

Honors English 11
Summer Reading Assignment 2024-2025

Task: For this assignment you will read **two** (2) separate readings that will correspond to the curriculum taught in the Honors English 11 course and write a TYPED essay in MLA format and complete a set of notes pages (1 essay, 1 set of notes total). Alternate readings can be provided upon request to the teacher.

Selections: *Speak* by Laurie Halse Anderson and *Wise Blood* by Flannery O'Connor

Purpose for the Assignment: Besides having you read some great works by varying genres, the purposes of this assignment are to:

- enhance your understanding of characters, situations, relationships, themes, and conflicts,
- make connections to the text,
- extend the reading beyond the text, and
- improve your analytical/expository writing skills.

Procedure: In order to complete this assignment, which is worth 44 points, you should follow the process outlined below.

1. Read all of the directions before beginning. Read the selections conscientiously and take notes in the style you prefer (highlighting in book, post-it notes, notebook, etc).
2. For *Speak*: Chose one of the prompts listed and write a well-developed essay following the criteria outlined below. (24 points)

For *Wise Blood*: Complete the notes pages, in full, or no credit will be given. You may use outside sources to aid you in literary definition but must have a works cited page attached to your notes. (20 points)

3. **SUMMER ESSAY ASSIGNMENT MUST MEET THE FOLLOWING CRITERIA:**
 - a. **Type** your responses using appropriate Modern Language Association (MLA) format. NO other formats will be accepted.
 - b. Meet the 250-350 word requirement; roughly 2-3 pages. You may exceed this amount, but no longer than 500 words please.
 - c. Responses will be written in **third person** only
 - d. You **MUST** have a concise, coherent, parallel thesis statement that encapsulates and drives the scope of your responses and follow this throughout your paper.
 - e. Include introductory and concluding paragraphs and/or statements in order to achieve a sufficiently organized and focused essay, as well as transitions and controlling topic sentences.
 - f. Support your ideas with evidence from the text.
 - g. Internally document the source as well as include a work cited page.
 - h. Include copies of any outside sources used
 - i. Include the rubric filled out and stapled to the back of the assignment
4. Any missing components will cause you to receive an incomplete grade (0.0) until all assignments are compiled and handed in. Assignments not meeting the criteria outlined will be returned and will incur late points. After the due date, late

assignments/assignments returned, will receive a penalty of 5% off per day late including absences and weekends.

- 5. Further more, collusion, cheating, and plagairism will not be tolerated for the essays and will result in an incomplete for the essay for all individuals involved. You will then have to re-do the essay/reading log and the highest grade earned will be a .5 (F) if the essay is accepted. NO TWO ESSAYS WILL BE ALIKE IN ANY WAY.
- 6. Essay responses will be scored using the standard PSSA scoring rubric which assesses focus, content, organization, style and conventions.
- 7. Be prepared for in class writing, quizzes and tests on all aspects of the works including vocabulary, plot, characters, literary elements, literary devices, and stylistic techniques, if needed.
- 8. Complete your work in a timely manner and ask questions as you progress. Those who procrastinate should remember that poor planning on your part does not constitute an emergency on my part. See the teacher with questions or concerns.
- 9. Submit your responses on the assigned due date: **The first day of school.** Failure to submit the assignment will result in an INCOMPLETE grade for the first quarter and ultimately course failure if not submitted.

PROMPTS: *Speak*: (Choose one)

1. In the novel *Speak*, Melinda says "It is easier not to say anything. Shut your trap, button your lip, can it [...] nobody really wants to hear what you have to say" (Anderson 9). Is it possible to speak without spoken words? Why or why not? Is there a relationship between speaking and listening? Can one exist without the other? Use direct quotes to support your point.
2. Melinda is a character faced with rumor and persecution. What role does rumor play in the story? Discuss how rumors and truth can be connected. Is one more powerful than the other? Use direct quotes to support your point.
3. *Speak* deals with many issues of stereotypes. Discuss the social hierarchy of Merryweather High. What role does the concept of identity play in the novel? Why is belonging to one of the many clans so important to Heather and so unimportant to Melinda? What possible conflict(s) or theme(s) (despair, isolation, and deceit) does this reveal? Use direct quotes to support your point.

HONORS ENGLISH 11: *Wise Blood* Summer Reading Notes

| | |
|---|---|
| <p>Title: Author: Date of Publication: Genre:</p> | <p>Biographical information about the author</p> |
| <p>Historical information about period of publication</p> | <p>Definition of Southern Gothic Literature</p> |

Plot summary (complete sentences)

| | |
|---|---|
| Describe the author's style | Examples that demonstrate style (at least 8) |
| Memorable quotations (at least 10) | Significance of quotations |

Characters

| Name | Role in story | Significance | Adjectives |
|-------------|----------------------|---------------------|-------------------|
| | | | |

| | |
|-----------------------------|--------------------------------------|
| Setting | Significance of opening scene |
| Symbols (at least 2) | Significance of closing scene |
| | Questions? |
| | Possible themes (at least 3) |

| | | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 |
|---|----------------------------|--|--|---|---|
| Pennsylvania Informational Writing Domain Rubric | Focus | Sharp, distinct controlling point made about a single topic with evident awareness of task and audience. | Clear controlling point made about a single topic with general awareness of task and audience. | Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience. | Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience. |
| | Content Development | Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details. | Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details. | Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list. | Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list. |
| | Organization | Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea. | Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea. | Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea. | Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea. |
| | Style | Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone. | Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone. | Limited control of language and sentence structures that creates interference with tone. | Minimal control of language and sentence structures that creates an inconsistent tone. |
| | Conventions | Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning. | Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning. | Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning. | Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning. |
| | MLA | Student effectively utilized MLA format | 1-2 errors in MLA formatting | 3-4 errors in MLA formatting | 5 or more errors in MLA formatting |

Score: ____/24 points Plagiarism? ___no ___yes=0/24 Comments: