

This companion reading list corresponds to and enhances the fourteen units in the *Daybook* ©2007 **Grade 7** from Great Source Education Group and includes high-interest, award-winning titles for students in the middle grades. The titles relate to a unit's author(s) or the topics covered in the lessons.

Unit 1: Building Your Repertoire

Good readers develop a repertoire of skills and strategies to help them read and write effectively. Encourage students to read the featured titles in this unit and suggest additional books to help students make connections and learn more about the writer's craft. Invite students to Gary Soto's official website at <http://www.garysoto.com/>. Several poems are featured at <http://www.poets.org/poet.php/prmPID/230>

Soto, Gary. *Help Wanted*. Harcourt Children's Books, 2005.

---. *Living Up the Street*. Strawberry Hill Press, 1985.

---. *Mercy on These Teenage Chimps*. Harcourt Children's Books, 2007.

---. *New & Selected Poems*. Chronicle Books, 1995.

---. *A Summer Life*. UPNE, 1990.

---. *Taking Sides*. Harcourt Children's Books, 1991.

Unit 2: Interacting with the Text

Have students read Deborah Ellis's book featured in the unit and its sequel *Parvana*, a Jane Addams Award Book. Encourage students to use the questioning strategies they practiced in the unit to make connections between the texts.

Ellis, Deborah. *The Breadwinner*. Groundwood Books, 2001.

---. *Parvana's Journey*. Groundwood Books, 2002.

Unit 3: Making Connections

Critical readers are aware of the vantage point from which the story is told and how it affects their perception of the story. As they read, encourage students to make connections by asking *What can I learn from the protagonist's experiences?* Also invite them to read the sequel books listed here. Readers can meet the author at the publisher's website, <http://www.eduplace.com/kids/hmr/mtai/choi.html/>.

Choi, Sook Nyul. *Echoes of the White Giraffe*. Houghton Mifflin, 2007.

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---. *Gathering of Pearls*. Houghton Mifflin, 2007.

---. *Year of Impossible Goodbyes*. Houghton Mifflin, 1991.

Unit 4: Exploring Multiple Perspectives

Good readers consider the writer's objectivity about the subject when evaluating information. Recommend seminal works that explore baseball's early days and players. Also invite your readers to learn more at the Baseball Hall of Fame website <http://web.baseballhalloffame.org/index.jsp/>.

Kahn, Roger. *The Boys of Summer*. Harper Row, 1972.

Peterson, Robert. *The Negro Leagues: The Story of Black Baseball*. (The African-American Experience). Franklin Watts, 1993.

---. *Only the Ball Was White*. Gramercy, 1999.

Robinson, Sharon. *Stealing Home*. Harper Collins New York, 1996.

Tygiel, Jules. *Baseball's Great Experiment: Jackie Robinson and His Legacy*. Oxford University Press, USA, 1983.

Ward, Geoffrey C., and Ken Burns. *Baseball: An Illustrated History*. Knopf, 1994.

Unit 5: Focusing on Language and Craft

Poetry lends itself to reader interaction and interpretation. Encourage students to make a commitment to explore the genre. Assure students that poems often need to be read multiple times to gain understanding. Readers may want to form poetry clubs to listen to poems being read aloud and to talk about what they hear.

Grimes, Nikki. *Bronx Masquerade*. Dial, 2001.

Hughes, Langston. *Langston Hughes (Voice of the Poet)*. Audio CD. Random House Audio, 2002.

Roessel, David, and Arnold Rampersad (Editors). *Poetry for Young People: Langston Hughes*. Sterling, 2006.

Woodson, Jacqueline. *Locomotion*. Putnam Juvenile, 2003.

Unit 6: Studying an Author

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Suggest additional titles by Yoshiko Uchida to help students gain a deeper understanding of the writer's personal experiences and perspective. Then encourage them to "write what you know" stories of their own. To learn more about the author, invite students to visit reliable websites, such as http://voices.cla.umn.edu/vg/Bios/entries/uchida_yushiko.html/.

