**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_**

**English 9 Period: \_\_\_\_**

**What Makes or Breaks a Relationship?**

*Romeo and Juliet* – Independent Reading and Open-Ended Response Assignment

**Step 1:** Choose an independent book (hopefully, at your color level/Lexile – Mrs. Diggans will teach you how to search by that!). This book can be fictional, biographical, autobiographical, or historical – somehow dealing with relationships. If you are unsure of whether your text will work, as Ms. Chowdhury or Ms. Aubrey

**Step 2**: Read your independent book. This should be completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step 3**: Write a literary analysis to answer the following prompt:

What makes or breaks a relationship? You will support your response with evidence from *Romeo and Juliet* as well as your independent novel. – due date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What is your “Next Step” from your summer reading? This will be a focus of your writing for *Romeo and Juliet.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Outline**

**Claim/Thesis:** Answers the prompt **– should address what makes or breaks a relationship, the titles of both texts, and the names of both authors.**

**P 1 - Topic Sentence** – *Romeo and Juliet* (addresses the text, author, and what makes or breaks a relationship)

**Evidence** – Evidence from *Romeo and Juliet*, blended and cited correctly, to back up your topic sentence (which should back up the claim). Citations = (Shakespeare Act.Scene.Line)

**Reasoning** – How does this example back up your claim?

**P2 - Topic Sentence** – Independent text (addresses the text, author, and what makes or breaks a relationship)

**Evidence** – Evidence from independent text, blended and cited correctly, to back up your topic sentence (which should back up the claim). Citations = (Author’s Last Name Page#)

**Reasoning** – How does this example back up your claim?

**P3 - Topic Sentence** – *Romeo and Juliet* AND Independent text (addresses the texts, authors, and what makes or breaks a relationship)

**Evidence** – Evidence from independent text, blended and cited correctly, to back up your topic sentence (which should back up the claim). Citations = (Author’s Last Name Page#) or (Shakespeare Act.Scene.Line)

**Reasoning** – How does this example back up your claim?

**Evidence** – Evidence from independent text, blended and cited correctly, to back up your topic sentence (which should back up the claim). Citations = (Author’s Last Name Page#) or (Shakespeare Act.Scene.Line)

**Reasoning** – How does this example back up your claim?

**Introduction** – Hook the readers into your writing – use a quote, interesting fact, startling statistic, etc.

**Introduction** – Background information that links the hook to the thesis statement.

**Conclusion** – Restate thesis in new words

**Conclusion** – relate back to the hook

**Conclusion** – So what? Why is this information about relationships important?

Rubric

|  |  |  |
| --- | --- | --- |
| .Possible points- | Criteria- | Your points- |
| 6 | Hook and Topic Sentences – Writer provides an interesting way to open the essay and includes a little background knowledge on both texts addressed/literary elements. |  |
| 3 | Claim – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. |  |
| 3 | Organization – Create an organization that logically sequences claim, reasons, and evidence. |  |
| 3 | Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme. |  |
| 3 | 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 #). Be sure your evidence is blended properly. |  |
| 3 | Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme? |  |
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| 3 | Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme? |  |
| 6 | Conclusion – Your conclusion restates the claim in new words, relates back to the hook, and answers the “So What” question |  |
| 3 | Conventions - Use correct grammar, spelling, and punctuation. |  |
| 6 | MLA FORMAT- Paper has proper heading, running header, parenthetical citations, and Works Cited Page. |  |

Score: \_\_\_/60