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# SEVENTH GRADE SUMMER READING PACKET

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**Over the summer, you will want to continue to read literature to maintain and strengthen literacy skills. Attached are some activities you can complete to help you capture your understandings. Bring any completed activities to your new teacher in the fall.**

**Your work this summer will review the skills from Grade 6.**

## **Grade 6: RL Standards**

**RL1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**RL5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**RL6** Explain how an author develops the point of view of the narrator or speaker in a text.

**RL7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text or what they perceive when they listen or watch.

**RL9** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

## Summer Reading

Hereford Middle School

June 1, 2019- October 1, 2019

The Summer Reading Program at Hereford Middle School is designed to allow students opportunities for choice. We allow students to choose from multiple text options and to choose from a variety of activities. These activities will help students review skills taught during the 2018-2019 academic year so they are better prepared for the new year.

We require students who participate to **read TWO** books and complete **a minimum of TWO activities PER BOOK**. Each year we encourage students to **choose ONE text from the Black Eyed Susan Book List**. The second title can be a book from that list or a new book that is appropriate for their grade level.

**PARENT NOTE:** WE encourage parents to select a book with their child to read this summer. Some books have content or themes that are not suitable for all audiences. Please be involved in the book choices. We have offered multiple text choices, so if you think one text isn't a "great fit" for your child, feel free to substitute another option.

The "Strive for 25" suggested book list has been uploaded with multiple, high quality texts from which to choose. Other Middle School text options have been linked as well. Parents and students can select a book for their reading abilities, interests, etc. from these lists or make a different age appropriate selection.

After completing the reading, students can go to the Hereford Middle School website. The Summer Reading section has documents for each grade level. Students activities review skills learned in the 2018-2019 academic school year. This refresher will be beneficial for all students who choose to participate. Once you are in the site, you can examine the packet directions and the 9 different options for responses. This year we are recommending that all students **PRINT HARD COPIES** of the activity packet.

**Students read TWO books**

**complete FOUR skill review activities**

**and submit the hard copies to the 2019-2020 Language Arts teacher by October 1.**

**Students have between **June 1 and October 1** to complete their Summer Reading work.**

**After October 1, 2019 no new student work will be accepted.**

Any questions or problems should be directed to:

[ksteinwedel@bcps.org](mailto:ksteinwedel@bcps.org)

Happy Reading!

Kathryn A. Steinwedel

Hereford Middle School Language Arts Department Chair

RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Title:
Author:

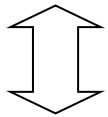
# Is There a Biographical Connection?

Using the internet or print materials, conduct **research on the author** of the novel you have read. Look for **important details** relating to the author's life such as hobbies, beliefs, and experiences in childhood and adulthood. **In the box, below list 5 facts about your author that you think helped shape him/her as an author.**

1.
2.
3.
4.
5.



**Make the connections:**



Answer **one** of the following questions. **Circle** the question you are responding to. If you need more space, use a sheet of lined paper to finish your response.

1. **What aspects of the author's personal life are shown in the book? Explain.**
2. **Are the author's beliefs reflected in the story? Explain.**
3. **What are the author's major concerns about life? Are they shown in the story? Explain.**

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**RL2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Title of book:
Author:

# Create a Cover



You are a graphic artist, and you have been asked to design a new cover for a novel. The author wants the cover to attract the interest of teens while still reflecting the novel's central message or theme. In the space below, create a unique book cover for the novel that you have read. Your cover should convey the novel's central message or theme.



**RL3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

# Character Couch

Title of book:

Author:

*Pretend you are a psychologist and you have been asked to examine the main character of your book. Answer the following questions based on your character's actions, thoughts, words, and what others say about your character. Answer all questions with specific details from the text.*

**Name of main character:** \_\_\_\_\_

**Dominant (overall) character trait:** \_\_\_\_\_

**1. What motivates your character and how do you know? Explain.**

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**2. Think about your character's background (past experiences). Explain anything from his/her past that influences how your character is acting currently?**

