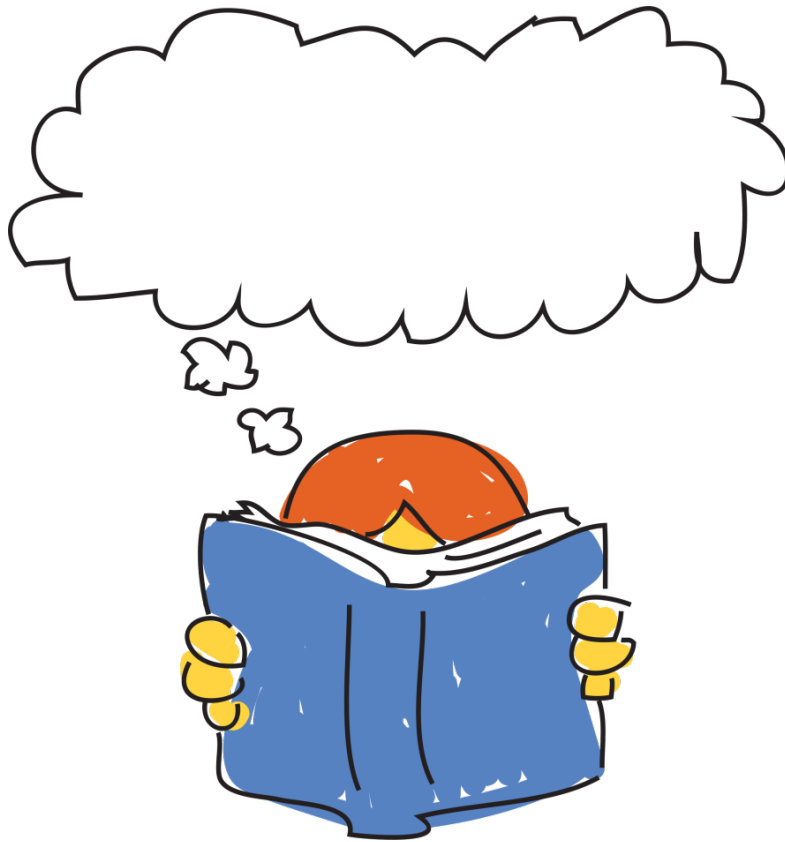


GENRE STUDY OF REALISTIC CONTEMPORARY FICTION



Name: _____

Teacher: _____

Period: _____

PURPOSE

"Once students know that there are different genres, they need to find out how to navigate through each kind of text to find the information they seek. ... Learning about the features of different genres helps readers recognize what they are reading and quickly adjust their reading styles. ... As students become more skilled, they can use the features of different genres to help them learn information quickly and efficiently" – Emily Kissner, ASCD

Through this unit, you will learn the features of the Realistic Contemporary Fiction genre in order to read in the RCF genre more strategically. You will also learn the purposeful steps an author takes to create his/her work. Finally, you will look at themes in text and determine how the author portrays the message of his or her text. This unit will also help to build stamina in reading.

TASK

As a class, we will read *Romiette and Julio* by Sharon Draper looking for elements of Realistic Contemporary Fiction. At the same time, you will read approximately FOUR books of your own choosing in the Realistic Contemporary Fiction Genre. We will analyze all texts in regards to the setting, characters, and plot.

OUTCOME

By the end of the unit, you will compose two pieces of writing:

- 1. A five-paragraph Comparative Literary Analysis where you compare the themes of two pieces of Realistic Contemporary Fiction, specifically looking at literary elements.**
- 2. A piece of creative writing in the Realistic Contemporary Fiction genre, using the information we criteria we determine as a class.**

REALISTIC CONTEMPORARY FICTION VOCABULARY

Realistic Settings

City
Suburb
Mountains
District
Region
Public Housing
Neighborhood
School
Forrest/Woods
Farm
Medical Building
Beach/shore
Community Center

Behavior

Ridicule
Intimidate
Accept
Embrace
Civilized
Divide
Persecute
Harass
Admire
Idolize
Threaten
Tantalize
Worship

Description of Realistic Setting

Discriminatory
Affluent/wealthy
Urban/suburban/rural
Congested
Impoverished/poor
Enriched
Diverse
Inspirational
Educational
Isolated
Restricted

Attitudes

Oppositional
Liberal
Conservative
Compliant
Biased
Accepting
Judgmental
Sincere

Background

Origin
Nationality
Ethnicity
Culture
Socioeconomic
Sexual Identity
Gender
Religion
Race

REALISTIC CONTEMPORARY FICTION TOPICS RELATED TO THEMES

Prejudice
Family
Love
Relationships
Friendship
Bullying
Education
Peer Pressure
Social Expectations
Secrets

Loss of Innocence
Tragedy
Growing Up
Violence
Technology
Decision-making
Poor Choice
Defiance
Rebellion
Respect

Conformity
Maturation
Self-Identity
Confidence
Rebellion
Self-Esteem
Culture
Desire

THEMES

What is the author saying about the topic? (If you can't think of any, use one from above)

When people feel like they do not belong they _____.
People can discover their identity through _____.
Holding on to secrets can _____.
Fear and intimidation leads to _____.
Technology influences _____.
When fear is present in a person's life _____.

