strange note asking her to record future events and write down the location of her spare key.
- The People of Sparks by Jeanne DuPrau (760L)
 - *The People of Sparks*, published in 2004, is the sequel to the critically acclaimed *The City of Ember* and continues the story of Lina and Doon, who have emerged from the underground city to the exciting new world above. When anonymous acts of vandalism push them toward violence, it's up to Lina and Doon to discover who's behind the vandalism and why.

NONFICTION:

- Diary of a Young Girl by Anne Frank (1080L)
 - *The Diary of a Young Girl*, also known as *The Diary of Anne Frank*, is a book of the writings from the Dutch language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherlands.
- Trust the Grind by Jeremy Bhandari (1010L)
 - *Trust the Grind* entails interviews from some of the best athletes to ever step foot on Earth, whose sole focus is to teach, and inspire the reader, rather than speaking on behalf of their personal accolades in athletics.



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FICTION Summer Reading Choice Board

Along with reading a book from the summer reading list, choose **THREE** of the following activities and complete them (digitally or on paper) before the start of school.

All work should be original and each student's own creation.

(RL1) Quotable Quotations: As you read, choose at least <u>5</u> quotations from the book that are significant. Create illustrations (memes, cartoons, etc.) and include an inference, conclusion, or explanation about each.	(RL2) "The Message": Identify at least <u>3</u> themes from the book and create an acronym for each theme. Include illustrations that match the message of each theme.	(RL3) Characterization: As you read, collect evidence about the characters to create a visual map of each character's traits or a web of multiple characters' relationships. Include page numbers with evidence.
(RL3) Plot: Create visual description of the book's plot elements using a comic strip, story board, etc. Label each picture with the correct plot element (exposition, rising action, climax, falling action, and resolution).	(RL4) Vocabulary: As you read, make a list of at least <u>10</u> words that you do not know or want to understand better. Include the quotation from the book with each word, the part of speech and definition and an illustration that represents the idea of each word.	(RL5) Style & Structure: Identify, illustrate, and label at least <u>5</u> places where the author effectively uses text structure (cause/effect, problem/solution, compare/contrast, description, etc.).
(RL6) Point of View & Purpose: Research the author to learn more about who they are and why they wrote the book. Create a transcript or video of an imaginary interview with them using this information. Include your sources.	(RL7) Other Media: After reading the print version of the book, re-create part of the book in another media format: make a movie trailer, make a 10-song playlist or soundtrack with explanations, make a 3-D model of the setting or characters, scrapbook, poster, etc.	(RL9) Text-to-Text: Compare and contrast the book with one or more other texts (books, movies, paintings, songs, etc.) and create a transcript or video or an imaginary conversation between characters from each text.



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NON-FICTION Summer Reading Choice Board

Along with reading a book from the summer reading list, choose **THREE** of the following activities and complete them (digitally or on paper) before the start of school.

All work should be original and each student's own creation.

(Ri1) Quotable Quotations: As you read, choose at least <u>5</u> quotations from the book that are significant. Create illustrations (memes, cartoons, etc.) and include an inference, conclusion, or explanation about each.	(Ri2) Central Idea: Identify at least <u>3</u> central ideas from the book and create an acronym for each idea. Include illustrations that match the importance of each idea.	(Ri3) Concept Map: Create a concept map (or web) of the book. The map should visually show the distinctions and connections between ideas, people, events, etc. as well include a written explanation of their relationships.
(Ri4) Vocabulary: As you read, make a list of at least <u>10</u> words that you do not know or know but want to understand better. Include the quotation from the book, part of speech, definition and an illustration that represents the idea of each word.	(Ri5) Style & Structure: Identify, illustrate, and label at least <u>5</u> places where the author effectively uses text structure (cause/effect, problem/solution, compare/contrast, description, etc.).	(Ri6) Point of View & Purpose: Research the author to learn more about who they are and why they wrote the book. Create a transcript or video of an imaginary interview with them using this information. Include your sources.
(Ri7) Other Media: After reading the print version of the book, re-create part of the book in another media format: make a movie trailer, make a 10-song playlist or soundtrack with explanations, make a 3-D model of the topic or people, scrapbook, poster, etc.	(Ri8) Argument: Research at least <u>3</u> of the author's claims to confirm or contradict each. Use this research to write a 5-star review, newspaper editorial, arrest warrant, wanted poster, etc. exposing or celebrating their claims. Include your sources.	(Ri9) Text-to-Text: Compare and contrast the book with one or more other texts (books, movies, paintings, songs, etc.) and create a transcript or video or an imaginary conversation between people from each text.