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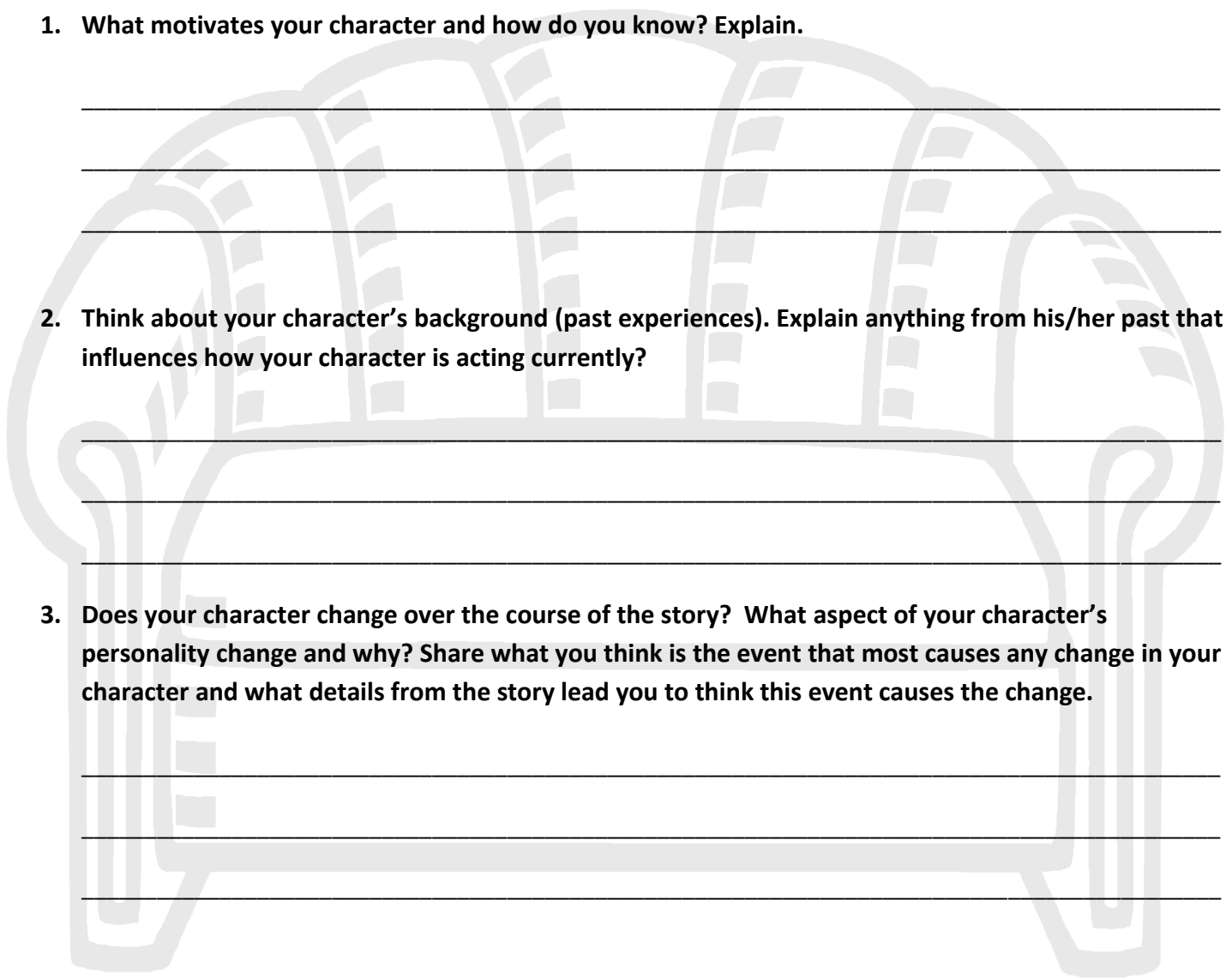
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**3. Does your character change over the course of the story? What aspect of your character's personality change and why? Share what you think is the event that most causes any change in your character and what details from the story lead you to think this event causes the change.**

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RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

# Go Figure! Figurative Language Feature

In the novel you have read, identify **3 examples** where the author uses some form of **figurative language**. For each example, provide the information required in the chart below.

Title of book:
Author:

Figurative Language Example from Novel	Chapter & Page Number	Type of Figurative Language (e.g. simile, metaphor, hyperbole, personification, etc.)	Meaning
1.			
2.			
3.			



Choose one of the examples above. Explain how the author's use of figurative language impacted the text's meaning or tone.

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**RL5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.



Title of book:

Author:

# Plot Analysis

The **plot** of a story is the events of the story. Usually the plot begins with an introduction to the characters and setting (exposition), followed by an increase in conflict (rising action), a moment where the conflict is the most exciting and the main character changes in some way (climax), the conflict lessens (falling action), and the conflict ends (resolution).

List the **5** most important events in the book you read. Then think about how important each event was to the outcome of the story. Rate the importance of each event on the right.

Important Events in the Book		Rating 5=Very important 1=Not important
1.		5 4 3 2 1
2.		5 4 3 2 1
3.		5 4 3 2 1
4.		5 4 3 2 1
5.		5 4 3 2 1

**Based on your analysis, which event had the largest impact on the development of the plot?**

**Explain your choice.**

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**RL6** Explain how an author develops the point of view of the narrator or speaker in a text.







**RL9** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Title of book:

Author:

# Movie Adaptations of Novels

**Read a novel that has also been adapted as a movie. After reading the book, watch the film version of the novel. Then complete the Be A Critic activity.**

## BE A CRITIC

WAS THE FILM VERSION TRUE TO THE NOVEL? RECORD HOW WHAT YOU "SAW AND HEARD" WHEN READING THE NOVEL WAS LIKE WHAT YOU "SAW AND HEARD" WHEN WATCHING THE FILM IN THE + COLUMN. USE THE – COLUMN TO RECORD WHERE THE FILM WAS NOT TRUE TO THE NOVEL.



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