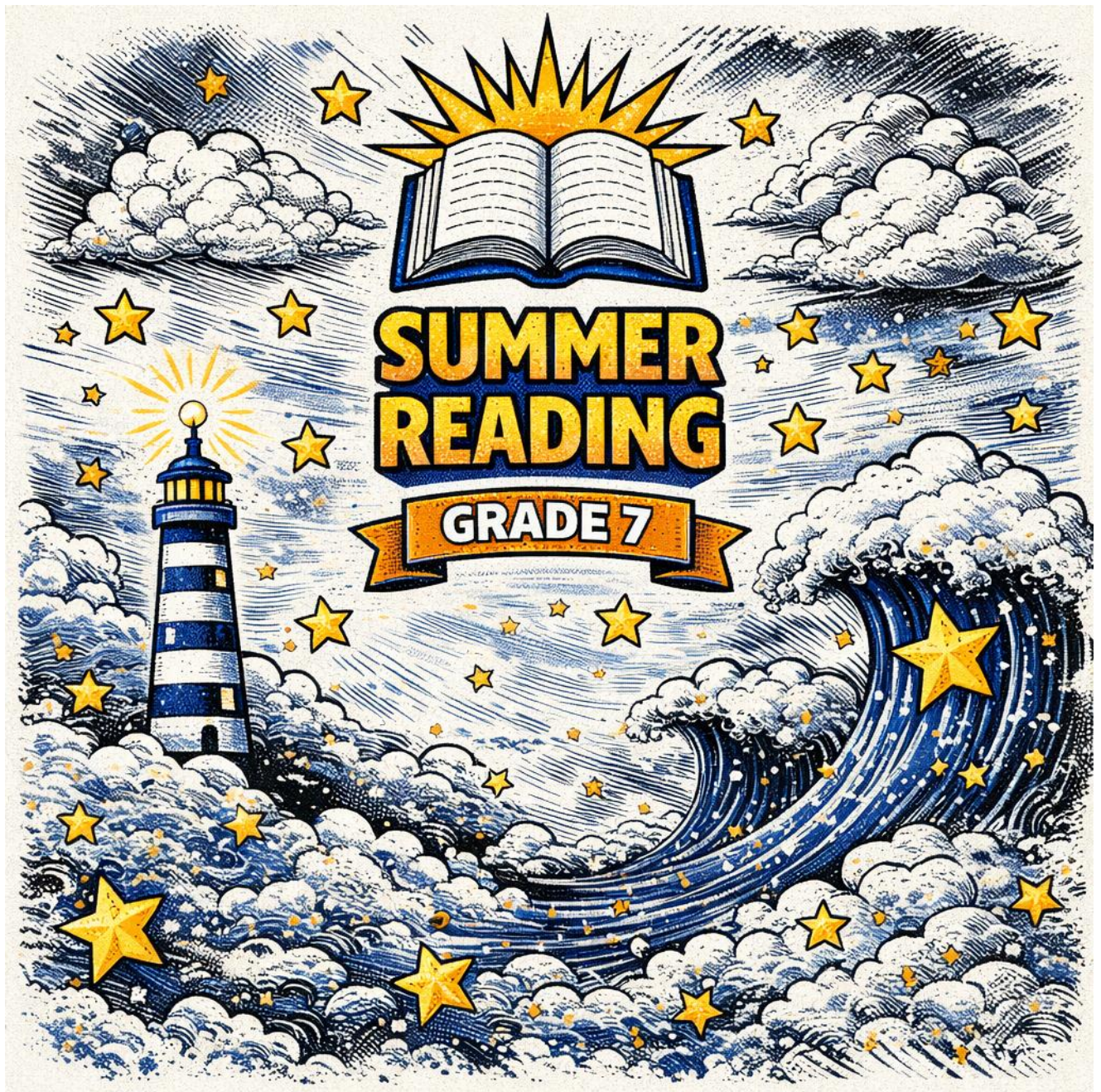




Summer Reading Packet Grade 7 to 8

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.

The Governor's Summer Learning Challenge

Reading List

Grade 7



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.



Fiction

All the Blues in the Sky
Renée Watson
On Sage's 13th birthday, her best friend Angel was killed in an accident. Now, a heartbroken Sage attends a counseling group as she faces life without the person who understood her best.



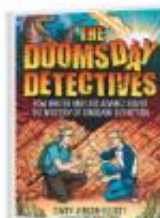
Fiction

Bye Forever, I Guess
Jodi Meadows
When a wrong-number text from another gamer offers her a chance at connection, prickly 13-year-old Ingrid, becomes fast friends with Traveler until she suspects they are a student at her school.