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Summer Reading Response Packet

The reading response packet is designed for you to split your summer reading book into fourths. You are to complete a reading response form over each one-fourth of your book. Please make sure you indicate the pages read on the top of each reading response form. Just remember, this packet is to help you remember what you learned and be ready to discuss the book with your “book club.”

Bring a copy of the book the first two and a half weeks of school.

Name:

Book Title:

Reader Response 1

I read from **page** ____ to **page** _____. (First 1/4 of your book)

Vocabulary: As you read, write down 3 unfamiliar words and what you guess they mean based on what you read. (NOTE: These do not need to be words that completely stump you, just words that are new to you or that you are unfamiliar with. You **MUST** have 3 words, the sentence quoted from the book, and the dictionary definition filled in completely.) Write neatly.

	Word	How it is used in the text (write the sentence from the book)	Definition
1.			
2.			
3.			

Connections: As you read, write down 4 connections that you make with the text. Remember, connections can be based on your personal life, background knowledge, or another book you have read. Use complete sentences. Example: *This book/character reminds me of _____ because _____.* or *The part in the book when _____ is kind of like _____ because _____.*

	Detail from the Text (write the quote here)	Connection Made (explain the kind of connection using complete sentences)	Identify Connection Type (Text-to-Self, Text-to- World, Text-to-Text)
1.			
2.			
3.			
4.			

Reader Response 2

I read from **page** ____ to **page** _____. (Second 1/4 of the novel)

Vocabulary: As you read, write down 3 unfamiliar words and what you guess they mean based on what you read. (NOTE: These do not need to be words that completely stump you, just words that are new to you or that you are unfamiliar with. You **MUST** have 3 words, the sentence from the book, and the definition filled in completely.) Write neatly.

	Word	How it is used in the text (write the sentence from the book)	Dictionary Definition
1.			
2.			
3.			

Questions: As you read, write down at least 3 questions (teacher-like questions) that you have about the text.

1.	
2.	
3.	

Reader Response 3

I read from **page** ____ to **page** _____. (Third 1/4 of the novel)

Connections: As you read, write down at least 3 connections that you make with the text. Remember, connections can be based on your personal life, background knowledge, or another book you have read. Use complete sentences. Example: *This book/character reminds me of _____ because _____.* or *The part in the book when _____ is kind of like _____ because _____.* Write neatly.

	Detail from the Text (write the quote here)	Connection Made (explain the kind of connection using complete sentences)	Identify Connection Type (Text-to-Self, Text-to-World, Text-to-Text)
1.			
2.			
3.			
4.			

Prediction: Make 1 prediction about what will happen next in the book. Include **why** you are making this prediction.

I predict that

because

Reader Response 4

I read from **page** ____ to **page** ____.(Last 1/4 of the novel)

Literary Element: Conflicts are challenges in the story between the main character(s) and other forces. Most good stories involve challenges that characters must face and attempt to overcome. Through challenges characters grow, typically gaining new knowledge and perspective by the end of their journey. A challenge can be any one of the following, and sometimes several at once: Person vs. Person; Person vs. Self; Person vs. Society; and/or Person vs. Nature. Give an example of a Conflict in the story. You may use any part of the book. Write neatly.

Quote (page #).		Opponent	Interpretation
Cite four specific examples of challenges faced by a major character(s). Include page number in parentheses.		Against what or whom did this character struggle? (Versus-a Person, Vs.- Circumstances, Vs.- Nature, Vs.-Society, Vs.- Self)	Explain how the citation outlines the two opponents in the challenge – the character and their opponent. What does it say about the main character involved?
1.			
2.			
3.			
4.			