**Agenda – English 9**

**November 18 – November 24**

**Realistic Contemporary Fiction Genre Study**

**Factual Basis of Texts in the Genre, Plot, and Theme**

**Wednesday, November 18th - Factual Basis of Texts in the Genre**

**Learning Targets**: We will conduct research in informational text to identify, describe, and analyze the factual basis for individual texts and the genre.

**Please Do Now:** What about the novels might be fact-based? Think about *Romiette and Julio,* think about your What HAS to be factually accurate in order to trust the author? What has to be fact-based but doesn’t have to be factual? Why?

**Agenda:**

* Introduce **Informational Library** – Unlike our Genre Library, these books are nonfiction.
* “**Factual basis” Graphic Organizer** 1 – Authors of Realistic Contemporary Fiction need to know a lot about Teen Issues to make their stories interesting and believable. They become experts through research and experience. Authors use this expertise to build aspects of their writing that is FACTUAL (actually happened, exists, existed in real like) and FACT-BASED (based on fact, but slightly modified.). THINK-PAIR-SHARE What about *Romiette and Julio* might be based on fact? What makes you think that?
* **Shared Reading:** Non-Fiction. Mark up the text as your identify evidence that elements of *Romiette and Julio* is based on fact.
* **Write to Text** – With a partner - use the “Factual Basis” graphic organizer to collect and analyze the factual basis for the Central Text. Choose what fits with *Romiette and Julio* – only some aspects of the novel will be fact based.
* **Discussion Groups:** **Analysis**: **Factual Basis**: What about *Romiette and Julio* is based on facts? How do you know? Why might that matter to the text? **Theme**: How does the author’s use of facts relate to his/her theme(s)? **Generalization:** What generalizations can you make about the factual basis of texts in this genre?

**Homework:**

* RESEARCH a NON-FICTION article that would be the factual basis for your INDEPENDENT NOVEL. **PRINT** and bring to class on Monday.

**Thursday, November 19th – iPads in the Library - Factual Basis of Texts in the Genre**

**Learning Targets:** We will conduct research in informational text to identify, describe, and analyze the factual basis for individual texts and the genre.

**Please Do Now:** Today, everyone will read a piece of NONFICTION. Take out your article you printed over the weekend. If you do not have the required article, shop in the nonfiction bins to find something you think might connect to your independent novel.

**Agenda:**

* **Independent reading** (15 minutes) – Read the article you brought in and when you are finished, pull a nonfiction text from the nonfiction bins in the back of the room. **What about the novels we are reading in class might be fact-based?**
* **Accountable Talk** (Think-pair-share)
	+ What have you learned so far?
	+ What about the novels we are reading might be fact-based? What makes you think that?
* **Discussion Groups:** Generalization: What generalizations can you make about the factual basis of texts in this genre?
* “**Factual basis” Graphic Organizer 2**  - Complete the appropriate portions of the “Factual basis” graphic organizer page for your Independent reading book.
* “**Factual basis” Graphic Organizer 3**  - Use a blank copy of this graphic organizer to research for your own writing.

**Homework:**

* Complete “Factual Basis” Graphic Organizer 3
* Read from your independent reading book

**Friday, November 20th - Conflict/Resolution**

**Learning Targets:** We will identify and describe conflict and resolution. We will analyze how the author uses conflict and resolution to develop his/her themes. We will generalize about conflicts and resolution (and their relationship to common themes in this genre

**Please Do Now:** Think about the plot of your favorite movie, tv show, or book. What makes this plot interesting? List as many plot elements as possible.

**Agenda:**

* **Introduce/Review:** Conflict and Resolution
* **Shared Reading:** *Romiette and Julio* “A Lead” and “The Ordeal”
* **Write to Text** – With a partner - use the “Complete the plot- conflict/resolution graphic organizer for *Romiette and Julio*.
* **Discussion Groups:** **Literary Analysis/ Debate:** Which conflict is MOST important to this novel (the central conflict)? Why? Justify your argument with evidence from the text.

**Homework:**

* Read from your independent reading book (should be starting book 4)

**Monday, November 23rd** – Conflict/Resolution

**Learning Targets:** We will identify and describe conflict and resolution. We will analyze how the author uses conflict and resolution to develop his/her themes. We will generalize about conflicts and resolution (and their relationship to common themes in this genre

**Please Do Now:** Take out your independent reading book and get settled. Today we will read, looking for important conflicts and resolutions in your own text.

**Agenda:**

* **Independent reading** (15 minutes) – What important conflicts have you identified in your own novel? Why are they important? How does the author use these conflicts/resolutions to communicate a theme? What quote best supports your thinking?
* **Accountable Talk** (Think-pair-share)
	+ What important conflicts have you identified in this novel? Why are they important? How does the author use these conflicts to communicate a theme? What evidence makes you think that? What generalizations can you make about conflicts in this genre? What makes you think that?
* **Discussion Groups:** Generalization: What generalizations can you make about conflicts in this genre? What makes you think that?
* **Write to Text:**  - determine two conflicts (2 rows) in your independent book.
* **Vocabulary List 3**

**Homework:**

* Read from your independent reading book
* Vocabulary List 3 – define each word and part of speech – due 11/30
* Vocabulary Quiz 3 – December 4th

**Tuesday, November 24th -** Dialogue

**Learning Targets:** We will analyze dialogue to identify both what is explicitly said and what is inferred. We will analyze how the author uses dialogue to advance a plot, develop characters, and communicate his/her themes. We will generalize about dialogue (and its relationship to common themes) in this genre.

**Please Do Now:** Complete the PDN side of your graphic organizer for a scene we have already read in *Romiette and Julio.*

**Agenda:**

* **Introduce/Review:** Dialgoue
* **Shared Reading:** *Romiette and Julio* p. 258
* **Write to Text** – With a partner - use the “Dialogue” graphic organizer for *Romiette and Julio*. Analyze Romiette and Julio’s dialogue.
* **Discussion Groups:** **Literary Analysis/ Debate:** Now that you’ve thought carefully about two specific examples of dialogue from our novel, it is time to think about dialogue across the whole text. Which particular lines of dialogue do you think are most important to this book? Why? Work together to create a list of the four most important lines of dialogue. Rank them in order from most to least important. Justify your choices with text evidence.

**Homework:**

* Read from your independent reading book (should be starting book 4)
* Vocabulary homework due 11/30
* Vocabulary Quiz 3 – 12/4