



# Weslaco ISD

## Summer Reading Challenge



Dear Parents,

Summer reading - it's important. Research shows that kids who read four or more books over the summer are better prepared for the coming school year and do not go down the "summer slide" - the loss of reading and learning skills during the summer break. Reading over the summer months really does make a difference to your child's learning.

Please encourage your child to read for at least 20 minutes per day during the summer. A student who reads 20 minutes per day is exposed to 1.8 million words per year.

We have created a Summer Reading List with titles that are fun to read. We also included a student response board.

The summer Reading assignment is to read at least one title from the Summer Reading List. Students will then complete 2 activities from the path of their choosing to get the prize they want for completing their assignment. The assignments will be collected by the homeroom teacher during the first week of school.

Call your child's school or the public library for book availability. In addition, the public library will host its annual summer reading program to help engage and motivate readers. Please call them at 968-4533 or visit their website at <http://www.weslacopl.us/>

Please keep your child reading this summer. They will be better readers. Have a wonderful summer!

### Discussion Questions to Engage in Conversation with Your Child about their reading:

#### Before reading:

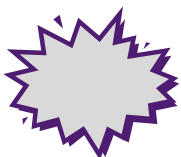
- What do you think this book is about? How do you know?

#### During reading:

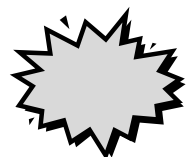
- Who are the characters? Who is the main character?
- What is the setting?
- What do you predict will happen next?
- Describe and summarize the events in the book? What happened first, next, and at the end?
- How would you feel if you were (character's name)?
- Can you compare or contrast (event 1, character 1, topic 1) with (event 2, character 2, topic 2)?

#### After reading:

- What was the author's purpose in writing this?
- Were your predictions correct?
- How would you change the ending?



# GRADES 6-8





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Estimados padres,

Leer este verano, es importante. Algunos estudios muestran que los niños que leen cuatro o más libros durante el verano están mejor preparados para el próximo año escolar y no “caen” en la resbaladilla de verano.

Anime a su hijo a leer durante al menos 20 minutos al día durante el verano. Un estudiante que lee 20 minutos por día está expuesto a 1.8 millones de palabras por año.

Hemos creado una Lista de lectura de verano con títulos que son divertidos de leer. También incluimos un tablero de respuesta de los estudiantes.

La tarea de lectura de verano es leer al menos un título de la lista de lectura de verano. Luego, los estudiantes completarán 2 actividades del camino que elijan para obtener el premio que desean por completar su tarea. Las asignaciones serán recogidas por el maestro del salón principal durante la primera semana de clases.

Llame a la escuela de su hijo o a la biblioteca pública para conocer la disponibilidad de libros. Además, la biblioteca pública

organizará su programa anual de lectura de verano para ayudar a involucrar y motivar a los lectores.

Llámelos al 968-4533 o visite su sitio web en <http://www.weslacopl.us/>

Por favor, mantenga a su hijo leyendo este verano. Serán mejores lectores. ¡Que tengas un maravilloso verano!

### Preguntas de discusión para entablar una conversación con su hijo sobre su lectura:

#### Antes de leer:

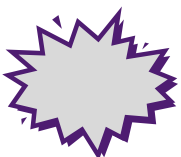
- ¿De qué crees que se trata este libro? ¿Cómo lo sabes?

#### Durante la lectura:

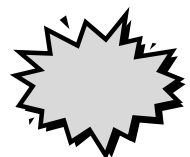
- ¿Quiénes son los personajes? ¿Quién es el personaje principal?
- ¿Cuál es el escenario?
- ¿Qué predices que sucederá después?
- Describe y resume los eventos del libro. ¿Qué pasó primero, después y al final?
- ¿Cómo te sentirías si fueras (nombre del personaje)?
- ¿Puedes comparar o contrastar (evento 1, personaje 1, tema 1) con (evento 2, personaje 2, tema 2)?

#### Después de leer:

- ¿Cuál fue el propósito del autor al escribir esto?
- ¿Fueron correctas tus predicciones?
- ¿Cómo cambiarías el final?



# GRADES 6-8





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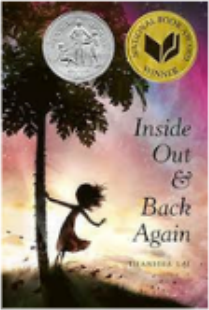
22-23 Weslaco ISD Summer Reading recommended reading list. Please know that if your child would like to read something else, we most definitely encourage it! Our #1 goal is to get students to read. This list is strictly a recommendation of titles, but if you have other titles more easily accessible, please feel free to use them.

