



## SUMMER WORK 2026: ELA

### RISING GRADE 7 STUDENTS

This summer you are required to read **2** books. You will read a **fiction** book chosen by your teacher and a **nonfiction** book of your choice.

Rising seventh graders will read *The Giver* by Lois Lowry.

**When we return to school, we will be discussing the assigned fiction book. Be prepared for our discussion by reviewing the following questions. You may want to take notes to better engage in your reading and our follow-up discussion in class. These are your books. You must annotate the text (write in the margins) or use sticky notes to record your thinking. You may write this on looseleaf or type, but you must have something in writing.**

1. Write a summary of the text in three to five sentences.
2. What would you change in this book if you had written it?
3. Share a favorite quote from the book. Why did this quote stand out to you?
4. Which character in the book would you most like to meet? Give at least two reasons.

Your written work will be graded for completion (homework) **DUE THE SECOND DAY OF SCHOOL**; you will be graded on your discussion (skills application) (rubric attached). There will also be a quiz the first week of school on the book. This will be in the category of assessment of learning.

**For the nonfiction book, choose a book that coordinates with topics from our seventh grade curriculum. List 10 interesting facts about your subject. Note the page number next to your facts.**

This will be graded and entered into the skills application category by the rubric attached. DUE THE SECOND DAY OF SCHOOL.

When choosing your nonfiction book, look for a book that is interesting to you and appropriate to your reading level. You may check a reliable website like Scholastic to see the grade/age reading level. If the pages look similar to your social studies or science books, it may be a good fit.

Social Studies Topics

Countries Around the World  
Government Systems  
Economic Systems  
Aspects of Culture  
World Religions  
United States History

Science Topics

The Cell and its organelles  
Genetics  
Human Body System and  
Functions  
Ecology  
Maryland Watershed

Remember, per our Handbook:

Final Product Guidelines

St. Stephen School has established a set of guidelines to be followed by all students. These apply to all projects. All written work that is handed in to a teacher will follow this format.

**Name**

**Date**

**Subject Heading**

*Handwriting counts!*

*Grammar counts!*

*Spelling Counts!*

*Neatness Counts!*

Written work will be handed in **without scribbling or crossing out**. It will be done on **loose-leaf paper**, not paper ripped out of a notebook. All final products must be completed in dark blue or black **pen**. *Showcase your excellence!*

If you are typing, you must follow MLA guidelines.

**Example:**

**Name**

**Date**

**ELA 7 Summer Reading: Nonfiction**

**What Was the Boston Tea Party?**

**Kathleen Krull**

1. By 1765, America consisted of 13 colonies that made their own laws. (page 8)
- 2.
- 3.

Rubric for Middle School Summer Reading Nonfiction Assignment

Points / Points  
Earned / Possible

/5 For the nonfiction book, choose a book that coordinates with topics from your grade's science or social studies curriculum.

/10 List 10 interesting facts about your subject.

/10 Note the page number next to your facts.

/5 Name/Subject Heading/Date OR MLA is correctly done

/10 Grammar

/10 Spelling

Assignment Grade

/50

# Discussion Rubric

	<b>Not Yet 1 point</b>	<b>Meets 2 points</b>	<b>Exceeds 3 points</b>
<b>Attentiveness</b>	<ul style="list-style-type: none"> <li>Not attentive or partially attentive,</li> <li>Talked to others during the discussion</li> <li>Easily distracted, played with items (pencils, erasers, shoes, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Attentive most of the time,</li> <li>Some distractions by other occurrences near their seat.</li> </ul>	<ul style="list-style-type: none"> <li>Undivided attention</li> <li>Focused on discussion topic</li> <li>Ready for participation</li> </ul>
<b>Participation</b>	<ul style="list-style-type: none"> <li>Interrupting</li> <li>No body language towards speaker</li> <li>Low or no participation, minimum cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate body language towards speaker most of the time,</li> <li>Responds to most questions, follows most directions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates good listening skills (ex: eyes on speaker, body facing speaker, listening to speaker, thinking about what they are saying, etc)</li> <li>Responsive to all questions</li> <li>Follows directions</li> </ul>
<b>"Smart Talk"</b>	<p><b>Students use 0-2 "Smart Talk" skills.</b></p> <ul style="list-style-type: none"> <li>Students explain their thinking</li> <li>Students agree or disagree with others</li> <li>Students add additional comments to others</li> <li>Students ask follow up questions to each other</li> <li>Students make connections</li> <li>Students praise each other for good thinking</li> </ul>	<p><b>Students use at least 3 out of the 6 "Smart Talk" skills.</b></p> <ul style="list-style-type: none"> <li>Students explain their thinking</li> <li>Students agree or disagree with others</li> <li>Students add additional comments to others</li> <li>Students ask follow up questions to each other</li> <li>Students make connections</li> <li>Students praise each other for good thinking</li> </ul>	<p><b>Students use 4-6 "Smart Talk" skills.</b></p> <ul style="list-style-type: none"> <li>Students explain their thinking</li> <li>Students agree or disagree with others</li> <li>Students add additional comments to others</li> <li>Students ask follow up questions to each other</li> <li>Students make connections</li> <li>Students praise each other for good thinking</li> </ul>
<b>Total Score</b>			