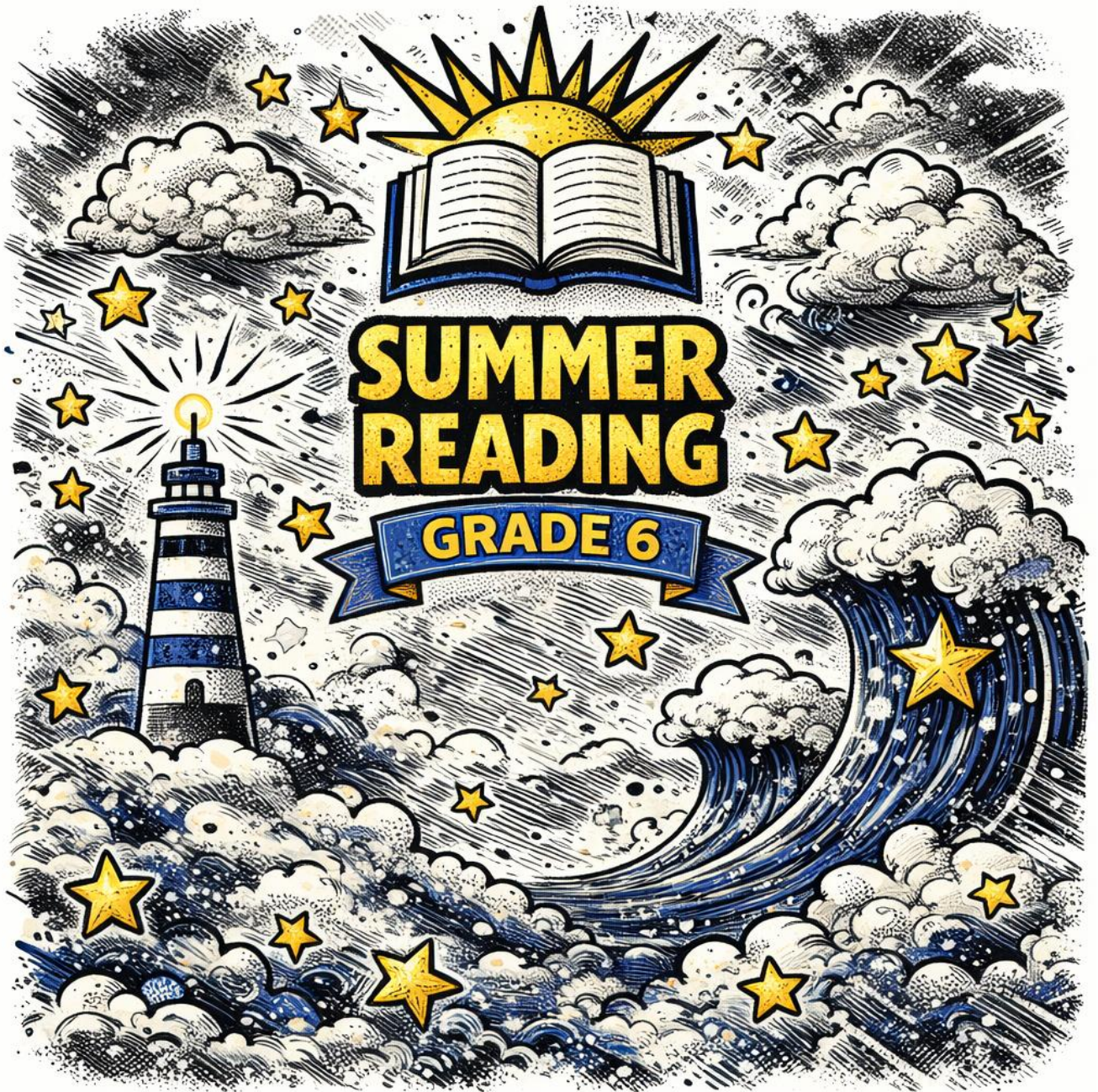




Summer Reading Packet Grade 6 to 7

Dear Families, Guardians, and Caregivers,

Summer is an important time for students to rest, explore their interests, and continue growing as readers and thinkers. Maintaining strong reading habits over the summer is essential to staying prepared for the increased demands of the upcoming school year.

Research shows that students who read consistently over the summer are more likely to maintain, and even strengthen, their literacy skills. Just 15–20 minutes of daily reading can make a meaningful impact.

Regular reading helps students:

- Expand vocabulary and deepen understanding of complex ideas
- Strengthen comprehension and critical thinking skills
- Build stamina for longer, more challenging texts
- Develop independence and confidence as readers

The **Bridgeport Public Schools Summer Reading Packet** is designed to support your child's continued development as an engaged, independent reader.