22-23 Lista de lecturas recomendadas para la lectura de verano de Weslaco ISD. Tenga en cuenta que si a su hijo le gustaría leer algo más, ¡definitivamente lo alentamos! Nuestro objetivo #1 es hacer que los estudiantes lean. Esta lista es estrictamente una recomendación de títulos, pero si tiene otros títulos más accesibles, no dude en usarlos.

**Directions:** Read the book of choice OR from our recommended list, then complete the activities on the choice board.

**Instrucciones:** lea un libro de su elección O de nuestra lista recomendada, luego complete las actividades en el tablero de elección.

## 6TH GRADE

|  |   |  |  |
|--|---|--|--|
| <p><b>"Inside Out &amp; Back Again"</b><br/>by Thanhha Lai<br/>800L</p>  | <p><b>"Hatchet"</b><br/>by Gary Paulsen<br/>1020L</p>     | <p><b>"The Boy Who Harnessed the Wind"</b><br/>by William Kamkwamba &amp; Brian Mealer<br/>850L</p>  | <p><b>"Power Forward"</b><br/>by Hena Khan<br/>600L</p>  |
| <p><b>"Counting by 7s"</b><br/>by Holly Goldberg Sloan<br/>770L</p>     | <p><b>"Uglies"</b><br/>by Scott Westerfeld<br/>770L</p>  | <p><b>"The Smoking Mirror"</b><br/>by David Bowles<br/>810L</p>                                      | <p><b>"Holes"</b><br/>by Louis Sachar<br/>660L</p>      |



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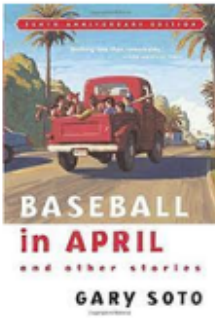
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## 7TH GRADE

|  |  |  |   |
|--|--|--|---|
| <p><b>"House on Mango Street"</b><br/>by Sandra Cisneros<br/>860L</p>        | <p><b>"Life as We Knew It"</b><br/>by Susan B. Pfeffer<br/>770L</p>  | <p><b>"The One and Only Bob"</b><br/>by Katherine Applegate<br/>570L</p>  | <p><b>"The Circuit"</b><br/>by Francisco Jimenez<br/>880L</p>       |
| <p><b>"The Great Gilly Hopkins"</b><br/>by Katherine Paterson<br/>800L</p>  | <p><b>"Shock Point"</b><br/>by April Henry<br/>830L</p>             | <p><b>"Baseball in April"</b><br/>by Gary Soto<br/>830L</p>              | <p><b>"Hello Universe"</b><br/>by Erin Entrada Kelly<br/>690L</p>  |





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## 8TH GRADE

|   |   |   |   |
|---|---|---|---|
| <p><b>"Waiting for Normal"</b><br/>by Leslie Connor<br/>570L</p>  | <p><b>"Tequila Worm"</b><br/>by Viola Canales<br/>830L</p>  | <p><b>"The Epic Fail of Arturo Zamora"</b><br/>by Pablo Cartaya<br/>750L</p>  | <p><b>"Million Dollar Throw"</b><br/>by Mike Lupica<br/>960L</p>  |
| <p><b>"Refugee"</b><br/>by Alan Gratz<br/>800L</p>               | <p><b>"The Selection"</b><br/>by Kiera Cass<br/>680L</p>   | <p><b>"Ghost"</b><br/>by Jason Reynolds<br/>730L</p>                          | <p><b>"Night"</b><br/>by Elie Wiesel<br/>590L</p>                |



