

Dickerson Middle School

Rising 7th Grade Suggested Summer Reading Guide

1. Use this throughout the summer when you are reading your independent reading book.
2. This is meant as a guide for you to think ahead before entering 7th grade.
3. It is suggested that you read at least one non-fiction book and a variety of fiction genres.
4. It is suggested that you continue to build your vocabulary by completing Membean training sessions.

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Suggested Reading Materials

1. It is suggested that you read, on average, 20 minutes a day. You are more than welcome to read what you want however, here are some suggested titles and authors if you are having trouble.

Suggested Reading 7th grade

Most titles available through Sora

Mystery

City of Ghosts – Cassidy Blake

Not if I see you First – Ally Carter

The Girl from Felony Bay -J.E. Thompson.

The Truth as Told by Mason Buttle – Leslie Connor

Truly Devious – Maureen Johnson

Realistic

Rebound by Kwame Alexander

Every Shiny Thing - Jensen, Cordelia

Breakout - Messner, Kate

Peak – Roland Smith

The Remarkable Journey of Coyote Sunrise – Dan Gemeinhart

The Season of Styx Malone - Kekla Magoon

Genesis Begins Again - Alicia D. Williams

House Arrest – K. A. Holt

Look Both Ways – a tale told in 10 blocks – Jason Reynolds

Stand Up, Yumi Chung!" – Jessica Kim

The Thing About Jellyfish – Ali Benjamin

Dear Sweat Pea – Julie Murphy

Jason Reynold's ("Track" series)

Rain Reign – Ann Martin

Beyond the Bright Sea - Lauren Wolk (science and nature)

2. Historical Fiction

Alan Gratz (anything)

Boy in the Striped Pajamas – John Boyne

Call of the Wild – Jack London

Night Diary - Hiranandani, Veera

Amal Unbound - Saeed, Aisha

The Bridge Home – Padma Venkatraman

Stella by Starlight – Sharon Draper
Laurie Halse Anderson (Seeds of America book series starts with *Chains*)

3. **Scifi Fantasy**

Aurora Rising – Amie Kaufman
SkyWard- Brandon Sanderson
Harry Potter – J. K. Rowling
Legend – Marie Lu
Warcross – Marie Lu
Red Queen – Victoria Aveyard
Iron Trials – Holly Black – Cassandra Clare
Rick Riordan (anything)
Michael Vey: Prisoner B Cell 25 – Rick Evans
Runaway King – Jennifer Nielsen
Scythe – Neal Shusterman (warning violent themes)
Akata Witch - Nnedi Okorafor
Orphan Island – Laurel Snyder

Non Fiction (almost always has a higher Lexile level, try to read at least one non-fiction book over the summer) here are some suggestions:

Don Brown Graphic Novels *Rocket to the Moon* OR [*Fever year : the killer flu of 1918 : a tragedy in three acts*](#)

Chasing King's Killer – James Swanson

Sea Turtle Scientist - Swinburne, Stephen

Camp Panda: Helping Cubs Return to the Wild -Catherine Thimmesh

The Boys in the Boat : nine Americans and their epic quest for gold at the 1936 Berlin Olympics
– Daniel James Brown

They Called Us Enemy – George Takei

Alexander Hamilton: the Making of America - Teri Kanefield

The Boy on the Wooden Box : how the impossible became possible- Leon Leyson

Brown Girl Dreaming - Jacqueline Woodson

I am Malala : the girl who stood up for education and was shot by the Taliban - Malala Yousafzai with Christina Lamb.