PREDICT:

What is Realistic Contemporary Fiction?

VOCABULARY AWARENESS CHART — UNIT 1 — QUIZ DATE: _____

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
THEME					
ANALYSIS					
DISORIENTED					
FLOUNDER					
FLAMBOYANT					
BOUTIQUE					
PROSPECT					
BARREN					
STAGNANT					
DERISION					



LITERARY ELEMENTS IN REALISTIC CONTEMPORARY FICTION

Essential Question:

	Core: <i>Romiette and Julio</i> by Sharon Draper	Independent: Title: Author:	Others: Examples of other texts in this genre (from group conversation)
SETTING <ul style="list-style-type: none">• Physical• Temporal• Culture/Society			
Generalization/Summary: What is true about SETTING in Realistic Contemporary Fiction?			

HOMEWORK: SETTING WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

Prompt: What element of the setting will be most important to your independent reading book? Why? Use evidence from the text to support your response.

Rubric:

3 points – Claim/Topic sentence – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

3 points – 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 #).

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

Example:

In *Romiette and Julio*, by Sharon Draper, the most important part of the setting will be Cincinnati, Ohio because it is the cause of Julio's anger. Julio narrates that he felt “Anger at his parents for bringing him to this cold, gray city” (Draper 15). Julio did not want to move to Cincinnati; therefore, this will cause a conflict for him.

REMEMBER: You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.



LITERARY ELEMENTS IN REALISTIC CONTEMPORARY FICTION

Essential Question:

	Core: <i>Romiette and Julio</i> by Sharon Draper	Independent: Title: Author:	Others: Examples of other texts in this genre (from group conversation)
CHARACTERS <ul style="list-style-type: none">• Protagonist• Antagonist• Supporting Characters (side-kick, mentor, minor characters, minions)			
Generalization/Summary: What is true about CHARACTERS in Realistic Contemporary Fiction?			

HOMEWORK: CHARACTER WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

Prompt: Who will be the most important character in your independent reading book? Why? Use evidence from the text to support your response.

Rubric:

3 points – Claim/Topic sentence – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

3 points – 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 #).

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

Directions: Score the following responses based on the prompt and rubric above.

1. The most important character in *Romiette and Julio* by Sharon Draper will be Romiette because she is telling most of story. She is one of the narrators along with Julio “Me, I’m a lake. I got edges, but I also have ripples and possibilities.” (Draper page 47). That is why Romiette is the most important character in the story so far.
2. Julio will be the most important character in *Romiette and Julio* by Sharon Draper because he could teach Romiette to swim. When they are in the chatroom, Romiette Says, “You can sail and swim? I really admire that. I never learned how to swim” (Draper 47). Julio replies, “I’ve never met anyone who couldn’t swim. Swimming is like breathing” (Draper 47). The reader can predict that swimming will bring the two characters together.

REMEMBER: You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.



LITERARY ELEMENTS IN REALISTIC CONTEMPORARY FICTION

Essential Question:

	Core: <i>Romiette and Julio</i> by Sharon Draper	Independent: Title: Author:	Others: Examples of other texts in this genre (from group conversation)
PLOT <ul style="list-style-type: none">• Central Conflict• Resolution• Rising Action• Falling Action• Subplot			
Generalization/Summary: What is true about PLOT in Realistic Contemporary Fiction?			

HOMEWORK: PLOT WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

Prompt: What is the most important episode/incident in your independent reading book? Why? Use evidence from the text to support your response.

Rubric:

3 points – Claim/Topic sentence – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

3 points – 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 #).

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

Example:

In *Romiette and Julio*, by Sharon Draper, the most important conflict is when Julio is almost jumped in the bathroom by the Devildogs because it will lead to a bigger conflict and Julio may find himself in danger. Ben tells Julio, “You got pushed by the bosses of The Family. They’re the strongest at school” (Draper 62). People are afraid of the Devildogs and they have chosen to pick on Julio.

REMEMBER: You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.

SO...WHAT IS REALISTIC CONTEMPORARY FICTION?

Write a definition of this genre from your summaries on pages 6, 8, and 10.

This image shows a blank sheet of white paper with ten horizontal dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There is no text or other markings on the paper.

STATEMENT OF THEME

Essential Question:

Text: *Romiette and Julio*

Author: *Sharon Draper*

Character(s)			Plot
Protagonist(s)	Antagonist(s)	Other Characters(s)	Central Conflicts/Problems?
Setting			
Physical		Social/Cultural	

STATEMENT OF THEME

Theme(s)
Using page 13,
What lessons/messages/
points/themes/morals can you
infer from these literary
elements?

Generalization/Summary: What is true about THEMES in Realistic Contemporary Fiction?

HOMEWORK: THEME WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

Prompt: What is the most important theme in your independent reading book, so far? Provide evidence from the text and reasoning to support your answer.

Rubric:

3 points – Claim/Topic sentence – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

3 points – 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 #).

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

Example:

In *Romiette and Julio*, by Sharon Draper, the theme when someone is judged based on their race there can be many misconceptions is developed through dialogue. Julio and his father, Luis, are talking about Julio's new friend Romiette. When Julio tells his father that Romiette is black, his father responds, "Oh, uh, is that... wise?" (Draper 89). Julio's father judges Romiette because she is black, when in actuality, she is one of Julio's only friends at his new school.

