COLLABORATIVE SUMMER LIBRARY PROGRAM

SUMMER READING 2017: A REQUIREMENT FOR SUCCESS
Grade 7

Why summer reading?
- Reading improves with practice.
- Reading is a life-long skill required for success as a student and in the workplace.
- Students who do NOT read over the summer vacation can lose as much as TWO MONTHS of achievement per year.

WE WANT YOUR CHILD TO KEEP IMPROVING…DON’T YOU?

To remain successful, your child will be expected to read two books this summer.

Your child may choose one fiction and one nonfiction book to read. (They may not choose books they have already read.)

Enclosed you will find a list of suggested texts that cover a wide range of reading levels, topics, and types of text. Librarians and bookstore consultants can help your child find a level of reading that is right for him/her. Montgomery County’s public libraries also provide free access to a variety of texts for students.

After reading each book, your child must complete the attached fiction and non-fiction worksheets (each contains a graphic organizer and writing prompt). Also, for continued improvement, you must continue read for 30 minutes daily throughout the summer! Remember to record on the summer daily reading log the titles, date, begin and end times, and have a parent/guardian sign to verify completion each day!

All worksheets will be collected by the English/ESOL teacher no later than Friday, September 8th, 2017. The two worksheets will be assessed as a homework grade.

Students completing this assignment will be rewarded with an invitation to a surprise event!

Copies of the summer reading packet will available in the main office at Newport Mill Middle School. The entire packet is also available on Newport Mill’s website with links to a variety of audio and online versions of text, as well as other helpful tools to make your reading experience a successful one. If you require any other type of assistance, contact the school or visit the school website at: www.montgomeryschoolsmd.org/schools/newportmillms/.

Thank you for your support of the Summer Reading Program.

Enjoy your summer and HAPPY READING!

The Language & Literature Department

COLLABORATING LIBRARIES: Kensington Park * Wheaton * Silver Spring
Suggested Titles (You are free to choose other books that do not appear on this list)

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Mystery</th>
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| Action/Adventure  
*So Yesterday* by Scott Westerfeld  
Hunter Braque, a New York City teenager who is paid by corporations to spot what is "cool," combines his analytical skills with girlfriend Jen's creative talents to find a missing person and thwart a conspiracy directed at the heart of consumer culture. | Mystery  
*Tunnels* by Roderick Gordon and Brian Williams  
When Will Burrows and his friend Chester embark on a quest to find Will's archaeologist father, who has inexplicably disappeared, they are led to a labyrinthine world underneath London, full of sinister inhabitants with evil intentions toward "Topsoilers" like Will and his father. |

| Realistic/Fiction  
*Forged by Fire* by Sharon M. Draper  
Teenage Gerald, who has spent years protecting his fragile half-sister from their abusive father, faces the prospect of one final confrontation before the problem can be solved. | Humor/Social Issues  
*The Boy in the Dress* by David Williams  
Soccer star Dennis hides the truth about his enthusiasm for fashion until his friend Lisa encourages him to dress in drag at school and embrace the persona of "Denise," a gag that has unexpected consequences. |

| Memoir  
*Breaking Through* by Francisco Jimenez  
Having come from Mexico to California ten years ago, fourteen-year-old Francisco is still working in the fields but fighting to improve his life and complete his education. | Historical Fiction  
*The Book Thief* by Markus Zusak  
Trying to make sense of the horrors of World War II, Death relates the story of Liesel--a young German girl whose book-stealing and story-telling talents help sustain her family and the Jewish man they are hiding, as well as their neighbors. |

Read along with free audiobooks online! Go to: [http://www.audiobooksync.com/](http://www.audiobooksync.com/)

LISTEN TO AUDIOBOOKS INSTANTLY!  
Getting started with OverDrive Listen @ MCPL Public Library  
CLICK HERE!!!  
[http://montgomerycountymd.libguides.com/elibrary/audiobooks](http://montgomerycountymd.libguides.com/elibrary/audiobooks)

MCPL Apps - Connect with your library from anywhere!  
To use MCPL’s free apps, you must have a library card.  
[http://www.montgomerycountymd.gov/Library/services/libraryapps.html](http://www.montgomerycountymd.gov/Library/services/libraryapps.html)

**Non-Fiction**

Increase your expert knowledge! Read two articles from the following list of links.