Other Recommended Lists

[The Association for Library Service to Children \(ALSC\)– A division of ALA](#)
Recommended Summer lists
[ALA/ALSC Newbery and other award winners](#)

Cobb County Summer Reading Program and Logging Minutes

- Information for our summer reading program can be found on the Media Services Summer Reading web site at <https://www.cobbsummerreading.com/>
- [Ms. Kinchy also has information on her CTLS Page](#)

What to Think about when Reading Fiction

1. Think and notice these moments while reading. If you are unsure of these, pick one “signpost” to notice while reading your book (Standards: RL1,3,6):

Signpost and Definitions	Clues to the Signpost	What Literary Element It Helps Us Understand
<p>Contrasts and Contradictions A sharp contrast between what we would expect and what we observe the character doing; behavior contradicts previous behavior or well-established patterns. Also contrasts between characters or situations.</p>	<p>A character behaves or thinks in a way we don't expect, or an element of a setting is something we would not expect</p>	<p>Character development Internal conflict Theme Relationship between setting and plot</p>
<p>Again and Again Events, images, or particular words that recur over a portion of the novel</p>	<p>A word is repeated, sometimes used in an odd way, over and over in the story An image reappears several times during the course of the book</p>	<p>Plot Setting Symbolism Theme Character development Conflict</p>
<p>Memory Moment A recollection by a character that interrupts the forward progress of the story</p>	<p>The ongoing flow of the narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before we are returned to events of the present moment.</p>	<p>Character development Plot Theme Relationship between character and plot</p>
<p>Aha Moment A character's realization of something that shifts his actions or understanding of himself, others, or the world around him.</p>	<p>Phrases usually expressing suddenness, like: "Suddenly I understood..." "It came to me in a flash that..." "The realization hit me like a lightning bolt..." "In an instant I knew..."</p>	<p>Character development Internal conflict Plot</p>

Signpost and Definitions	Clues to the Signpost	What Literary Element It Helps Us Understand
Tough Questions Questions a character raises that reveal his/her inner struggles	Phrases expressing serious doubt or confusion: "What could I possibly do to...?" "I couldn't imagine how I could cope with..." "How could I ever understand why she...?" Never had I been so confused about..."	Internal conflict Theme Character development
Words of the Wiser The advice or insight a wiser character--usually older--offers about life to the main character	The main character and another are usually off by themselves in a quiet serious moment, and the wiser figure shares his wisdom or advice in an effort to help the main character with a problem or a decision	Theme Internal conflict Relationship between character and plot






2. Think about these test type questions while reading only focus on one while reading:







FICTION TEXT	
Practice asking yourself these questions when you read FICTION text.	
SAMPLE QUESTIONS	ADDITIONAL GUIDANCE
Which of the following explains why (the character) wants _____?	<ul style="list-style-type: none"> Decide what the character wants Infer why the character wants this.
Which statement best explains the impact of the setting on the plot of the passage?	Think about how the setting affects (or impacts) the events in a story. Remember that setting is the backdrop of the story and includes things like, time, place, weather, culture.
How does the character's choice about _____ foreshadow (or hint at) the character's new understanding about _____?	Think about the character's choices and consider how these choices help the character change their mindset, opinions, or realize something important (an AHA moment)
Which line from the passage supports the reader's understanding of the theme of the text?	<ul style="list-style-type: none"> Figure out the theme (universal central message) Select evidence to support or prove the theme
Which of the following explains (the character's) reason for _____?	Think about why a character says, thinks, and acts in a certain way. (the character's motivations)

What to think about when Reading Non-Fiction

When reading the newspaper, online article, biography, or non-fiction book think of these 3 big questions, if you can write in your book make these annotations (Standards: RI1-4;6) :

THREE BIG QUESTIONS

<p style="text-align: center;">BIG QUESTION</p> <p style="text-align: center;">What surprised me?</p> <div style="text-align: center;"></div> <p>I was shocked about ... I was surprised when ... I never thought ... I could not believe ... Really?</p>	<p style="text-align: center;">BIG QUESTION</p> <p style="text-align: center;">What did the author think I already knew?</p> <div style="text-align: center;"></div> <p>I did not know ... I was confused by ... The author assumed ... The author thought ... I knew ...</p>	<p style="text-align: center;">BIG QUESTION</p> <p style="text-align: center;">What challenged, changed or confirmed what I knew?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <p>At first I thought...but ... I had to rethink ... The author assumed ... My understanding changed when ... I was right/wrong about...</p>
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-  = What surprised me?
In the margin, also jot down why it surprised you
-  = What did the author think I already knew?
Question mark for things that are confusing or were assumed
-  = What challenged, changed, or confirmed what I already knew?
-  = X to mark challenged you
Delta to mark where changed your understanding
Check to mark where confirmed your understanding
- 
-  = Summarize the reading and mark with hashtag
What was the main idea?
What is the key takeaway from this reading?
Write 2-3 sentences and mark with hashtag