REMEMBER: You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.

VOCABULARY AWARENESS CHART — UNIT 2 — QUIZ DATE: _____

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
CONTENTMENT					
LILT					
DEMENTED					
DISPERSED					
MINDFUL					
PERCEPTIVE					
INTUITION					
SIMULTANEOUSLY					
CONVICTION					
SOBERLY					

CHARACTER STUDY: *ROMIETTE AND JULIO*

Essential Question:

Character: _____

Nickname(s): _____

Role: ☒ Protagonist ☐ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
Vital Statistics <ul style="list-style-type: none"> ▪ Age /Gender ▪ Race/Ethnicity ▪ Nationality ▪ Class 			
Background <ul style="list-style-type: none"> ▪ Family ▪ Personal History ▪ Culture ▪ Community 			
Personality <ul style="list-style-type: none"> ▪ Tastes ▪ Way s/he talks/ Dialect ▪ Thoughts/Feelings/Fears 			

Physical Appearance			
Actions <ul style="list-style-type: none"> ▪ Verbal ▪ Physical 			
Motivations <ul style="list-style-type: none"> ▪ What does the character fear? Want? Need? Why? 			



CHARACTER STUDY: INDEPENDENT TEXT

Character: _____

Nickname(s): _____

Role: ☒ Protagonist ☐ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
Vital Statistics <ul style="list-style-type: none"> ▪ Age / Gender ▪ Race/Ethnicity ▪ Nationality ▪ Class 			
Background <ul style="list-style-type: none"> ▪ Family ▪ Personal History ▪ Culture ▪ Community 			
Personality <ul style="list-style-type: none"> ▪ Tastes ▪ Way s/he talks/ Dialect ▪ Thoughts/Feelings/Fears 			

Physical Appearance			
Actions <ul style="list-style-type: none"> ▪ Verbal ▪ Physical 			
Motivations <ul style="list-style-type: none"> ▪ What does the character fear? Want? Need? Why? 			
Summary: What do you know about PROTAGONISTS in Realistic Contemporary Fiction?			

CHARACTER STUDY: *ROMIETTE AND JULIO*

Essential Question:

Character: _____

Nickname(s): _____

Role: ☐ Protagonist ☒ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
Vital Statistics <ul style="list-style-type: none"> ▪ Age /Gender ▪ Race/Ethnicity ▪ Nationality ▪ Class 			
Background <ul style="list-style-type: none"> ▪ Family ▪ Personal History ▪ Culture ▪ Community 			
Personality <ul style="list-style-type: none"> ▪ Tastes ▪ Way s/he talks/ Dialect ▪ Thoughts/Feelings/Fears 			

Physical Appearance			
Actions <ul style="list-style-type: none"> ▪ Verbal ▪ Physical 			
Motivations <ul style="list-style-type: none"> ▪ What does the character fear? Want? Need? Why? 			



CHARACTER STUDY: INDEPENDENT TEXT

Character: _____

Nickname(s): _____

Role: ☐ Protagonist ☒ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
Vital Statistics <ul style="list-style-type: none"> ▪ Age / Gender ▪ Race/Ethnicity ▪ Nationality ▪ Class 			
Background <ul style="list-style-type: none"> ▪ Family ▪ Personal History ▪ Culture ▪ Community 			
Personality <ul style="list-style-type: none"> ▪ Tastes ▪ Way s/he talks/ Dialect ▪ Thoughts/Feelings/Fears 			

Physical Appearance			
Actions <ul style="list-style-type: none"> ▪ Verbal ▪ Physical 			
Motivations <ul style="list-style-type: none"> ▪ What does the character fear? Want? Need? Why? 			
Summary: What do you know about ANTAGONISTS in Realistic Contemporary Fiction?			

CHARACTER STUDY: *ROMIETTE AND JULIO*

Essential Question:

Character: _____

Nickname(s): _____

Role: ☐ Protagonist ☐ Antagonist ☒ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
Vital Statistics <ul style="list-style-type: none"> ▪ Age / Gender ▪ Race/Ethnicity ▪ Nationality ▪ Class 			
Background <ul style="list-style-type: none"> ▪ Family ▪ Personal History ▪ Culture ▪ Community 			
Personality <ul style="list-style-type: none"> ▪ Tastes ▪ Way s/he talks/ Dialect ▪ Thoughts/Feelings/Fears 			

Physical Appearance			
Actions <ul style="list-style-type: none"> ▪ Verbal ▪ Physical 			
Motivations <ul style="list-style-type: none"> ▪ What does the character fear? Want? Need? Why? 			



CHARACTER STUDY: INDEPENDENT TEXT

Character: _____

Nickname(s): _____

Role: ☐ Protagonist ☐ Antagonist ☒ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
Vital Statistics <ul style="list-style-type: none"> ▪ Age / Gender ▪ Race/Ethnicity ▪ Nationality ▪ Class 			
Background <ul style="list-style-type: none"> ▪ Family ▪ Personal History ▪ Culture ▪ Community 			
Personality <ul style="list-style-type: none"> ▪ Tastes ▪ Way s/he talks/ Dialect ▪ Thoughts/Feelings/Fears 			

Physical Appearance			
Actions <ul style="list-style-type: none"> ▪ Verbal ▪ Physical 			
Motivations <ul style="list-style-type: none"> ▪ What does the character fear? Want? Need? Why? 			
Summary: What do you know about SUPPORTING CHARACTERS in Realistic Contemporary Fiction?			

CONSTRUCTED RESPONSE ONE: CHARACTER & THEME

Prompt: What is a central theme in *Romiette and Julio* by Sharon Draper? How does the author use characters to develop this theme

ONE SENTENCE: What is the theme of *Romiette and Julio* by Sharon Draper. Who is the character(s) that develop this theme? What type of character(s)? **HOW** do these characters develop this theme?

EXAMPLE #1: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)

EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT THE CHARACTER DEVELOPS THE THEME:

EXAMPLE #2: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)

EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT THE CHARACTER DEVELOPS THE THEME:

CONCLUDING SENTENCE: (Should summarize the two examples and how characters develop the theme)

Student Sample

Teacher name

English 9

29 October 2015

Central Theme of *Romiette and Julio*

The central theme of the story *Romiette and Julio* by Sharon Draper is do not judge anyone by the color of their skin because the statements are incorrect and wrong. Draper uses the Antagonists The Family and Julio's dad to show a sense of prejudice and racism towards the protagonist Julio because The Family thinks he is in another gang because he is Mexican and his dad is racist towards African Americans.

For example, when Julio goes into the bathroom and is suddenly surrounded by The Family, they explain to Julio that they think he is a part of a Mexican Gang and that they do not want him there. The Family says, "We know you are apart of the Texas Tejano gang" (Draper 56). Julio is not a part of that gang and The Family thinks he is because he is Mexican. That show racism and inaccurate statements about Julio.

In addition, another way the central theme relates to a minor antagonist is Julio's dad when he shows a sense of racism towards African Americans. Julio's dad does not like the fact that Julio likes and is talking to a black girl. Julio's dad says, "I will never sanction a relationship between you and a black girl" (Draper 151). Julio's dad is afraid that Romiette is a part of a gang and he is racist towards black women: however, Romiette is not apart of a gang and she is actually a very nice person.

The way the antagonists, The Family and Julio's dad, act in the book shows that people should not be judged by the color of their skin because statements like that are rude and not right.

CONSTRUCTED RESPONSE ONE: CHARACTER & THEME- RUBRIC

Prompt: What is a central theme in *Romiette and Julio* by Sharon Draper? How does she use characters to develop this theme?

3 points – Claim (Topic Sentence): Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. **CLAIM SHOULD BE ONE SENTENCE!**

3 points – Background information to set up your example: “For example,” (or other transition – see pages 33-34) provide a brief summary of events leading up to the example, etc.

3 points – Evidence– FROM *Romiette and Julio*: Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – Annette says, “Direct quote from the short story goes here” (Draper 11).

3 points – Reasoning: Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the character develops the theme)

3 points – Background information to set up your example: “For example,” (or other transition – see pages 33-34) provide a brief summary of events leading up to the example, etc.

3 points – Evidence– FROM *Romiette and Julio*: Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – Annette says, “Direct quote from the short story goes here” (Draper 11).

3 points – Reasoning: Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the character develops the theme)

3 points – Conclusion: Provide a concluding statement or section that follows from and supports the argument presented. (This is how ___ develops the theme **DOES NOT COUNT**).

3 points – Use correct grammar, spelling, and punctuation. Introduce quotes, provide transitions where necessary, and use appropriate pronouns (no “I,” “me,” “my,” “you”, contractions, etc.)

-----/2

TRANSIENT TRANSITIONS (from MyAccess.com)

Goal/Task	Quarter	Dollar	Five Dollar	Fifty Dollar
Compare	like	as	similar to	akin to
	like	In comparison	Likewise	Similarly*
	like	also	More or less	In like manner
Contrast	But	In contrast	On the other hand	Whereas...
	But	Instead	Meanwhile	Alternatively
Contradict	But	However	On the contrary	Contrarily*
	But	Rather	Conversely	Contradictorily*
	But	Even though	Although	Despite
	Still	Yet	Nevertheless	Notwithstanding
	Still	Besides	In spite of	Even so
	Still	Anyways	In any case	In any event
Cause/Effect	Because	Since	As a result of	On account of....
	Because	Where	Due to...	Owing to...
	So	It follows [that]...	Hence	Subsequently*
	Then	Thus	Therefore	Consequently*
Summarize	In summary	In short	In brief	Briefly
	To sum up	To summarize	To review	In other words
Conclude	In conclusion	On the whole	All in all	By and large
	In conclusion	After all	Above all	Ultimately
	In conclusion	Wrapping up	Overall	All things considered

