

Literature & Composition I
Summer Reading Assignment 2019

[Speak by Laurie Halse Anderson](#)

Dear Literature and Composition I Student,

Welcome to Saint Viator High School English!

In addition to reading [Speak by Laurie Halse Anderson](#), you will be required to complete an assignment for the novel. Your summer reading assignment is **due on the first day of school** (not the orientation). Please refer to the instructions below.

Requirements:

- Type the assignment: 12 point Times New Roman font, Double-Spaced, 1-inch margins on all sides. We will **NOT** accept handwritten papers.
- Personal data typed in the upper left corner of your paper (name, date, class period).
- For the novel, prominently display the name of the book as your heading.
- Watch errors in spelling, grammar, capitalization and punctuation.
- Please use third-person pronouns **ONLY** and no contractions may be used in this assignment.
- Late work will be penalized according to the English Department's Policy:
 - Up to 1 day late = 25% deduction
 - 2 days late = 50% deduction
 - More than 2 days late = no credit
- Total Value = 32 points for the paragraph

Happy Reading!

Your English Teachers

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Directions: After reading the text, construct a well-written and supported paragraph comparing two cliques/stereotyped groups in the novel to two groups that exist in schools today. The comparisons should include specific details about the characteristics of each clique/stereotyped group.

Your paragraph must include:

- 8-10 well-developed sentences.
- 2 quotes that sufficiently illustrate each group's characteristics
 - 1 for each comparison.
- A topic sentence and concluding sentence.
- Written in 3rd person (he, she, they, it, him, her, them, etc.)
 - NO 1st or 2nd person pronouns (I, me, we, us, you, etc.).
- Verbs written in present tense.

Literature & Composition I
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[*Speak* by Laurie Halse Anderson](#)

	8-7	6-5	4-3	2-0
Organization/ Content Knowledge	Essay is focused, clear, and specific. Student demonstrates full knowledge of text.	Essay is generally focused and student is at ease with content.	Essay is somewhat focused. Student is only able to demonstrate basic concepts about content.	Essay is not focused. Student does not grasp content.
Textual Support	Writing effectively utilizes 2 pieces of textual evidence.	Writing attempts to effectively utilize 2 pieces of textual evidence.	Writing has limited textual evidence.	Textual evidence does not exist.
Sentence Fluency	Writer consistently maintains 3 rd person pronouns & present tense. Writer demonstrates consistent sentence fluency.	Writer maintains 3 rd person pronouns & present tense with 1-2 exceptions. Writer generally demonstrates sentence fluency.	Writer sometimes maintains 3 rd person pronouns & present tense. Paper occasionally flows smoothly, but has little to no sentence fluency.	Writer does not write in the third person (uses I, we, me, us, you, etc.), nor is the paper written in the present tense. Sentences are unclear, and sentence fluency is non-existent.
Conventions	Essay is typed and contains no errors in punctuation, spelling, capitalization and grammar.	Essay is typed, but contains a few errors in punctuation, spelling, capitalization and grammar.	Essay is typed, but contains several errors in punctuation, spelling, capitalization and grammar.	Essay is typed, but the paper has numerous errors in punctuation, spelling, capitalization and grammar that interfere with comprehension.

Total = _____ / 32 Points