10th Grade Honors Language Arts Summer Reading Assignment for 2023-2024

Midnight at the Electric by Jodi Lynn Anderson

Overview: *Midnight at the Electric* is a novel unique in style as it tells the story of three female protagonists, each in her own narrative mode and setting. Your task for the summer is to read the novel and complete **ONE** of the creative writing options below. To guide comprehension, it is suggested to take notes while reading and organize them by each main character (Adri, Catherine, and Lenore).

If you have any questions, email deidre.zubler@ssdcougars.org or john.gildea-walker@ssdcougars.org

Writing Format & Submission:
- Name the Google Doc with your Last Name and "10 Honors LA Summer Reading"
- Format your Google Doc in MLA (double-spaced, Times New Roman, size 12 font)
- Below are your creative writing options - identify your choice below the MLA heading in the top-left corner of your document (name, teacher name, course name, date, and option choice)
- Title the piece itself with the protagonist's name to match the style of the novel
- Be ready to submit your piece during the first week of school

Writing Content Requirements:
- If you include dialogue or internal thoughts, see format reminders below
- The style and narrative mode/voice must match your chosen character/option
- Events and language must be realistic to the novel and school appropriate
- Must include at least one minor character that already exists in the novel; you may create other minor characters that fit the setting and new events, but this is not required
- Descriptive narration and characterization must vividly portray your reading and understanding of character background, personalities, conflicts, and realistic futures.
- Your piece must contain between 800 (min) and 1,200 (max) words, about 2-3 pages

Writing Options:

A. A chapter that extends Adri's adventure on Mars in regards to her work, daily life, new hobbies, and friends, written in third person. This _can_ include a letter she sends to / receives from Lily.

B. A letter from Ellis to Cathy that addresses whether or not he followed her to England after receiving her most recent letter, the reasoning for his decision, and what he is currently feeling or doing, written in first person.

C. A journal for Cathy with at least three entries about life in Forest Row, England in regards to her quest for more information about her family as well as new daily life there with Beezie and her mother, written in first person.

D. A piece focusing on James during his friendship with Lenore that reflects his feelings toward his past, current life situation, conflict(s) and Lenore. You may choose to write this as a letter to Lenore (first person), journal entry/entries (first person), or chapter (third person).

E. A chapter that establishes a new main character (protagonist) in a new / different setting who interacts with the house in Kansas or one of the existing characters, written in third person. This _can_ include another mode/style of writing within the chapter (i.e.: exchange of letters, journal, etc.)

Formatting Dialogue

1. **<u>Punctuation:</u>** Needs to be inside quotation marks with or without a dialogue tag
   - "I can't believe what happened at the game yesterday**.**"
   - "Why should I forgive you**?**"
   - "Get out of my way**!**"
   - "I'm sorry for the way I treated you yesterday**,**" Cara apologized.

2. **<u>Dialogue Tag After Dialogue:</u>** Only <u>periods</u> are replaced with commas.
   Any <u>exclamation points</u> and <u>question marks</u> stay; they reflect how something is said.
   - "I don't want to do my homework**,**" Alex whined.
   - "I don't want to do my homework**!**" Alex yelled.
   - "Do I have to do my homework**?**" he asked.

3. **<u>Dialogue Tag Before Dialogue:</u>** Comma must follow tag to separate from dialogue that follows.
   - George looked at me with disappointment and asked**,** "Why did you do that?"
   - He told me**,** "I'll meet you back at the house."

4. **<u>Dialogue Tag Interrupts Dialogue:</u>** Use commas to first show that the quote is not finished and to later introduce the latter portion. A comma or period is used after the tag depending on if the first half of dialogue was a complete thought or not.
   - "I really don't know**," Katie revealed, "**if he loves me or not."
   - "I really don't know if he loves me or not**," she questioned.** "I'll ask him tomorrow."
   - "Should we go home?" **asked Alice.** "Are you tired?"
   - "Look over there!" **Sam screamed.** "Did you see that tiger?"

     Remember to keep exclamation points and question marks*
     Note that only names are capitalized in a dialogue tag*
     Always capitalize the first word of the overall sentence*
     Capitalize first word of the latter dialogue if it is a new, complete idea*

5. When a different character begins to speak, always start a NEW LINE or paragraph and INDENT.

Formatting Internal Thoughts

<u>Option 1 - With Quotation Marks:</u>
- "I wish I could play outside," Tommy thought.
- After returning home from a long day, Erica wondered, "What should I make for dinner?"

<u>Option 2 - Italicize (No Quotation Marks):</u>
- *I wish I could play outside*, Tommy thought.
- After returning home from a long day, Erica wondered, *What should I make for dinner?*

<u>Reminder</u> - Capitalize the first word of an internal thought as you would quoted dialogue.

Narrative Rubric for Summer Reading Task (30 pts)

Description	5 - Exceptional	4 - Skilled	3 - Proficient	2 - Developing	1 - Inadequate
Exposition: The text sets up a story by introducing the event/conflict, characters, and setting.	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one consistent point of view and introduces a narrator and/or complex characters with thorough context that expresses knowledge of the text.	The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one consistent point of view and introduces a narrator and/or well-developed characters, but some additional context is needed.	The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters, but more context is needed.	The text provides a setting with a vague conflict, situation, or observation with an unclear or inconsistent point of view. It introduces a narrator and/or underdeveloped characters.	The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear or inconsistent point of view and underdeveloped narrator and/or characters.
Narrative Techniques and Development: The story is developed using dialogue, pacing, description, reflection, and multiple plot times.	The text demonstrates sophisticated narrative techniques such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.	The text demonstrates deliberate use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	The text uses narrative techniques such as dialogue, description, and reflection that illustrate events and/or characters..	The text uses some narrative techniques such as dialogue or description that merely retells events and/or experiences.	The text lacks narrative techniques and merely retells events and/or experiences.
Organization and Cohesion: The text follows a logical sequence of events.	The text creates a seamless progression of experiences or events using multiple techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole. Variety of transitions guide comprehension.	The text creates a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole. Transitions guide reading comprehension.	The text creates a logical progression of experiences or events using some techniques so that events build on one another to create a coherent whole. There is little variety of transitions that may result in confusion at times.	The text creates a sequence or progression of experiences or events. More transitions are needed to help guide comprehension.	The text lacks a sequence or progression of experiences or events, or presents an illogical sequence of events. Transitions are minimal or lacking.

Description	5 - Exceptional	4 - Skilled	3 - Proficient	2 - Developing	1 - Inadequate
Style: The text uses sensory language and details to create a vivid picture of the events, setting, and characters.	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.	The text merely tells about experiences, events, settings, and/or characters.
Conclusion: The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.	The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.	The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	The text may provide a conclusion to the events of the narrative.
Conventions & Format:	Writing exhibits mastery of conventions (grammar, spelling, capitalization, punctuation). The length of 800-1200 words has been achieved and the piece is typed in Times New Roman, 12 pt. font, and double-spaced.	Writing exhibits strong skills in conventions with few, if any errors. The length requirement and format requirements have been achieved.	A few errors in conventions are present but do not hinder comprehension. Writing may need to be more developed and lengthened or formatting could use improving.	Some errors in conventions interfere with comprehension. Length and format need to be improved.	Writing needs to be revised for conventions. Length of writing is inadequate and/or format is not cohesive.