Goal/Task	Quarter	Dollar	Five Dollar	Fifty Dollar
Order/Sequence	Also	Plus	In addition	Additionally
	After	Afterwards	Thereafter	Subsequently*
	Also	Besides	Beyond	Apart from
	At the same time	Meanwhile	Simultaneously	Concurrently*
	Before	Earlier	Previously	Formerly
	Before	In advance of	Prior to	Preceding
	First	In the beginning	Originally	To begin
	In the first place	First of all	Primarily	Initially
	Last	Finally	In the end	Ultimately*
	Later	In time	Eventually	Thereafter
	Later	Someday	After all	Yet
	Now	At the present	Presently	For the time being
	Then	Next	Immediately	In turn
Emphasize	Absolutely	Certainly	Definitely	Unconditionally
	Absolutely	Positively	Unquestionably	Without reservation
	Always	Constantly	Invariably	Unceasingly
	Always	Traditionally	Habitually	Customarily
	Always	Regularly	Routinely	Perennially*
	Basically	Practically	In effect	Essentially
	For real	In fact	Actually	Veritably*
	Importantly	Significantly	Critically	Principally
	In particular	Particularly	Specifically	Singularly
	More importantly	Further	Moreover	Furthermore
	Most importantly	Most significantly	fundamentally	Cardinally
	Obviously	Clearly	Explicitly	Blatantly*
	Obviously	Of course	Naturally	Inevitably*
	Often	Usually	Frequently	Often times
	Rarely	Scarcely	Occasionally	Infrequently
	Without a doubt	Doubtlessly	Undeniably	Indubitably*

REALISTIC CONTEMPORARY FICTION - CREATIVE WRITING ASSIGNMENT

CC.1.4.9-10.M - Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.O - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P - Create 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q - Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

As a culminating writing activity, you will need to write a short piece of realistic contemporary fiction of your own. We will begin to put the pieces together as we work through the different units of this Genre. So far, we have defined realistic contemporary fiction, talked about THEME, and discussed CHARACTERS in relation to THEME. Your job now is to decide what lesson you will want to teach YOUR audience.

Your Theme: What is the overarching message you would like to send to your audience?

Possible Characters: Protagonists, Antagonists, Supporting Characters

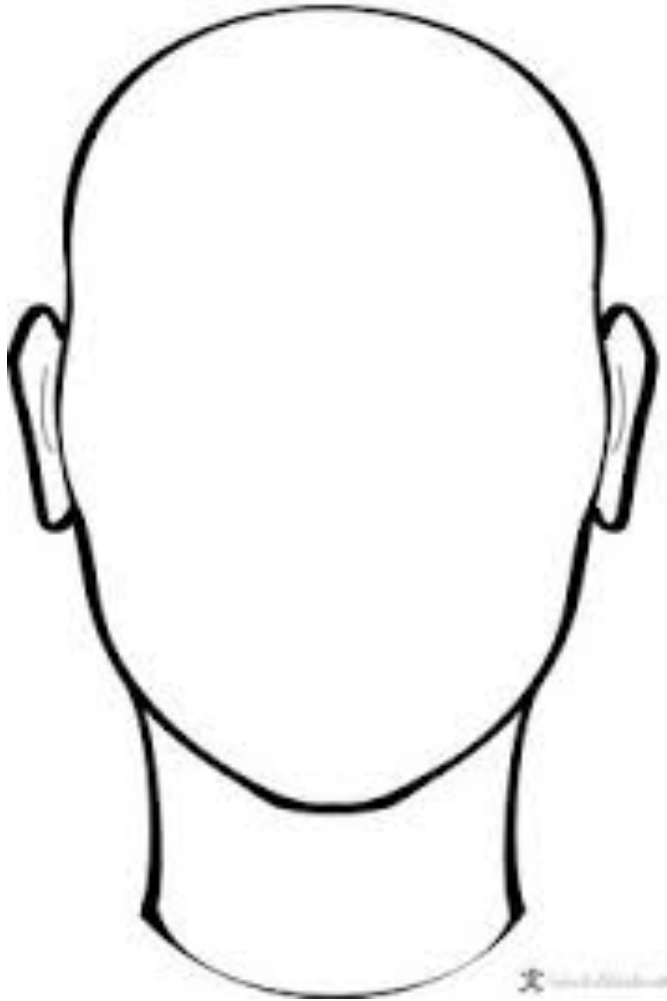
Possible Settings: Physical Setting, Social Setting - Culture, Social Setting - Power

Possible Plot: Conflicts/Dialogue/Important Episodes

CHARACTER STUDY: CREATIVE WRITING

Essential Question:

In the figure below, write your character's thoughts/feelings/fears/motivations.



Character: _____

Nickname(s): _____

Role: ☐ Protagonist ☐ Antagonist ☐ Other

Next, decide his/her personality:

What is his/her family background?

Describe his/her vital statistics: (age, gender, race, class, ethnicity, etc.)

CHARACTER STUDY: CREATIVE WRITING

Draw a sketch of what your characters look like. label anything of importance.