Non-fiction Assessment Type Questions to think about:

INFORMATIONAL TEXT	
Practice asking yourself these questions when you are reading NON-FICTION TEXT.	
SAMPLE QUESTIONS	ADDITIONAL GUIDANCE
What could the author add to better clarify the central idea?	Is there something that the author could have included to make it easier for you to figure out the main idea? Clarify = to make clear.
What statement would support (an inference you made)?	Decide what evidence you can use to prove an inference you made about your reading.
According to the text, what is the impact of _____ on _____?	How do individuals, ideas, and events affect other individuals, ideas and events? i.e. Ben Carson's mother made him read as a young child. How did this affect his progress in school?
What would have the most (positive or negative) impact on _____?	Figure out the most positive or most negative effects of an: <ul style="list-style-type: none"> • idea • event • individual's speech, thoughts, actions
Which shows the (positive or negative) influence of _____ on _____?	Figure out the positive or negative influences (or causes) Examples: <ul style="list-style-type: none"> • What shows the positive influence of a growth mindset on learning 7th grade math? • What shows the negative influence of a negative mindset on learning 7th grade math?
Which statement(s) best belong(s) in an objective summary of the passage?	<ul style="list-style-type: none"> • Decide which ideas(statements) are the most important and would help provide a brief overview of the entire text. • For a multiple choice question, it would help to <i>eliminate</i> which statements should not be included in an objective summary. <ul style="list-style-type: none"> ○ Ask yourself: Is it a minor or unimportant detail? Is it too specific?
Which statement should be included in an objective summary of the text?	

Which statement(s) best belong(s) in an objective summary of the passage?	<ul style="list-style-type: none"> Decide which ideas/statements are the most important and would help provide a brief overview of the entire text. For a multiple choice question, it would help to <i>eliminate</i> which statements should not be included in an objective summary. <ul style="list-style-type: none"> Ask yourself: Is it a minor or unimportant detail? Is it too specific?
Which statement should be included in an objective summary of the text?	
Which statement is best supported by the passage?	To practice this, make an inference that can be supported by multiple pieces of evidence from the text.
What best explains the importance of (the text or graphic feature)? i.e. title, heading, bolded words, graph, map, chart, picture, caption, glossary etc...	What kind of information does the text or graphic feature tell you. Why is this information important?

Paired Text: Nonfiction text paired with a similar fiction topic

Often times throughout the year we will read two different types of texts with a similar topic (non-fiction + fiction). Use these question types if you read a paired text (Standards: RI 7-9;RL7,9)

Q1- Question Types

PAIRED TEXT: Non-Fiction and Fiction Text	
Practice asking yourself these questions with a fiction and non-fiction text that have a similar topic.	
SAMPLE QUESTIONS	ADDITIONAL GUIDANCE
Which of the following from (non-fiction text) supports the plot development of (fiction text)	What kinds of evidence or information from the non-fiction text can you use to help you explain or support how the plot events advance or what causes the events to move forward in the fiction text?
Which of the following best reflects the central ideas of BOTH texts?	Figure out a common central idea for both texts.
Which of the following are used to develop the central ideas of BOTH texts?	After you figure out the common central idea (see above) figure out what evidence from BOTH passages can be used to support the central idea.

Vocabulary Question Types with Guidance

VOCABULARY	
To help you prepare, practice asking yourself these questions when you encounter a word you don't know (in fiction and non-fiction text)	
Using context clues, which best describes the meaning of _____ ?	These questions require you to use context clues to help you determine the meaning of a word.
Which sentence defines the word _____ ?	
Which word best defines the meaning of _____ ?	
Which word would be a synonym for the word _____ ?	