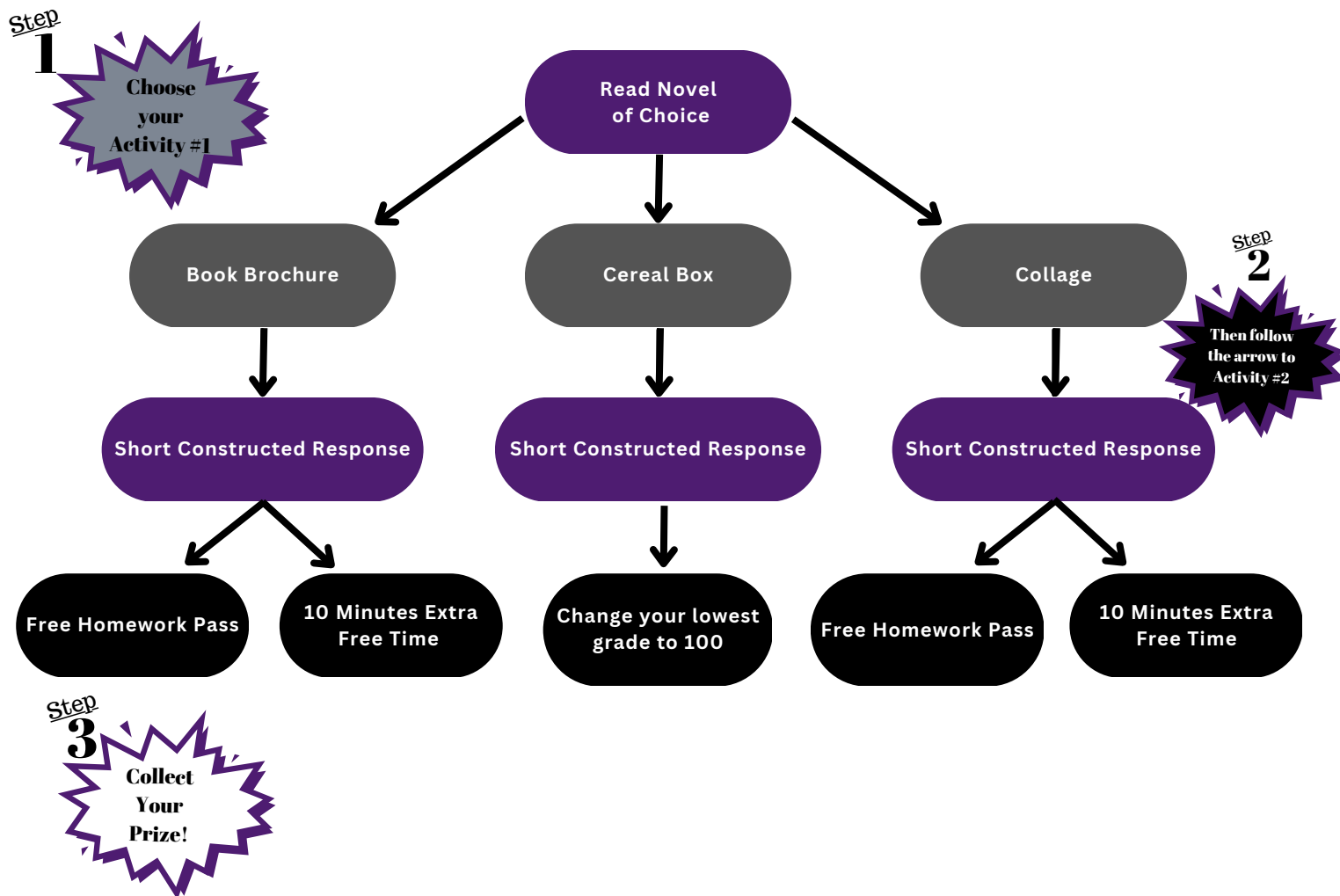
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**Directions:** Choose a book from the list, and after reading it, YOU decide your path and what your end goal is. Your teacher will accept projects the first week of the 23-24 school year for a grade in addition to your chosen prize. Complete the 2 activities to reach your goal. Successfully complete your assignment, and you will receive the prize listed and be entered in a school-wide giveaway where 2 winners from each campus will be chosen. Turn in your Summer Reading Challenges by the first week of the 23-24 school year, and you will be entered in a district-wide giveaway.

Click on the Activities below to access the links.



# GRADES 6-8

# Central Middle School

**Central Middle School**  
**Enrique Ornelas, Principal**  
**Summer 2023 Reading Assignment**  
**8<sup>th</sup> Grade English I**

Congratulations on enrolling in an English I Pre-AP class. This course poses a greater demand than a traditional eighth grade course and will give you greater knowledge as well as the opportunity to earn high school credit in middle school. With this opportunity comes responsibility; this course allows for high school credit but also requires the successful completion of the English I EOC Exam. It is necessary for students to prepare for the rigors of the course. One of the methods of preparing and acquiring said knowledge is through reading. Students who have enrolled in an advanced class must read and complete all portions of the summer assignment. When reading, please take notes; your assignments have been attached. During the first week of school, you will receive a Pre-AP English I contract for you and your parents to read and sign. The agreement will explain the rigor and expectations of the advanced course and the repercussions if you do not comply.