VOCABULARY AWARENESS CHART — UNIT 3 — QUIZ DATE: _____

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
PALATABLE					
RETALIATION					
PERPLEXED					
CONSTERNATION					
MALICIOUSLY					
ADMONISHED					
RESIGNATION					
BEFRIENDING					
IMPASSIVE					
ENTREATED					

PHYSICAL SETTING - CORE TEXT

Essential Question:

Pick the specific settings in which the key scenes take place.	Describe this setting: •Location (world, continent, country, biome) •Natural elements (animals, plants, mountains, etc.) •Human elements (buildings, cities, people, farms, etc.)	How does this setting contribute to (or mirror) the conflicts in this story?	How does this setting shape (or reflect) the characters?	How does the way the author describes (or shows in pictures) this setting create a feeling (mood) or suggest a theme?
Core Text: <i>Romiette and Julio</i> by Sharon Draper				

PHYSICAL SETTING - INDEPENDENT TEXT

Pick the specific settings in which the key scenes take place.	Describe this setting: •Location (world, continent, country, biome) •Natural elements (animals, plants, mountains, etc.) •Human elements (buildings, cities, people, farms, etc.)	How does this setting contribute to (or mirror) the conflicts in this story?	How does this setting shape (or reflect) the characters?	How does the way the author describes (or shows in pictures) this setting create a feeling (mood) or suggest a theme?
Text:		Author:		
Summary: What do you know about PHYSICAL SETTINGS in Realistic Contemporary Fiction?				

SOCIAL SETTING: CULTURE — CORE TEXT

Essential Question:

Romiette and Julio
Sharon Draper

	Describe What is this aspect of culture like? What are the	Quote Best description of this aspect.	Analysis How does this aspect shape the characters or convey a theme?
Material Culture <ul style="list-style-type: none"> • Clothes/jewelry • Food • Homes 			
Social Culture <ul style="list-style-type: none"> • Daily life • Family structure(s) • Genders/gender roles • Issues of race/ethnicity/age/classes • Spiritual (religions and rituals) 			
What are the rules that matter most?			

SOCIAL SETTING: CULTURE - INDEPENDENT

Title: Author:	Describe What is this aspect of culture like?	Quote Best description of this aspect.	Analysis How does this aspect shape the characters or convey a theme?
Material Culture <ul style="list-style-type: none"> • Clothes/jewelry • Food • Homes 			
Social Culture <ul style="list-style-type: none"> • Daily life • Family structure(s) • Genders/gender roles • Issues of race/ethnicity/age/class Spiritual (religions and rituals)			
What are the rules that matter most?			
Summary: What do you know about SOCIAL SETTING in regard to CULTURE in Realistic Contemporary Fiction?			

SOCIAL SETTING: POWER

Essential Question:

	Who is officially in charge? How is this determined? <ul style="list-style-type: none"> • age • money process • gender • birth • race • ethnicity • religion • political 	Who actually has power and who doesn't? How is this determined? <ul style="list-style-type: none"> • age • money process • gender • birth • race • ethnicity • religion • political 	Why does this matter to the text/ theme?
<i>Romiette and Julio by Sharon Draper</i>			

SOCIAL SETTING: POWER - INDEPENDENT

	Who is officially in charge? How is this determined?	Who actually has power and who doesn't? How is this determined?	Why does this matter to the text/theme?
Author:	<ul style="list-style-type: none"> • age • money process • gender 	<ul style="list-style-type: none"> • birth • race • ethnicity 	<ul style="list-style-type: none"> • religion • political
Text:			

Summary: What do you know about SOCIAL SETTING in regard to POWER in Realistic Contemporary Fiction?

CONSTRUCTED RESPONSE TWO: SETTING & THEME

Prompt: What is a central theme in *Romiette and Julio* by Sharon Draper? How does the author use setting to develop this theme?

CLAIM/TOPIC SENTENCE: Theme of *Romiette and Julio* by Sharon Draper. **ASPECT OF SETTING THAT DEVELOPS THIS THEME:** (PHYSICAL SETTING, MATERIAL CULTURE, FAMILY STRUCTURE, GENDER ROLES, POWER DYNAMICS). How does this aspect of setting develop the theme? **ONE SENTENCE>**

EXAMPLE #1: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)

EXPLANATION: HOW THIS EXAMPLE SUPPORTS THE FACT THAT THE SETTING DEVELOPS THE THEME:

EXAMPLE #2: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)

EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT THE SETTING DEVELOPS THE THEME:

CONCLUDING SENTENCE: (Should summarize the two examples and how the setting develops the theme)

Student Sample

Teacher name

English 9

15 November 2015

Setting and Theme

The central theme of the short story “The Adventure of the Speckled Band” by Sir Arthur Conan Doyle is that when people have too much power, they abuse it. Doyle uses the social setting, where the stepfather, a smart doctor, has power over his two stepdaughters, to develop this theme.

While attempting to solve a mystery for Helen Stoner, whose twin sister died in bed one night after hearing a whistle, Sherlock Holmes learns that the two girls resided with their stepfather, Dr. Grimesby Roylott. Dr. Roylott cared for his two stepdaughters after their mother died in a train accident. Due to their inheritance, Dr. Roylott was able to quit his job and move the girls back to his childhood home: Stoke Moran. Dr. Roylott has complete power over the girls and was solely in charge of their upbringing but was not kind: “‘You’ve been cruelly used,’ said Holmes. The lady coloured deeply and covered her injured wrist. ‘He is a hard man,’ she said, ‘and perhaps he hardly knows his own strength’ ” (Doyle 15). Based on the physical appearance of Helen Stoner, it is obvious that Dr. Roylott takes advantage of his position of power over his stepdaughters to the point that he physically abuses them.