Fiction

Donutella Hamachi and the Library Avengers
Kim Chi
12-year-old Jae Han and his quirky crew team up -- with a little help from drag superhero Donutella Hamachi -- to save their beloved library from destruction.



Non-fiction

The Dinosaur Detectives
Cindy Jenson-Elliott
Follow the real-life adventures of father-son scientists as they unlock how the smallest particles help explain what happened to the dinosaurs.

The Governor's Summer Learning Challenge

Reading List

Grade 7



Farrah Noorzad and the Ring of Fate

Deeba Zargapur

Farrah sees her father once a year. This year, her wish to bring them closer goes wildly awry when Farrah discovers she is a half-jinn...and her father is one of the seven great jinn kings.

Fantasy



Heroes of the Water Monster

Lesa Cline-Ransome

Edward and Nathan, two Navajo stepbrothers, work with a young water monster named Dew to confront their past and save the world from a monstrous, enormous Enemy.

Fantasy



It's All or Nothing, Vale

Andrea Beatriz Arango

Being a top fencer is pretty much Vale Camacho's entire identity. When chronic pain following an accident limits her abilities, Vale's left frustrated and uncertain about how to compete.

Sports Fiction



Lifeboat 5

Susan Hood

Bess Walder, 15, and Beth Cummings, 14, spend 14 hours in the North Atlantic with their hands grasped across their overturned lifeboat.

Historical Fiction



Nic Blake and the Remarkables

Angie Thomas

Nic Blake wants nothing more than to begin using her inherited supernatural Gift as a Manifestor. Instead, she gets a risky magical quest and some big surprises about her dad.

Fantasy



Olivetti

Allie Millington

Olivetti the typewriter, who has been recently replaced by a computer, breaks the only rule of his "kind" and types back to introverted 12-year-old Ernest.

Magical Realism



One Big Open Sky

Lesa Cline-Ransome

Told through smooth, free-flowing poetry, this story gives you a deep dive into the lives of three Black homesteaders as they journey from Mississippi to Nebraska in 1879.

Novel in Verse



Opal Watson: Private Eye

Brittany J Thurman

Twelve-year-old Opal investigates the disturbances in her apartment building that are interfering with the vital renovations.

Mystery

The Governor's Summer Learning Challenge Reading List

Grade 7



Science
Fiction

Project Mercury

Ronald L. Smith

At the military base near Area 51, Army brat frenemies Ike and Eesha become reluctant allies as they investigate a puzzling and highly dangerous mystery involving aliens.



Fantasy

Scarlet Morning

N. D. Stevenson

Two orphans leave the only home they've ever known to sail with an eccentric crew of pirates.



Graphic
Novel

Speak Up, Santiago!

Julio Anta

Though he's bilingual, middle schooler Santi speaks way more English than Spanish. He's trying to change that but his frustration and embarrassment keeps getting in the way.



Fiction

The Trouble with Heroes

Kate Messner

Caught on camera vandalizing a cemetery, Finn must climb all forty-six Adirondack High Peaks in a single summer with the dog of the woman's grave he vandalized.

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 7 to 8

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 7 to 8



Your Turn

Instructions for Student

Read the following excerpt from the text. Then, complete the multiple choice questions below.

From "Peer Pressure vs. Teenagers

Researchers Dustin Albert, Jason Chein, and Laurence Steinberg have found that the structure of the brain may be why peer pressure affects teenagers more than other age groups. When younger teenagers do something risky and their friends like it, the brain records this "reward." The teenager becomes more likely to repeat the behavior. This makes it more likely something bad will happen to the teenager. As a teenager grows older, the brain's cognitive control system matures. Then it is easier for the teen to resist peer pressure.

1. What is the author's purpose for this text?

- ☐ A. to persuade
- ☐ B. to entertain
- ☐ C. to inform
- ☐ D. to provide an opinion

2. What message is the author trying to communicate in this paragraph?

- ☐ A. Teenagers need activities to help their brains develop.
- ☐ B. Teenagers like to repeat the same behaviors.
- ☐ C. As teenagers age, their brains mature.
- ☐ D. As teenagers grow older, the structure of their brains mature, and they are able to more easily resist peer pressure.

A B C D E F G H I

Define the following words

Term	Form	Meaning
analyze	verb	
communicate	verb	
evaluate	verb	
message	noun	
purpose	noun	

Summer Reading Packet Grade 7 to 8



Your Turn

Item #1

Instructions for Student

Reread paragraphs 45–47 of the story. Then answer the multiple choice question that follows.