**Note:** Assignments must be submitted the first day of class. Any student who fails to submit his/her work will receive zeros for all assigned portions of the summer reading. Keep in mind that not turning in your first assignment may lead to the removal from the course.

**Academic Dishonesty** As a student in this course (and any academic setting), you will receive a ZERO for the given assignment if you commit or assist someone else in committing plagiarism. Plagiarism is the theft of words, phrases, sentence structures, ideas, or opinions. Plagiarism occurs when any such information is taken from any source or person and—intentionally or unintentionally—presented or “borrowed” without mention of the source. Plagiarism also occurs when materials from cited sources are reproduced exactly or nearly exactly but are not put in quotation marks. Copied work of any kind or cheating in any other fashion will NOT be tolerated. Students may not collaborate with other students, former students, parents, or anyone else to complete these assignments. You may have someone proofread your work.

**Note from your English I teacher:** DO NOT WAIT UNTIL THE LAST MINUTE TO START ON THIS ASSIGNMENT. REMEMBER THAT THIS ASSIGNMENT IS YOUR FIRST ACADEMIC IMPRESSION.

**HAPPY READING, AND I LOOK FORWARD TO MEETING YOU.**

## ASSIGNMENT

You will read and analyze the short stories listed below. There are a total of 4. You will analyze for character and plot development as well as theme and other literary elements. Please read carefully to ensure that you complete the assignments in their entirety.

The stories can be found online; simply search the title and the author.

“[Story of an Hour](#),” by Kate Chopin

“[The Sniper](#),” by Liam O'Flaherty

“[The Drummer Boy of Shiloh](#),” by Ray Bradbury

“[The Story of David and Goliath](#),” The Book of Samuel

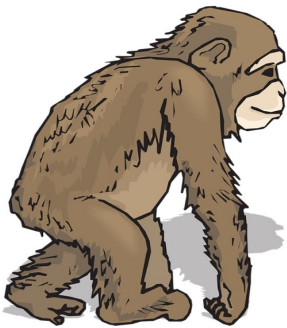
### Part I: Read the stories in their entirety.

- As you read, annotate for the following:
  - Setting, conflict(s), symbols, characterization/character development, quotes/interesting incidents in the story.
  - Do not be afraid to write on the stories and in the margins.
  - We will be working with more in depth analysis and annotation throughout the year.

### Part II: Short Constructed Responses

- Respond to the questions below in Answer, Proof, Explain/Answer, Cite, Explain format.

**A.P.E.**



**Answer it**  
What is the answer to the question you've been asked? Remember what you've read; don't guess.

**Prove it**  
Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

**Explain it**  
Why did that quote help you answer the question? Give as much detail as you can.

**@MRSPTEACH**

- There are 2 questions per story.
- Construct effective and thorough responses.
- You should have a total of 8 responses.
- These must be hand-written, original responses.
- Due: Friday, September 1, 2023



## **Short Constructed Responses**

**Respond to all of the questions below. Be sure to answer these in Answer, Proof, Explain/Answer, Cite, Explain format. These must be hand-written, original responses.**

**“Story of an Hour,” by Kate Chopin**

- 1. Explain a major theme in the story. Be sure to include evidence to support your response.**
- 2. How does Mrs. Mallard's death in the conclusion contribute to the story's overall meaning? Be sure to include evidence to support your response.**

**“The Sniper,” by Liam O'Flaherty**

- 1. How do the Republican Sniper's feelings evolve throughout the story? Be sure to include evidence to support your response.**
- 2. How do the character's actions influence the theme of the selection? Be sure to include evidence to support your response.**

**“The Drummer Boy of Shiloh,” by Ray Bradbury**

- 1. Which details describe the setting? How might the details of the setting contribute to the theme? Be sure to include evidence to support your response.**
- 2. What might the pile of leaves and twigs symbolize? How does this image impact the mood of the story? Be sure to include evidence to support your response.**

**“The Story of David and Goliath,” The Book of Samuel**

- 1. In the context of this story, how do we define strength? Be sure to include evidence to support your response.**
- 2. In the context of this story, what does it mean to be brave? Be sure to include evidence from the text to support your response.**