After discovering that Dr. Roylott was the murderer of Helen’s sister, it becomes even more clear that he abused his power over the two girls by cashing in on his role as their guardian. Dr. Roylott used this power as a guardian and his knowledge as a doctor, to cruelly kill his stepdaughter with a poisonous snake: “(t)he idea of using a form of poison which could not possibly be discovered by any chemical test was just such a one as would occur to a clever and ruthless man who had Eastern training” (Doyle 38). Since Dr. Roylott was a wealthy, educated man with access to poisonous snakes, he was able to kill his stepdaughter in a manner that could not be traced back to him initially. In addition, Roylott uses his role as a guardian to his advantage by ordering the girls to occupy the bedroom that is connected to his room by an air vent, which is how he lets the snake loose in the room, thus killing her.

Doyle’s use of a social setting which establishes Dr. Roylott as a powerful man, both as a guardian and as a rich, smart doctor, contributes to the theme that when people have too much power, they abuse it.

CONSTRUCTED RESPONSE TWO: SETTING & THEME - RUBRIC

Prompt: What is a central theme in *Romiette and Julio* by Sharon Draper? How does she use setting to develop the theme?

3 points - **Claim (Topic Sentence):** Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. **CLAIM SHOULD BE ONE SENTENCE!**

3 points - **Background information to set up your example:** "For example," (or other transition - see pages 33-34) provide a brief summary of events leading up to the example, etc.

3 points - **Evidence- FROM *Romiette and Julio*:** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** - Annette says, "Direct quote from the short story goes here" (Draper 11).

3 points - **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the setting develops the theme)

3 points - **Background information to set up your example:** "For example," (or other transition - see pages 33-34) provide a brief summary of events leading up to the example, etc.

3 points - **Evidence- FROM *Romiette and Julio*:** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** - Annette says, "Direct quote from the short story goes here" (Draper 11).

3 points - **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the setting develops the theme)

3 points - **Conclusion:** Provide a concluding statement or section that follows from and supports the argument presented. (This is how ___ develops the theme **DOES NOT COUNT**).

3 points - Use correct grammar, spelling, and punctuation. Introduce quotes, provide transitions where necessary, and use appropriate pronouns (no "I," "me," "my," "you", contractions, etc.)

-----/2

CREATIVE WRITING: SETTING

What is your theme?

Physical Setting:

1. Choose a place: (Ideas listed below)

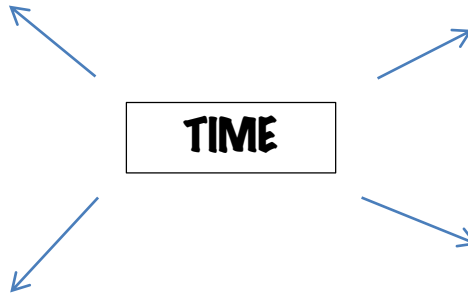
Airport	Alley	Art Gallery	Auto Junkyard	Airport	Aquarium	Barber Shop	Baseball stadium	Basement
Beach	Beauty salon	Bookstore	Bridge	Cabin	Cemetery	Church	Circus	Classroom
City street	Coffee house	Corporate boardroom		Fairground	Fishing boat	Football stadium	Garden	
Highway rest-stop		Hospital	Lighthouse	Locker-bank	Mansion	Nursing home	Park	Pet store
Prison	Police station	Principal's office		School lab	Secret hideaway	Shopping mall	Small town	Synagogue
Temple	Theater	Movie theater	Train station	Treehouse	Wax museum	Woods	Zoo	

Place(s) Where Your Story Will Take Place:

2. Choose a temporal setting:

Year

Time of Day:



ERA: (Describe)

Season:

Social Setting: Culture

1. Describe the clothes people wear, the food they eat, the homes in which they live:

2. What are the three most important "rules" the culture says one must follow?

1. _____

2. _____

3. _____

Social Setting: Power

1. "Official Power"

Who has official power? What is his/her position?

--	--

2. "Actual Power"

Who has actual power? How?

--	--

Other Elements of Setting:

1. What atmosphere would you like to create in your setting (dread, fear, happiness, excitement)?

--

2. Create an example of imagery that describes your physical setting for each sense listed below:

Sight	
Hearing	
Smell	
Touch	
Taste	

VOCABULARY AWARENESS CHART — UNIT 4 — QUIZ DATE: _____

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
JARRED					
GAUNT					
INCINERATED					
ANGUISH					
ENGULFED					
SPECULATION					
WRITHE					
SOLEMN					
PLIGHT					
CORDIAL					

FACTUAL BASIS FOR LITERARY ELEMENTS

Essential Question:

Literary Element Based On Fact	What is based on fact? (Find evidence from the text, cite properly)	What facts did I find to support my thinking? (Find evidence from the non-fiction pieces to support your thinking)
Setting <i>Romiette and Julio</i> by Sharon Draper	Cincinnati	
Plot	Gang violence The gang dislikes Romiette and Julio's relationship	

FACTUAL BASIS FOR LITERARY ELEMENTS

Title: _____

Author: _____

Directions: Choose two literary elements - determine what is based on fact (from the text) and then provide information from your research to support your thinking.