Uchida, Yoshiko. *Desert Exile: The Uprooting of a Japanese American Family*. University of Washington Press, 1982.

---. *The Invisible Thread (In My Own Words)*. Simon & Schuster Children's Publishing, 1991.

---. *A Jar of Dreams*. Margaret K. McElderry, 1981.

---. *Journey Home*. Margaret K. McElderry, 1978.

Unit 7: Assessing Your Growing Repertoire

As students employ different strategies for interacting with text, encourage them to read a variety of genres, in addition to the well-known titles featured in this unit. This way, they will build their confidence as careful readers and strengthen their use of critical reading and writing strategies.

Hollander, John (Editor). *American Poetry for Young People*. Sterling, 2004.

Lewis, Barbara A. *Kids with Courage: True Stories about Young People Making a Difference*. Free Spirit Publishing, 1992.

London, Jack. *The Call of the Wild*. Aladdin Classics, 2003.

McIntire, Suzanne (Editor). *American Heritage Book of Great American Speeches for Young People*. Tandem Library, 2001.

O'Dell, Scott. *Island of the Blue Dolphins*. Houghton Mifflin, 1990.

Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*. Viking Juvenile, 2002.

Yolen, Jane. *2041 A.D.: Twelve Short Stories*. Delacorte Books for Young Readers, 1991.

Unit 8: Expanding Your Repertoire

Good readers ask questions of the text and the writer as they read. This simple strategy keeps readers engaged and interested, key requisites to monitoring understanding. Encourage students to read the books featured in this unit and related titles. Suggest that they jot down questions that occur to them as they read and then read for the answers.

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Cooney, Caroline. *The Terrorist*. Scholastic Trade, 1997.

Park, Barbara. *Mick Harte Was Here*. Knopf Books for Young Readers, 1995.

Taylor, Theodore. *Ice Drift*. Harcourt Children's Books, 2005.

Thurston, James A. *James Thurston's Treasury of Inuit Legends*. Harcourt Young Classics, 2006.

Whelan, Gloria. *Homeless Bird*. HarperCollins, 2000.

Wolff, Virginia Euwer. *Make Lemonade*. Henry Holt and Co., 1993.

---. *True Believer*. Atheneum, 2001.

Unit 9: Interacting with the Text

A rising genre in contemporary literature, graphic novels appeal to middle-level readers because of the inviting comic-book style and visual appeal. Invite readers to consider this form for responding to stories or for creating their own graphic stories. Students of this genre may want to form writing groups to compare and refine their style. Be on hand to suggest your favorites and guide students to high-quality titles. (Also see book list at [http://www.ala.org/ala/booklinksbucket/graphicnovelsforyounger.htm/.](http://www.ala.org/ala/booklinksbucket/graphicnovelsforyounger.htm/))

Geary, Rick. *Borden Tragedy: A Memoir of the Infamous Double Murder at Fall River, Mass, 1892*. Tandem Library, 2003.

Gravett, P. *Graphic Novels: Everything You Need to Know*. Tandem Library, 2005.

Siegel, Siena Cherson. *To Dance: A Ballerina's Graphic Novel*. Atheneum/Richard Jackson Books, 2006.

Smith, Jeff. *The Art of Bone*. Dark Horse, 2007.

Weiner, Stephen. *The 101 Best Graphic Novels*. Nantier Beall Minoustchine Publishing, 2006.

Unit 10: Making Connections

Reading nonfiction requires students to link what they know to what they have learned and what they want to learn. Suggest additional titles about infamous disasters that provide eyewitness accounts and photographs to help students make connections to the experience. Also recommend reliable websites, such as the Centers for Disease Control

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and Prevention at <http://www.bt.cdc.gov/disasters/> and the National Science Foundation at http://www.nsf.gov/news/special_reports/disasters/index.jsp/.

