

## FSMS 7<sup>th</sup> Grade Reading Guidelines

This is required summer reading for FSMS; please do not use FBISD District list ☺.

For more information, visit <http://www.fortbendisd.com/fsms>.



### 7<sup>th</sup> Grade ELA

#### Reg ELA

Select any 1 from below:

- [Blood Red Horse](#) by K.M. Grant (Historical Fiction)
- [The Sword of Summer \(Magnus Chase and the Gods of Asgard\)](#) by Rick Riordan (Adventure/Mythology)
- [The Great Greene Heist](#) by Varian Johnson (Realistic Fiction)
- [Chasing Lincoln's Killer](#) by James L. Swanson (Nonfiction)

#### Pre-AP Must Read:

- [How to Read Literature Like a Professor, for Kids](#) by Thomas C. Foster

Additionally, select any 1 from Regular list above for cross connection.

Apply the following *reading guide* while working on your summer reading. Having a personal copy of the book(s), while not required, is *highly recommended* so you can write in/annotate your novel(s) (see “How to Annotate” on next page). It will prepare you for the assessment and allow you to easily synthesize text evidence when you return to school.

**1. Background of author/novel**—Research the author’s life/background before reading the novels. How does his/her background affect the piece? What is the genre of the piece?

**2. Setting**—Identify the setting(s) of your novel. Note any determining textual evidence for the setting. Remember that often the setting is implied, and it is up to you to determine with context clues.

**3. Characterization**—List all characters. Identify character traits using supporting textual evidence (page #/quotes).

**4. Conflicts**—Identify major conflicts within your book. Know which characters are involved, how the conflicts are resolved, if it is internal or external, and the type of conflict it is (character vs. character, character vs. nature, character vs. self, etc.)

**5. Theme**—Identify themes from the novel(s). Remember that theme is stated as a sentence not just a subject. It can be given through actions/dialogue of a character. Think of what is important in life to that character? What is being learned in that situation/conflict? What

are those life lessons that you get out of reading the text? (**Subject:** *Discrimination*. **Theme Statement:** *Do not judge someone based on his/her appearance because it limits an individual’s perspective and creates boundaries*).

(See next page for “How to Annotate”)

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### How to Annotate

For all genres: The following are only a few suggestions for annotations. You will develop your own style and apply the methods that work best for you. You can use any of these toward a fiction or nonfiction choice above.

**Pre-AP, when reading *How To Read Literature Like a Professor for Kids*, we recommend marginal notes where you make connections to other text, self, world or pose questions/comments.**

<b>Highlighting</b>	<b>Marginal Notes</b>	<b>Brackets</b>	<b>Asterisk</b>	<b>Sticky-Notes</b>
Makes information stand out on the page  Allows you to scan a page quickly when looking for specific info.  Be selective when highlighting—if everything is highlighted, nothing becomes important	Using the space in the margins of a text to respond and/or make notes  Use marginal notes to: *Ask questions *Label literary elements *Summarize critical events *Explain ideas *Make a comment *Identify characters	[ ]  Use brackets when several lines, or a passage, seem important; then highlight key words or phrases  Brackets will draw attention to the passage without cluttering it with too much highlighting	* **  Indicate something unusual, special, or important  Multiple asterisks indicate a stronger degree of importance	Use sticky notes when you can't write in the book  Color-code your notes using a different color for different literary terms, questions, vocabulary