The activities in this packet:

- Reinforce key reading and thinking skills from the school year
- Provide meaningful practice to prevent summer learning loss
- Encourage students to analyze, reflect on, and respond to texts
- Promote writing and discussion to reading
- Support the development of consistent, self-directed reading habits

How you can support your child at home:

- Encourage your child to choose books that interest them and challenge their thinking
- Visit your local library or access digital reading platforms
- Participate in the [Governor's Summer Learning Challenge](#)
- Set aside dedicated time each day for independent reading

Students do not need to complete everything at once. Consistent reading and thoughtful engagement throughout the summer will have the greatest impact.

Thank you for your continued partnership in supporting your child's growth as a confident, thoughtful, and independent reader.

Summer Reading Packet Grade 6 to 7

The Governor's Summer Learning Challenge Reading List

Grade 6



To support you as you work toward finishing the Governor's Summer Reading Challenge, the following list of titles has been compiled by the Connecticut State Library.

Every reader has different interests and reads at different levels, so choose a book that's right for you!

If none of the books on the list appeal to you, check the grade above or below. You can also reach out to your public library! They're professionals at guiding readers to find the perfect book!



This project is funded by the State of Connecticut and the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered by the Connecticut State Library.

Descriptions for the books are compiled from Goodreads and Novelist.



Blood in the Water
Tiffany D. Jackson
Brooklyn girl Kaylani McKinnon is thrust into an intricate web of lies when a shocking murder on Martha's Vineyard threatens to expose dangerous secrets.

Mystery



The Experiment
Rebecca Stead
Although he appears to be a typical sixth-grader Nathan learned at an early age that his family is from another planet. Now, their time on Earth may be coming to an end.

Science Fiction



Good Different
Meg Eden Kuyatt
Selah depends on her rules for "Being a 'Normal' Person" to mask her unruly "dragon" feelings. But the rules break down at her new school, causing Selah to change how she sees herself.

Novel in Verse



A Hero's Guide to Summer Vacation
Pablo Cartaya
Thirteen-year-old Cuban American Gonzalo joins his estranged grandfather on road trip to promote his grandfather's fantasy book series.

Fiction

Summer Reading Packet Grade 6 to 7

The Governor's Summer Learning Challenge

Reading List

Grade 6



Fiction

Hope in the Valley

Mitali Perkins

Twelve-year-old Indian-American Pandita Paul deals with change, grief, friendship, and growing up in a community facing a housing crisis.

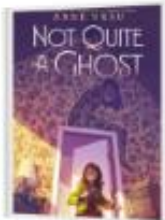


Fiction

Some of Us Are Brave

Saadia Faruqi

When Hurricane Harvey makes landfall, the three kids who could hardly be called friends will need to work as a team if they want to survive.



Paranormal

Not Quite a Ghost

Anne Ursu

Violet is dealing with lots of changes: moving into a big old house, starting middle school, coming down with a mysterious new illness and the creepy shadows she sees in the pattern of her bedroom's wallpaper

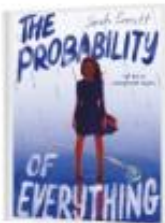


Mystery

A Split Second

Janae Marks

Janae Marks delivers a stunningly crafted and twisty mystery about the tests of friendships that examines what matters most when everything can change in a split second.



Fiction

The Probability of Everything

Sarah Everett

When an asteroid has an 84.7% chance of colliding with the Earth, 11-year-old Kemi assembles a time capsule to capture her family's truth.



Fiction

The Taylors

Jen Calonita

Taylor is terrified to start middle school until it's revealed that her homeroom class has four girls all named Taylor! They can agree that Taylor Swift is the greatest singer-songwriter of all time--and they are definitely going to need nicknames.



Mystery

The Secret Letters

Margaret Peterson Haddix

Although their parents run competing businesses, two middle schoolers team up when they each discover intriguing old letters pointing toward a long-buried mystery.



Historical

War Games

Alan Gratz

12 year old Evie travels to Berlin for the 1936 Olympics where she witnesses Hitler's terror on the German people and plans to steal from a Nazi bank with two fellow Olympic athletes.

The Governor's Summer Learning Challenge

Reading List

Grade 6



Weirdo

Tony Weaver, Jr.

After being bullied and treated like an outsider because of his geeky interests, 11-year-old Tony begins to find healing.

Graphic
Novel



Whale Eyes

James Robinson

Told through an experimental mix of intimate anecdotes and interactive visuals, this book immerses readers in James's point of view, allowing them to see the world through his disabling eye conditions.

Non fiction



Winging It

Megan Wagner Lloyd

Twelve-year-old Luna never wanted to move from California to Virginia. But during a visit to the National Museum of Natural History, the rarely seen luna moth for which Luna was named sparks her curiosity.

Graphic
Novel

Authors to Enjoy!

Claribel Ortega
Elaine Vickers
Jasmine Warga
Karen Romano Young
Leslie Connor
Mike Lupica
Shannon Hale
Tracey Baptiste

Additional Reading Lists

All CT Reads
Nutmeg Book Awards

Summer Reading Packet Grade 6 to 7

Cross off each box

as you complete it! Try to fill in the entire Bingo Card!

READING BINGO				
 Read under the stars	 Read a book about sports	 Read about middle school	 Read a book on a hobby	 Read with a friend
 Go to the library	 Read a magazine	 Read a book on SORA	 Read something silly	 Read a classic
 Read an adventure story	 Read about food	FREE SPACE 	 Read a series	 Read a news article
 Read about a hero or role model	 Read fantasy or folklore	 Read something serious	 Read poetry	 Read to a younger child

Summer Reading Packet Grade 6 to 7



Grades 3-6 • High-Frequency Word Cards

- | | | |
|-------------|---------------|-------------|
| 1. a | 47. did | 93. hold |
| 2. about | 48. different | 94. hot |
| 3. after | 49. do | 95. how |
| 4. again | 50. does | 96. hurt |
| 5. all | 51. done | 97. I |
| 6. also | 52. don't | 98. if |
| 7. always | 53. down | 99. in |
| 8. am | 54. draw | 100. into |
| 9. an | 55. drink | 101. is |
| 10. and | 56. each | 102. it |
| 11. another | 57. eat | 103. its |
| 12. any | 58. eight | 104. jump |
| 13. are | 59. even | 105. just |
| 14. around | 60. every | 106. keep |
| 15. as | 61. fall | 107. kind |
| 16. ask | 62. far | 108. know |
| 17. at | 63. fast | 109. laugh |
| 18. ate | 64. find | 110. let |
| 19. away | 65. first | 111. light |
| 20. back | 66. five | 112. like |
| 21. be | 67. fly | 113. little |
| 22. because | 68. for | 114. live |
| 23. been | 69. found | 115. long |
| 24. before | 70. four | 116. look |
| 25. best | 71. from | 117. made |
| 26. better | 72. full | 118. make |
| 27. big | 73. funny | 119. man |
| 28. black | 74. gave | 120. many |
| 29. blue | 75. get | 121. may |
| 30. both | 76. give | 122. me |
| 31. bring | 77. go | 123. more |
| 32. brown | 78. goes | 124. most |
| 33. but | 79. going | 125. much |
| 34. buy | 80. good | 126. must |
| 35. by | 81. got | 127. my |
| 36. call | 82. green | 128. myself |
| 37. called | 83. grow | 129. never |
| 38. came | 84. had | 130. new |
| 39. can | 85. has | 131. no |
| 40. carry | 86. have | 132. not |
| 41. clean | 87. he | 133. now |
| 42. cold | 88. help | 134. number |
| 43. come | 89. her | 135. of |
| 44. could | 90. here | 136. off |
| 45. cut | 91. him | 137. old |
| 46. day | 92. his | 138. on |

Summer Reading Packet Grade 6 to 7

Writing

Use 12-14 High Frequency words in a short story. (You can use a separate piece of paper.)

Prompt ideas:

What happened when I got lost

The quietest place I've ever been

If I switched places with my teacher

Requirements: Underline vocabulary words and include a beginning, middle, end.

[illegible]

Comprehension: Author's Point of View

Different Viewpoints

These two articles are about the same topic, but they have different points of view. Let's read each article together. Then we'll use the questions to compare them and decide what the authors might, and might not, agree about.



The Potter's Wheel

The origin of the potter's wheel is somewhat of a mystery. Some experts think it was first invented in Mesopotamia. Others claim that it first appeared in China, Egypt, or Korea. Regardless of where the potter's wheel came from, it is fortunate for us that it has stood the test of time. Early potter's wheels were kept spinning by the potter's feet. Some of today's potters still enjoy the quiet control of foot-powered wheels. Others take the easy way out and use a motorized wheel.



The Potter's Wheel

In ancient times, many pottery wheels were foot-powered. Potters used their feet to keep the wheel in motion. Fortunately, as a modern potter today, you have a choice. Some potters still like to use the old-fashioned foot-powered wheels. Others, however, take advantage of modern technology and use a motorized wheel. Whether you use your feet or a motor, you still need to know the basic skills to create beautiful, functional pottery on a wheel.