From “The Third Elevator” by Aimee Bender

45 One of the miners, who regularly filled up the gold elevator and was considered one of the best workers, had watched the logger go up the elevator with curiosity and envy. He hadn’t known a person could take that trip.

46 He’d been growing short of breath lately. So, a few hours after the logger had left, the miner told his workmates that he was going to follow that logger and get in the elevator when half the load was full because he had to see the top of the earth again or he was going to die of claustrophobia of the lungs. The miners were a supportive team, because they had to be or they’d all be dead, and so they let him hop inside the gold elevator right before it went up, watching the doors close over his nervous face, cheeks reflecting the piles of metal as if he’d been working for years in sunshine.

47 The doors opened up to that same small lobby, with the two other elevators opening at the same time. Gold spilled onto the ground, and so did the miner. There were no other humans visible. No sign of that vagabond logger. The miner stepped forward, squinting from the brightness of the glare even though it was early evening—five pm—and the sunlight was cool and lazy. Since he was an honest man, he did not take a nugget of gold but walked out the glass side doors of the lobby, strolling into the surrounding forest. Nearby, he could hear the melodic whistling of the loggers but saw none of them. He breathed in the oxygen thickly, heady from it, and settled himself under a tree. The wood smelled like heaven to the miner, so warm and rich with sun, and he ate some nuts from his pocket and then fell asleep, in oxygenated air, for the first time in over twenty years.

Based on the description of the miner in paragraph 45, the reader can conclude that —

- ☐ A. the miner is lazy and wants to ride in the elevator.
- ☐ B. the miner is curious to see what is above ground.
- ☐ C. the miner is tired of getting passed over for promotions.
- ☐ D. the miner is very satisfied with his job as a miner.

Summer Reading Packet Grade 7 to 8

Part A

What do the miner's thoughts and actions in paragraph 46 reveal about him?

- ☐ A. He is confident about taking the gold elevator.
- ☐ B. He is frustrated with the other miners on his team.
- ☐ C. He is anxious to breathe fresh air again.
- ☐ D. He is confused about the logger's whereabouts.

Part B

Which of the following details best supports your response to Part A?

- ☐ A. "One of the miners, who regularly filled up the gold elevator and was considered one of the best workers, had watched the logger go up the elevator with curiosity and envy."
- ☐ B. "He hadn't known a person could take that trip."
- ☐ C. "So, a few hours after the logger had left, the miner told his workmates that he was going to follow that logger and get in the elevator when half the load was full because he had to see the top of the earth again or he was going to die of claustrophobia of the lungs."
- ☐ D. "The miners were a supportive team, because they had to be or they'd all be dead, and so they let him hop inside the gold elevator right before it went up, watching the doors close over his nervous face, cheeks reflecting the piles of metal as if he'd been working for years in sunshine."

CCSS: [RL.7.1](#), [RL.7.3](#)

Summer Reading Packet Grade 7 to 8

Item #1: Multiple Choice

Instructions for Student

Read the following excerpt from the letter "We're On the Same Team" by Jackie Jing.. Then, choose the best answer for each question.

In particular, I was insulted when I read the following passage:

Athletes go where they find success. Basketball is a difficult sport to master. Unless you're willing to put in the time and effort and have a certain level of athleticism and hand-eye skills, you will not be successful. You will be pushed out of the sport because of what it demands. In volleyball, those barriers are lower.

Basketball is an incredible sport. It requires talent and athletic ability. Yet the exact same is true of volleyball.

Just like basketball, it takes years to hone volleyball skills. Volleyball requires long practices in the gym (or in the sand) multiple times a week. Approaching, hitting, serving, passing—these aspects of volleyball may not look hard. However, playing at a high level requires an athlete to master a very specific technique for each skill. In this regard, volleyball is no different than basketball. Anyone can pick up a ball and shoot it at the basket. But it takes a lifetime of practice to be as good as the best NBA and WNBA players. The ladies on the Olympic volleyball teams might make it look easy. That's because years of practice have refined their movements so they appear fluid and graceful.

1. What is the author's overall argument?

- ☐ A. Volleyball is as demanding as basketball.
- ☐ B. Basketball is dominant to other sports.

2. Which of the following reasonings illustrate the author's argument?

- ☐ A. "Volleyball requires long practices in the gym (or in the sand) multiple times a week"
- ☐ B. "*Athletes go where they find success. Basketball is a difficult sport to master.*"

3. In the claim, what is the author trying to communicate to readers?

- ☐ A. The author wants readers to see the similarities between the game of basketball and the game of volleyball.
- ☐ B. The author wants readers to believe that volleyball is just as difficult to master as basketball.

4. Which of the following pieces of evidence support the author's claim?

- ☐ A. "Anyone can pick up a ball and shoot it at the basket. But it takes a lifetime of practice to be as good as the best NBA and WNBA players."
- ☐ B. "Approaching, hitting, serving, passing—these aspects of volleyball may not look hard. However, playing at a high level requires an athlete to master a very specific technique for each skill."

CCSS:  RL.7.8

Summer Reading Packet Grade 7 to 8

Read the “Letter to His Daughter” by W.B. Dubois and complete the question on the next page.

New York, October 29, 1914

Dear Little Daughter:

- 1 I have waited for you to get well settled before writing. By this time I hope some of the strangeness has worn off and that my little girl is working hard and regularly.
- 2 Of course, everything is new and unusual. You miss the newness and smartness of America. Gradually, however, you are going to sense the beauty of the old world: its calm and eternity and you will grow to love it.
- 3 Above all remember, dear, that you have a great opportunity. You are in one of the world's best schools, in one of the world's greatest modern empires. Millions of boys and girls all over this world would give almost anything they possess to be where you are. You are there by no **desert** or **merit** of yours, but only by lucky chance.
- 4 Deserve it, then. Study, do your work. Be honest, frank and fearless and get some grasp of the real values of life. You will meet, of course, curious little annoyances. People will wonder at your dear brown and the sweet **crinkley** hair. But that simply is of no importance and will soon be forgotten. Remember that most folk laugh at anything unusual, whether it is beautiful, fine or not. You, however, must not laugh at yourself. You must know that brown is as pretty as white or prettier and crinkley hair as straight even though it is harder to comb. The main thing is the YOU beneath the clothes and skin—the ability to do, the will to **conquer**, the determination to understand and know this great, wonderful, curious world. Don't shrink from new experiences and custom. Take the cold bath bravely. Enter into the spirit of your big bed-room. Enjoy what is and not **pine** for what is not. Read some good, heavy, serious books just for discipline: Take yourself in hand and **master** yourself. Make yourself do unpleasant things, so as to gain the upper hand of your soul.
- 5 Above all remember: your father loves you and believes in you and expects you to be a wonderful woman.
- 6 I shall write each week and expect a weekly letter from you.

Lovingly yours,

Papa

Reprinted from The Correspondence of W. E. B. Du Bois, Volume I. Copyright ©1973 by the University of Massachusetts Press.

Think about the Essential Question: “Who are you meant to be?” Although Du Bois does not ask Yolande this question, the idea that he wants her to think about her future is implicit in what he says to her. Highlight evidence of this in the letter and explain your reasoning below.

- One part of the letter that suggests this is when Du Bois says _____.
- This detail shows that Du Bois wants his daughter to become _____.
- Based on his words and advice, I can infer that Du Bois believes Yolande is meant to _____.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Summer Reading Packet Grade 7 to 8



Close Reading

Drawing Conclusions/Making Inferences



NAME: _____

CLASS: _____

- Read the passages below and the conclusions that follow. Decide if the conclusion can be drawn from the information provided. Circle "Yes" or "No," then explain why you answered that way.



The first food producers were probably women. In the centuries just before 6500 B.C.E., women learned to cut wheat and barley grasses. These grains grew wild along the hillsides. Next, the women made an important discovery. They learned to let some of the ripe grain seeds drop to the ground and stay there. If they did, then even more grasses would grow in that place the next year. Finally, the women learned that they could make grasses grow in fields where such grasses did not usually grow.

Conclusion: In ancient times, women did more work than men.

1. Can you draw this conclusion from the text? Yes or No



Why?



Only a fraction of the millions of people who visit the Statue of Liberty each year know that the gigantic sculpture's official name is "Statue of Liberty Enlightening the World." How many recall the name of Frédéric Auguste Bartholdi, the freedom-loving Alsatian sculptor, who conceived, created, and constructed the colossal lady? Or the fact that the steel skeleton so necessary to hold the massive figure together was designed by Gustave Eiffel, the builder of the Eiffel Tower in Paris? Did you know that the sculptor Gutzon Borglum, famous for his giant presidential heads carved on Mount Rushmore, supervised the remodeling of the torch years after the original was completed to make electric floodlighting possible?

Conclusion: The Statue of Liberty is generally regarded more as a tourist attraction than a monument with an illustrious history.

2. Can you draw this conclusion from the text? Yes or No



Why?
