



2017 Summer Reading Grade 7 English Language Learners

Summer Reading Purpose Statement

Literacy involves reading, writing, speaking, listening and thinking. As we prepare our students for the skills needed to be successful in the 21st Century, it is important that we provide opportunities for our students to engage in the activities that will help to build this literacy skill set. Reading over the summer is a good way to practice English and prepare to participate in a shared literacy community in the fall.

ELL Middle School Summer Reading Requirements

- ♣ Each student **reads 2 books** during the summer
- ♣ One book is chosen from the Grade 7 ELL list
- ♣ One book is chosen by the student to read and share with the class after school starts

By asking students to read over the summer, we believe that we can help to develop a lifelong habit of reading.

Student Assignment

1. Select one book from the Grade 7 ELL list that matches your English Reading level.
2. Read the questions listed for each book, write the answers as best you can and be ready to talk about the books after school starts.
3. Choose another book to read, it does not have to be on the Grade 7 ELL list.
4. Have your parents sign the attached permission form to approve the book you chose. Return the permission form at the beginning of school.

Assessment: Information will be shared the first week of school. Any assessment will be less than 10% of the student's first quarter grade.

Your teacher may provide information about book sales before the end of school.

Grade 7 ELL Summer Reading List

There is additional information and questions about each book on the following pages.

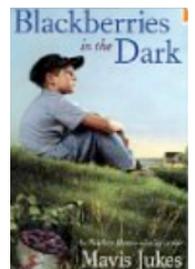
For Beginner ELL students:

Tales of Sherlock Holmes; Retold Timeless Classics
by Susan Sexton



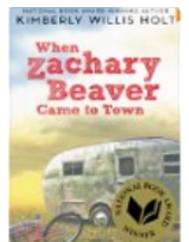
For Intermediate ELL Students:

Blackberries in the Dark
By Marvis Jukes



For Advanced ELL Students:

When Zachary Beaver Came to Town
by Kimberly Willis Holt



**2017 Summer Reading
Grade 7
English Language Learners**

For Grade 7 Beginner ELL students:

Tales of Sherlock Holmes; Retold Timeless Classics

by Susan Sexton

ISBN: 978-0789128638



Summary:

The famous sleuth Sherlock Holmes and his friend Dr. Watson of 221 B Baker Street investigate four crimes that defy explanation. These mystery short stories are adapted from the original Arthur Conan Doyle's tales. Includes "The Speckled Band," "The Redheaded League," "The Priory School," and "The Three Students."

Questions:

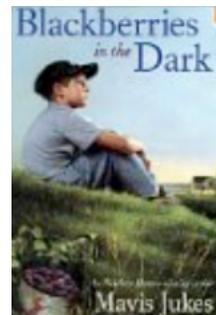
1. Which of the 4 tales (stories) was your favorite story and why?
2. Choose one of the tales (stories) and summarize the plot.
3. Identify a clue found by Sherlock Holmes for each of the stories. Why was the identified clue important to figuring out the mystery? Supply an example (text quote) for each, from the story.
4. In what way does Dr. Watson help Sherlock Holmes? Why is Watson important to the stories?
5. Even though the stories are mysteries, they are also set in a historical setting. Within each story, identify an excerpt (text quote) that tells the reader the story happened at another time than the present.

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For Grade 7 Intermediate ELL students:

***Blackberries in the Dark* by Mavis Jukes**

ISBN: 978-0679865704



Summary:

"Austin's visit to his grandmother's is the first since Grandpa died. Austin notices Grandpa's things but feels the emptiness of his absence. This spare story vividly captures the emotions of painful times and shows how they ease with sharing and remembering. Boy and grandfather were close, but boy and grandmother seem destined to be just as close, with Grandpa's memory to bind them.

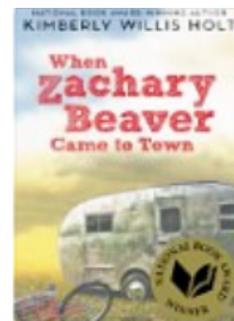
Questions:

1. The story starts with Austin getting off the plane to see his grandmother.
2. Write about Austin's mood at the beginning of the story when he first meets Grandma. Why does he feel this way?
3. How does Austin change from the beginning of the story to the end of the story? Explain what causes Austin to change?
4. Austin and Grandma both miss Grandpa, who passed away, very much. What does Grandma do for Austin to make new memories with her and what does Austin do in return for grandma?

For Grade 7 Advanced ELL students:

***When Zachary Beaver Came to Town* by Kimberly Willis Holt**

ISBN: 978-0312632120



Summary:

Summer in the tiny Texas town of Antler is traditionally a time for enjoying Wylie Womack's Bahama Mama snow cones and racking up the pins at Kelly's Bowl-a-Rama, but this year it's not going well for Toby Wilson. His 13-year-old heart has been broken twice: once by his mother, who left him and his father to become a country stinger in Nashville, and then again by his crush Scarlett Stalling, the town beauty who barely acknowledges Toby's existence. But when Zachary Beaver, "The world's Fattest Boy," comes to Antler as part of a traveling sideshow, Toby begins to realize that there might just be people who have it worse than him. By reaching out to Zachary in small ways - such as helping him realize his lifelong dream of being baptized - Toby is better able to put his own problems into perspective. At the baptism, Toby finally feels at peace: "Zachary smiles and I wonder if he's feeling different. Because standing here waist deep in Gossimer Lake.... I'm feeling different - light and good and maybe even holy." By summer's end Toby's friendship with Zachary has provided him with the emotional stamina to begin dealing with his mother's decision and to gracefully accept the fact that Scarlett will forever be just beyond his reach.

Questions:

1. How is Toby's family different from Cal's family? How are Toby's parents different from each other?
2. Why does Toby think that standing up for Zachary Beaver is different from fighting for himself?
3. What has Toby learned from the summer he met Zachary Beaver? Support your response with evidence from the text.
4. What elements do you feel are important in a friend?



Independent summer Reading Parent/Guardian Permission Form

All Dublin Middle School Language Arts students are required to read a book of their choice over the summer as part of our summer reading program. This book may be fiction or nonfiction, classic or contemporary, serious or funny.

We would like students to consider books that will be appropriate for a school setting and sufficiently challenging in terms of reading level. Students will have an opportunity to share this summer read with other students in the class during the first week of school.

All students are expected to bring this permission form to their English teachers on the first day of school.

Please print.

Student's name: _____

Title of the Book: _____

Author: _____

I have reviewed my student's Independent Choice Book and have determined that it is appropriate for my child's middle school Language Arts classroom and this assignment. I can verify that my child has completed the reading of this book.

Signature of the Student: _____ Date: _____

Signature of the Parent/Guardian: _____ Date: _____