What is the point of view of each author? If these two authors met, what might they agree about? What might they disagree about?

Comprehension: Theme

Matching Themes

In the left-hand column are some ideas for stories. Let's read each one and see if we can match it to a theme in the right-hand column. When we find a match, you can draw a line from one to the other.

Story Ideas

Priya was injured while hiking. Her friends came to her rescue. Some went for help, while a couple of friends stayed with her until help arrived.

Mark's neighborhood park was a mess. It needed a good cleaning up, but Mark couldn't do it alone. With the help of other members in the community, the park now looks like new.

Julie loves to go hiking and camping. She has been to a dozen state parks and several national parks. When Julie feels sad, she knows she can visit a park to make her happy again.

Matt struggled with algebra. He decided to meet with a tutor. He focused on his work everyday. Matt did well on his next math test.

Themes

People working together can improve their community.

If you persevere, you'll attain your goal.

Nature has its own rewards.

True friends are there to help you.

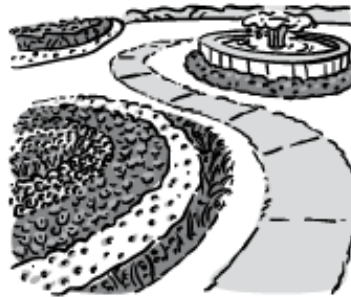


Comprehension: Point of View

Sum It Up

A book reviewer has reviewed two books that have just come out. Let's read each one and find out the author's topic and point of view. We can jot down our thoughts in the space provided.

Helena Redding has just written her sixth book about public gardens around the world. In this book, Ms. Redding spends as much time describing the cultures of the various countries she visits as she does the gardens she loves. This presents the reader with a wonderfully insightful way of looking at how different cultures feel about public spaces—parks and gardens included.



Topic _____

Point of view _____

Alistair Hastings has just written a book about his travels throughout Asia. Every chapter covers a different country. Mr. Hastings' insightful descriptions are accompanied by beautiful photography, leaving the reader with a clear idea of what each country and its culture have to offer. Hastings clearly relates to the people in this part of the world. At the very least, this book should help bridge an understanding between cultures.



Topic _____

Point of view _____

Comprehension: Point of View

Ancient Civilizations

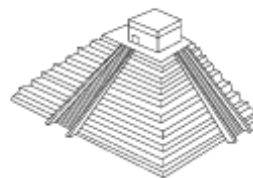
These two articles are about ancient civilizations, but they have slightly different points of view. Let's read each article together. We'll use the questions to compare them, writing some of our ideas in the boxes. Then we'll decide what the authors might and might not agree about.

Ancient Civilizations



One of my favorite ancient cultures is ancient Egypt. The Egyptians built the pyramids and huge temples that have lasted for thousands of years. Ancient Egyptians believed in a complex afterlife, and filled the tombs of their Pharaohs with thousands of artifacts to ensure safe passage to that afterlife. These artifacts have provided us with a wealth of information about how the ancient Egyptians lived, how their government was structured, and what they believed in. Studying ancient civilizations like Egypt is both fun and informative.

Ancient Civilizations



I really enjoy learning about ancient cultures. My favorite ancient civilization to learn about is the Incas. The Incan culture was centered in present-day Peru, but their huge empire stretched along most of the western coast of South America. The Incas carved large cities out of the rainforest and built magnificent temples. Powerful emperors and ruling families, as well as a priest class, led the Incas. The ancient Incas left behind pyramids and beautiful works of art made from clay, gold, and other precious metals.

If these two authors met, how would their points of view about ancient civilizations be similar? How might they be different?

Comprehension: Author's Point of View

One Thing Leads to Another

The following paragraphs are about important inventions. Let's read each one, identify the topic, and jot down the author's point of view.

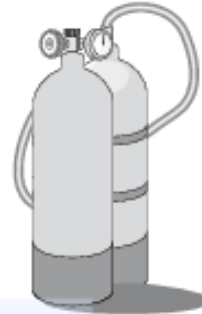
1. I think the most important invention was the telescope. It allowed people to seriously explore our solar system for the first time. As time passed, the simple telescope evolved into a highly complex, scientific instrument that can look deep into space. Today, telescopes launched into space are looking deeper into space, astounding us with new discoveries.



Topic: _____

Author's Point of View: _____

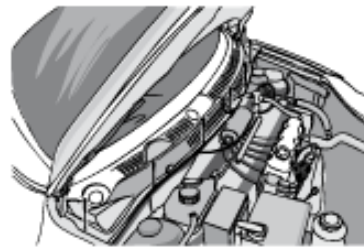
2. Without the invention of the aqualung, we would not know nearly as much as we do about the vast underwater world that covers most of our planet. It was the aqualung that led to modern-day Scuba equipment. Scuba equipment still plays an important role in the exploration of the world's oceans. Newer technology has led to the development of complex submersibles that have allowed scientists to explore depths they never thought possible.



Topic: _____

Author's Point of View: _____

3. Much has been made of the importance of the invention of the internal combustion engine. But look where it's got us. We have that invention to thank for much of the air pollution that covers the planet. Because of the internal combustion engine, we have become dependent on fossil fuels. Let's hope that sometime soon we will have an environmentally safe way to power our cars and trucks so that we can do away with the internal combustion engine.



Topic: _____

Author's Point of View: _____

Comprehension: Main Idea and Key Details

What's the Idea?

An article is more than just a list of facts. When we read an article, we learn to identify the main idea and look for key details that support it.



Let's read about boomerangs and hot-air balloons. In each case, the main ideas are mixed with the details. Pick out the sentence that states the main idea and circle it. Then we'll look for sentences that give some key details about the topic.



Boomerangs	Hot-Air Balloons
Boomerangs were once used for hunting, but today they are mostly used as a sporting item.	Today's hot-air balloons can fly at extremely high altitudes.
Wood is the most commonly used material for making boomerangs.	The first time a hot-air balloon rose into the skies over the United States was in 1793.
Boomerangs have been used by Australian Aborigines for thousands of years.	Hot-air balloons as we know them today were invented in France by the Montgolfier brothers.
Today, athletes compete in boomerang throwing tournaments and competitions around the world.	Hot-air balloons are the oldest successful human flight technology.
A boomerang is a flat, smooth, curved object that, when thrown in the proper way, returns to the person who threw it.	Modern hot-air balloons are used mainly for recreation.
In one world record throw, a boomerang soared over 700 feet (213 meters) through the air before returning to its thrower.	In 2005, one hot-air balloon reached a height of nearly 69,000 feet (over 21,000 meters).
	France was the site of the first hot-air balloon launch in 1783.

Summer Reading Packet Grade 6 to 7

Name: _____

Comprehension
Level 8: Making Inferences

TEXT

Message In a Bottle

- 1 Alex grabbed the newspaper and ran outside. His mother was on the deck of the house they were renting for a week. She was laughing at a hungry seagull stealing food from someone's beach bag. Just then a crab ran across the sand, and the seagull chased after it.
- 2 "Look at this," Alex said. He showed his mother the news story he had been reading. A man had found a bottle on the beach. There was a note in the bottle. A fisherman had written his name and address on a piece of paper and put it in the bottle 10 years ago. He was not surprised to hear from the man who found the bottle.
- 3 For the rest of the week, Alex couldn't stop talking about finding a bottle with a message in it. He went for long walks on the beach. But instead of looking at the water, he looked down. One day, he saw something sticking out of the sand in the distance. Excited, he ran to get it. He was disappointed when he saw that it was just a shiny shell.
- 4 On the last day of their stay, Alex's mother asked him to join her for a walk along the beach. As he always did, Alex kept his eyes down. He saw a bottle sticking out of the sand! There was a piece of paper inside. The message said: "Alex: I hope you always find what you're looking for."

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Summer Reading Packet Grade 6 to 7

Name: _____

Comprehension
Level 8: Making Inferences

SKILL APPLICATION

A. Read *Message in a Bottle* on the last page. Then, complete the activities below. The first four ask you to write directly on the text you just read.

1. In paragraph 1, highlight or underline what Alex and his mother see from the deck. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“... a hungry seagull stealing food from someone’s beach bag. Just then a crab ran across the sand, and the seagull chased after it.”

My background knowledge tells me

A seagull, a beach bag, a crab, and sand can be found at the beach.

So I can Infer

The setting of this story is _____.

2. In paragraph 2, highlight or underline what is written on the note in the bottle. Ask yourself, *What is going on?* Then, use this evidence from the text and your background knowledge to complete the inference below.

The evidence in the text tells me

“A fisherman had written his name and address on a piece of paper and put it in the bottle ten years ago.”

My background knowledge tells me

A name and address can be used to get in touch with a person.

So I can Infer

The man who found the bottle used the name and address to
_____.

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continued on next page

info
POWERUP (Lesia Skill Builders)

page 4