<table>
<thead>
<tr>
<th>Survival</th>
<th>Malala</th>
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* http://tinyurl.com/kj2hgnd  
* http://tinyurl.com/kqgx8v9  |  
* http://time.com/#93801/malala-save-my-nigerian-sisters/  
* http://tinyurl.com/pfmoruy  |

<table>
<thead>
<tr>
<th>The World Cup</th>
<th>Animals</th>
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</table>
* http://tinyurl.com/m9rtp2s  |  
* http://tinyurl.com/q5dx6jt  
* http://tinyurl.com/nla6uv1 |
SUMMER READING: Character Trait Chart – Fiction

A trait or characteristic is how a person is all the time – traits don’t change.

Complete the graphic organizer below by identifying three character traits of one character from the story you read. Use evidence/examples from the text to support your answer.

Sample Traits: Trustworthy, generous, caring, responsible
Sample Evidence: “Trisha always remembered to turn in her homework assignments.” (responsible)

**PART I:**

<table>
<thead>
<tr>
<th>Character:</th>
<th>Trait:</th>
<th>Evidence:</th>
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<tbody>
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**PART II:**

Write a well-developed paragraph describing the character you chose using the information from the graphic organizer above, and the writing organizer below. Please complete all boxes.

**Topic Sentence:**

**#1 Trait/Evidence/Explanation Sentences:**

**#2 Trait/Evidence/Explanation Sentences:**

**#3 Trait/Evidence/Explanation Sentences:**

**Concluding Sentence:**
**SUMMER READING**

**Non-fiction**

The main idea tells what the text is all about. The details help to describe and explain the main idea. Complete the graphic organizer in order to identify and explain the main idea within text.

Choose two chapters from the non-fiction text you read. Write the main idea for each chapter and provide two details to support the main idea.

<table>
<thead>
<tr>
<th>Main Idea: Ch.____ Pg. #____</th>
<th>Main Idea: Ch.____ Pg. #____</th>
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</thead>
<tbody>
<tr>
<td>Detail #1</td>
<td>Detail #1</td>
</tr>
<tr>
<td>Detail #2</td>
<td>Detail #2</td>
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</tbody>
</table>

**PART II:** Write a well-developed paragraph describing the main idea for one of the above articles. Your paragraph must include a topic sentence, two details, and a concluding sentence.

**Topic Sentence:**

**#1 Detail/Evidence/Explanation Sentences:**

**#2 Detail/Evidence/Explanation Sentences:**

**Concluding Sentence:**
Argument Writing Through Close Reading

Argument writing is about creating a claim and supporting that claim with evidence. A claim is a statement that the writer is trying to prove is true; what the writer believes. Select one article to read. Use the graphic organizer below to record notes for both sides of the argument.

ARGUMENT - Select one article to read. Which side are you on?

Article #1: Fidget toys should be banned.  https://newsela.com/articles/school-ban-fidget-toys/id/30307/

Article #2: The time is right for self-driving cars.  https://newsela.com/articles/selfdrivingcars-procon/id/15469/

<table>
<thead>
<tr>
<th>PROS (…the positives)</th>
<th>CONS (…the negatives)</th>
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Your Claim:

PART II: Write a well-developed paragraph. Then write a paragraph to support your claim. Your paragraph must include a topic sentence, two details, and a concluding sentence.

Topic Sentence/Claim:

#1 Detail/Evidence/Explanation Sentences:

#2 Detail/Evidence/Explanation Sentences:

#3 Counterclaim/Rebuttal What might be an opposing view to your claim? (Others might say…) Reason why counterclaim is not as strong as the claim.

Concluding Sentence: