**English 9 – Realistic Contemporary Fiction Genre Study**

Characters and Theme – November 3rd – November 18th

What is the most defining literary element in Realistic Contemporary Fiction? Why? Use evidence from multiple texts to support your answer.

**Tuesday, November 3rd**  - No School, Election Day

**Wednesday, November 4th - Theme**

**Learning Targets**: We will practice identifying, describing, and analyzing themes in a variety of texts in this Realistic Contemporary fiction. We will also begin to generalize about themes in Realistic Contemporary Fiction.

**Please Do Now:** What the difference between a topic and a theme? How might an author use literary elements to help establish a theme? (Pull out your genre card for today.)

**Agenda:**

* Review Key Characteristics of Realistic Contemporary Fiction Chart/Genre Card for theme
* Shared Reading – *Romiette and Julio*
	+ As you listen, use a post-it note to mark the place in the text that is the best clue to one of the author’s themes.
* Partner work: Using the handout titled “RL.2/3 Thinking Map,” analyze the literary elements of *Romiette and Julio* and determine a theme.
* Class discussion: What did you come up with on your thinking map?
* Discussion group: Work with a partner to compose a three-point answer to the question: What is a central theme of this text? How does the author use literary elements to develop this theme? What is the author’s position?
* Ticket out the Door: What is a central theme of *Romiette and Juliet*, so far?

**Homework:**

* Read from your independent novel

**Thursday, November 5th - Theme**

**Learning Targets:** We will practice identifying, describing, and analyzing themes in a variety of texts in this Realistic Contemporary fiction. We will also begin to generalize about themes in Realistic Contemporary Fiction..

**Please Do Now:** Come in, get settled, and begin reading your independent novel. As you read, look for passages (use post-its) that relate to the overall theme of the text.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes: of your book.
	+ What are some themes in this text? Which one is central/most important? Why?
	+ What is a central theme of this text? How does the author use literary elements to develop this theme?
* Introduce Writing Prompt: What is a central theme of this text? How does the author use literary elements to develop this theme?
* Modeling writing: As a class, let’s try this together for *Romiette and Julio.*  Don’t forget to use the rubric in your Writer’s Notebook to guide your writing.
* Independent writing: Answer the prompt about your independent novel in your Writer’s Notebook.
* Peer review: Share your writing with a partner. Mark up your writing as you read it to him/her. Your partner should use the rubric to provide feedback. When you’re done, switch roles.
* Ticket out the door: Edit your writing for the following:
	+ Each sentence has the appropriate end punctuation. Remember: the end punctuation goes AFTER a parenthetical citation.
	+ Book title is underlined.
	+ Quotations are cited using quotation marks and cited parenthetically using MLA format (Author last name pg#).

**Homework:**

* Read from your independent reading book
* What is the theme that you would like to portray in your own piece of Realistic Contemporary Fiction. Use the central themes from *Romiette and Julio*, Independent Novels, the short stories, and *Romeo and Juliet* as your guide.

**Friday, November 6th – Protagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about protagonists in a variety of texts in Realistic Contemporary Fiction..

**Please Do Now*:***Why do authors create the characters they do? How do these characters relate to their themes?

**Agenda:**

* Class discussion: Review Complex/flat characters. Review the elements of a protagonist using your genre card. How does the way in which the protagonist responds to a problem help the reader to identify the theme?
* Shared Reading: *Romiette and Julio*
	+ As you listen, use a post-it note to mark quotes describing/analyzing the protagonist and his/her relationship to the theme.
* Write to text: (partner work): Using the handout titled “Character Study,” analyze the protagonist of *Romiette and Julio.*
* Discussion Groups: Analyze the protagonist and his/her relationship to the theme.
	+ **Topic**: Based on how the author created this character what topics/questions/issues might the author want to explore? (Why is the author writing about this person? What about the character might matter to the author?)
	+ **Theme:** What might be the author’s position/lesson about this topic? How does this character convey this theme?
* Ticket out the Door: Look back at your graphic organizer. What new learning can you add?

**Homework:**

* Read from your independent reading book
* Be sure that your graphic organizer is filled out for *Romiette and Julio*. Be sure you have an important quote that exemplifies your character that is cited correctly.

**Monday, November 9th – Protagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about protagonists in a variety of texts in Realistic Contemporary Fiction.

**Please Do Now**: Come in, get settled, and begin reading your independent novel. As you read, look for passages that relate to the protagonists and their relationship to theme.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address protagonist and theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes developed through this protagonist.
	+ What is the protagonist like? Why did the author choose/create this character? How is he/she complex? How does the author use him/her to communicate a theme?
	+ What generalizations can you make about protagonists in Realistic Contemporary fiction? How are protagonists important to Realistic Contemporary fiction as a whole? What makes you think that?
* Pre-writing: Complete the “character study” graphic organizer for the protagonist of your independent novel:
* Ticket out the door:
	+ Based on the student samples you saw in class, what might you add to your own protagonist?

**Homework:**

* Read from your independent reading book
* Creative writing: Use the “character study” graphic organizer to create a protagonist of your own.

**Tuesday, November 10th – Antagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about antagonists in a variety of texts in Realistic Contemporary Fiction.

**Please Do Now:** Share your creative writing Protagonist with a partner at your table. Tell your partner one thing that you like and one thing that you think they can improve upon.

**Agenda**:

* Class discussion: Describe what makes a good antagonist. Remember: an antagonist can be a human or non-human element. Use your readings from the year thus far to support your ideas. Review antagonists and conflict.
* Shared Reading: *Romiette and Julio*
	+ As you listen, use a post-it note to mark quotes describing/analyzing the antagonist and his/her relationship to the theme.
* Write to text: (partner work): Using the handout titled “Character Study,” analyze the protagonist of *Romiette and Julio.*
* Discussion Groups: Analyze the antagonist and his/her relationship to the theme.
	+ **Topic**: What is at the heart of the conflict between the protagonist and the antagonist? What topics/questions/issues might the author want to explore?
	+ **Theme:** What might be the author’s position/lesson about this topic? How does the conflict between the protagonist and the antagonist convey this theme?
	+ What other topics/themes do you think the author is communicating through the antagonist? Why?
* Ticket out the Door: Look back at your graphic organizer. What new learning can you add?

**Homework:**

* Read from your independent reading book

**Wednesday, November 11th** – No School – Veteran’s Day

**Thursday, November 12th – Antagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about antagonists in a variety of texts in Realistic Contemporary Fiction..

**Please Do Now**: Come in, get settled, and begin reading your independent novel. Please take out your Writer’s Notebook so I can check your progress.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address antagonist and theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes developed through this protagonist.
	+ Who is the antagonist of your novel and what is he/she like? How is he/she complex? Why did the author choose/create this antagonist? How does the author use him/her to communicate a theme?
	+ What generalizations can you make about antagonists in Realistic Contemporary fiction? How are protagonists important to Realistic Contemporary fiction as a whole? What makes you think that?
* Ticket out the door:
	+ Based on the student samples you saw in class, what might you add to your own antagonist?

**Homework:**

* Read from your independent reading book
* Creative writing: Use the “character study” graphic organizer to create an antagonist of your own. Make sure the protagonist advances the theme.

**Friday, November 13th – Supporting characters and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about supporting characters in a variety of texts in Realistic Contemporary Fiction..

**Please Do Now:** Share your creative writing Antagonist with a partner at your table. Tell your partner one thing that you like and one thing that you think they can improve upon.

**Agenda**:

* Class discussion: What are some different types of supporting characters? What role do they play in a story? Use our texts from this year to guide and support your response. Review supporting characters.
* Shared Reading: *Romiette and Julio*
	+ As you listen, use a post-it note to mark quotes describing/analyzing the supporting characters and their relationship to the theme.
* Write to text: (partner work): Make a list of all the important supporting characters we’ve encountered so far in Romiette and Julio. Classify these characters by type/purpose. Rand the supporting characters from most to least important to the novel. Be ready to justify your thinking with evidence.
* Discussion Groups: Literary debate:
	+ Which supporting character is most important to this novel? Why?
* Ticket out the Door: Look back at your ranking. Add a reflection.

**Homework:**

* Read from your independent reading book

**Monday, November 16th – Supporting characters and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about supporting characters in a variety of texts in Realistic Contemporary Fiction..

**Please Do Now**: Come in, get settled, and begin reading your independent novel. Highlight/ Post-it passages that show how the supporting characters support theme.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address supporting characters and how they are used to develop theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes developed through this protagonist.
	+ Who is the most important supporting character in your novel? Why? Is he/she complex? Why/why not? How does the author use this character to communicate a theme?
	+ What generalizations can you make about supporting characters in Realistic Contemporary fiction? How are protagonists important to Realistic Contemporary fiction as a whole? What makes you think that?
* Pre-writing: Complete the “character study” graphic organizer for a supporting character in your independent novel:
* Ticket out the door:
	+ Based on the student samples you saw in class, what might you add to your own a supporting character?

**Homework:**

* Read from your independent reading book
* Creative writing: Use the “character study” graphic organizer to create a supporting character of your own.

**Tuesday, November 17th and Wednesday, November 18th – Computer Lab – Constructed Response # 2**

**Learning Targets:**  We will demonstrate our understanding of characters in Realistic Contemporary fiction and how authors use characters to develop themes.

**Agenda:**

* Take out your writer’s notebooks and notes to help generate a constructed response today.
* Log in to My Access and answer constructed response #2: What is a central theme of *Romiette and Julio*? How does the author use literary elements to develop this theme?
* Check to ensure your rough draft meets the requirements of the rubric:
	+ Makes a claim
	+ Has evidence from the core text
		- Cited properly (Author’s Last Name Page#).
		- Explanation of how it backs up your claim
	+ Has evidence from your independent text
		- Cited properly (Author’s Last Name Page#).
		- Explanation of how it backs up your claim2.
* Turn in your completed constructed response with a rubric that you’ve filled out for your own writing that gives it the score you think you deserve.
* When you’re done, read independently; choose a new book

**Homework:**

* Continue reading independent book, or new novel.