Barker, Malcolm E. *Three Fearful Days: San Francisco Memoirs of the 1906 Earthquake & Fire*. Londonborn Publications, 2005.

Murphy, Jim. *Blizzard!* Scholastic Paperbacks, 2006.

---. *The Great Fire*. Scholastic Press, 1995.

Sandler, Martin W. *America's Great Disasters*. HarperCollins Children's Books, 2003.

Watts, Claire. *Natural Disasters (DK Eyewitness Books)*. DK Children, 2006.

Yep, Laurence. *Dragonwings*. HarperCollins, 1975.

Unit 11: Exploring Multiple Perspectives

Encourage students to read the book featured in this unit and to explore the perspectives of authors who have a great deal to say about conserving natural resources. Challenge readers to write a persuasive piece on their topics when they have the facts. Have students take the Earth Day ecological footprint quiz at <http://www.earthday.net/footprint/index.asp/> and conduct research at other reliable websites.

Ball, Jacqueline A. (Editor), et al. *Conservation and Natural Resources (Discovery Channel School Science)*. Gareth Stevens Publishing, 2004.

Burnie, David. *Endangered Planet*. Kingfisher, 2004.

Donald, Rhonda Lucas. *Recycling*. Tandem Library, 2002.

Friend, Robyn C. *A Clean Sky: The Global Warming Story*. Cascade Pass, 2007.

Goodall, Jane. *Harvest for Hope: A Guide to Mindful Eating*. Warner Books, 2005.

Unit 12: Focusing on Language and Craft

Don Lago's *Symbols of Humankind* will inspire students to learn more about the symbols and conventions we use in daily communication. These titles will help them explore the function and significance of symbols.

Dreyfus, Henry. *Symbol Sourcebook*. McGraw Hill Higher Education, 1972.

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Howe, Randy. *Flags of the Fifty States and Their Incredible Histories: The Complete Guide to America's Most Powerful Symbols*. The Lyons Press, 2002.

Robinson, Andrew. *The Story of Writing: Alphabets, Hieroglyphs, & Pictograms*. Thames & Hudson, 2007.

Roehrig, Catherine. *Fun with Hieroglyphs*. Viking Juvenile, 1990.

Schmandt-Besserat, Denise. *The History of Counting*. HarperCollins, 1999.

Unit 13: Studying an Author

An author who enjoys hiking, fishing, baseball, books, and the great out-of-doors, Will Hobbs writes stories that capture the imagination of middle-level readers. Encourage them to make connections to the settings and to the characters that enliven his adventures. Students can learn more about the author at his website, <http://www.willhobbsauthor.com/>.

Hobbs, Will. *Beardance*. Atheneum, 1993.

---. *The Big Wander*. Atheneum, 1992.

---. *Crossing the Wire*. HarperCollins, 2006.

---. *Downriver*. Atheneum, 1991.

---. *Far North*. HarperCollins, 1996.

---. *Jason's Gold*. HarperCollins, 1999.

---. *Kokopelli's Flute*. Atheneum, 1995.

---. *The Maze*. Morrow Junior Books, 1998.

---. *River Thunder*. Delacorte Books for Young Readers, 1997.

Unit 14: Assessing Your Repertoire

Older readers already familiar with Cynthia Rylant's picture books and stories for young children readily connect with her short stories, novels, poetry, and nonfiction works. Encourage students to read more books by this prolific author for the purpose of studying the writer's craft.

Ruffin, Frances E. *Meet Cynthia Rylant*. PowerKids Press, 2006.

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Rylant, Cynthia. *Appalachia: The Voices of Sleeping Birds*. Harcourt Children's Books, 1991.

---. *But I'll Be Back Again*. Orchard Books, 1989.

---. *Every Living Thing*. Atheneum/Richard Jackson Books, 1985.

---. *Missing May*. Scholastic, 1992.

---. *Something Permanent*. Harcourt Children's Books, 1994.