**Writer’s Notebook – Friday, April 10 – Themes in Realistic Contemporary fiction**

Please do now*: What the difference between a topic and a theme? How might an author use literary elements to help establish a theme?*

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Discussion Groups – Theme writing prompt

With a partner, answer the following questions: **What is a central theme of this text? How does the author use literary elements to develop this theme? What is the author’s position?**

**Rubric:**

1 point – Claim – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

1 point – Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #).

1 point – Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim.

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CCSS RL.2/3 Thinking Map

Anchor standards: R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.2 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Literary Elements in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Character(s)** | **Plot** |
| Protagonist | Antagonist | Other Characters | Central Conflict/ProblemGrappling with it….ResolutionSubplots (reinforce, clarify or complicat) |
| **Setting** |
| Physical | Social/Cultural | Political/Economic | Historic |

|  |  |
| --- | --- |
| **Theme(s)**What lessons/messages/points/themes/morals can you infer from these literary elements? |  |

**Writer’s Notebook – Monday, April 13 – Themes in Realistic Contemporary fiction**

Independent writing – Theme writing prompt

**What is a central theme of this text? How does the author use literary elements to develop this theme?**

**Rubric:**

1 point – Claim – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

1 point – Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #).

1 point – Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim.

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**Writer’s Notebook – Tuesday, April 14 – Protagonists and theme in Realistic Contemporary fiction**

Please do now*: Why do authors create the characters they do? How do these characters relate to their themes?*

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Group Work: Jot down ideas for the following questions:

 Analyze the protagonist and his/her relationship to the theme.

* + Topic: Based on how the author created this character what topics/questions/issues might the author want to explore? (Why is the author writing about this person? What about the character might matter to the author?)
	+ Theme: What might be the author’s position/lesson about this topic>? How does this character convey this theme?

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INSERT **THREE** “CHARACTER STUDY” GRAPHIC ORGANIZERs HERE

**Writer’s Notebook – Wednesday, April 15 – Protagonists and theme in Realistic Contemporary fiction**

Refer back to the graphic organizers on the previous pages to complete today. You will complete one using the protagonist from your independent novel and then use a second “Character Study” graphic organizer to create a protagonist of your own. Happy writing!

**Writer’s Notebook – Thursday, April 16 – Antagonists and theme in Realistic Contemporary fiction**

Please do now*:* Describe what makes a good antagonist. Remember: an antagonist can be a human or non-human element. Use your readings from the year thus far to support your ideas.

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**Writer’s Notebook – Friday, April 17 – Protagonists and theme in Realistic Contemporary fiction**

Refer to the graphic organizers on the NEXT pages to complete today. You will complete one using the antagonist from your independent novel and then use a second “Character Study” graphic organizer to create an antagonist of your own. Happy writing!

INSERT **THREE** “CHARACTER STUDY” GRAPHIC ORGANIZERs HERE

**Writer’s Notebook – Monday, April 20 – Supporting characters and theme in Realistic Contemporary fiction**

Please do now*:* What are some different types of supporting characters? What role do they play in a story? Use our texts from this year to guide and support your response.

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Write to text: Make a list of all the important supporting characters we’ve encountered so far in Romiette and Julio. Classify these characters by type/purpose. Rand the supporting characters from most to least important to the novel. Be ready to justify your thinking with evidence.

|  |  |  |
| --- | --- | --- |
| **SUPPORTING CHARACTER** | **TYPE/PURPOSE** | **RANK** |
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Reflection: (Post class discussion) Why did you rank your #1 character as such? How about your lowest ranking?

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**Writer’s Notebook – Tuesday, April 21 – Supporting characters and theme in Realistic Contemporary fiction**

Refer to the graphic organizers on the NEXT pages to complete today. You will complete one using a supporting character from your independent novel and then use a second “Character Study” graphic organizer to create a supporting character of your own. Happy writing!

**Writer’s Notebook – Wednesday, April 22 – Constructed Response #2**

**Constructed Response # 2**

What is the central theme of our *Romiette and Julio?* How does the author ise literary elements to develop this theme?

**Rubric:**

1 point – Claim – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

1 point – Evidence (Data) – FROM *ROMIETTE AND JULIO -* Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #).

1 point – Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim.

1 point – Evidence (Data) – FROM Self-Selected Novel *-* Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #).

1 point – Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim.

1 point – Conclusion – Provide a concluding statement or section that follows from and supports the argument presented (\*This is why \_\_\_ is the most defining element DOES NOT COUNT).

1 point – Use correct grammar, spelling, and punctuation.



WHAT SCORE WOULD YOU GIVE YOURSELF? \_\_\_\_\_\_\_/7

WHY?

INSERT **TWO** “CHARACTER STUDY” GRAPHIC ORGANIZERs HERE