Literary Element Based On Fact	What is based on fact? (Find evidence from the text, cite properly)	What facts did I find to support my thinking? (Find evidence from the non-fiction pieces to support your thinking)

Summary: What has to be **BASED ON FACT** in Realistic Contemporary Fiction?

PLOT: CONFLICT / RESOLUTION - CORE TEXT

Essential Question:

Conflict (____ vs. ____)	Side/Position 1 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Side/Position 2 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Resolution Is this conflict resolved? How and why?	Result/Impact How is this conflict important to the plot? To the central characters?	Analysis What issues might the author be exploring through this conflict? What themes might s/he be teaching? What makes you think
<i>Romiette and Julio</i> by Sharon Draper					

PLOT: CONFLICT / RESOLUTION — INDEPENDENT TEXT

Conflict (____ vs. ____)	Side/Position 1 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Side/Position 2 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Resolution Is this conflict resolved? How and why?	Result/Impact How is this conflict important to the plot? To the central characters?	Analysis What issues might the author be exploring through this conflict? What themes might s/he be teaching? What makes you think
Title:			Author:		
Summary: What is true about CONFLICT and RESOLUTION in Realistic Contemporary Fiction?					

PLOT: ESSENTIAL EPISODES - CORE TEXT

Essential Question:

Describe		Analyze This is an essential episode because...		
Episode (the scene in the... where/when...)	Beginning/Middle/End Describe the scene - what happens? How does it start? End?	Plot How does this episode propel the action? How is it important to the conflict(s)?	Characters What does this episode reveal about the characters (what they say/do, how they respond)?	Theme How does this episode explore a key issue or reveal the author's position/le related to this issue?
<i>Romiette and Julio</i> by Sharon Draper				

PLOT: ESSENTIAL EPISODES — INDEPENDENT TEXT

Describe		Analyze This is an essential episode because...		
Episode (the scene in the... where/when...)	Beginning/Middle/End Describe the scene - what happens? How does it start? End?	Plot How does this episode propel the action? How is it important to the conflict(s)?	Characters What does this episode reveal about the characters (what they say/do, how they respond)?	Theme How does this episode explore a key issue or reveal the author's position/le related to this issue?
Title:		Author:		
Summary: What is true about ESSENTIAL EPISODES in Realistic Contemporary Fiction?				

PLOT: DIALOGUE ANALYSIS — CORE TEXT

Essential Question:

<i>Romiette and Julio by Sharon Draper</i>	The Actual Text Write (copy) down the dialogue (verbal and non-verbal, as included in the text).	Analysis
Mark Up the Text Write on the text, using different colors, different codes, etc., to indicate where: <ul style="list-style-type: none"> • a character says what he means • says one thing while inferring something else • says one thing out loud while his/her body language says something else • lies by omission • lies 	Look at page _____ from your text	Inferences What was really “said”? What can you infer that was communicated but not directly stated? How? Why does this matter?
		Plot Locate this scene in time and space - what came before and what happens next? How does what is said here advance the plot?
		Characters What does this dialogue show about each character? What do you learn about their thoughts, feelings, motivations, or background?
		Theme How does this dialogue explore a key issue or reveal the author’s position/lesson related to this issue?
		Effect on the Reader How does this dialogue create tension or another tone/mood?

PLOT: DIALOGUE ANALYSIS — CORE TEXT

Title: Author:	The Actual Text Write (copy) down the dialogue (verbal and non-verbal, as included in the text).	Analysis
Mark Up the Text Write on the text, using different colors, different codes, etc., to indicate where: <ul style="list-style-type: none"> • a character says what's/he means • says one thing while inferring something else • says one thing out loud while his/her body language says something else • lies by omission • lies 		Inferences What was really "said"? What can you infer that was communicated but not directly stated? How? Why? What is the matter?
		Plot Locate this scene in time and space - what came before and what happens next? How does what is said here advance the plot?
		Characters What does this dialogue show about each character? What do you learn about their thoughts, feelings, motivations, or background?
		Theme How does this dialogue explore a key issue or reveal the author's position/lesson related to this issue?
		Effect on the Reader How does this dialogue create tension or another tone/mood?




Summary: What is true about DIALOGUE in Realistic Contemporary Fiction?

CONSTRUCTED RESPONSE THREE: GENRE DEFINITION





Prompt: What is the MOST ESSENTIAL literary element of the Realistic Contemporary Fiction GENRE? Use an example from a core text and an independent text you have read through this unit.

REMEMBER: This must be SPECIFIC to the REALISTIC CONTEMPORARY FICTION GENRE. Protagonist because he solves the conflict is not going to work because that is true of most genres. What makes REALISTIC CONTEMPORARY FICTION unique? What MUST BE TRUE of a text for it to fall under the RCF genre?






Characters

-  Protagonist because he _____.
-  Antagonist because he _____.
-  Supporting Characters because they _____.

Setting

-  Physical setting because it _____.
-  Temporal setting because it _____.
-  Social setting culture because it _____.
-  Social setting power because _____.

Plot

-  Exposition because _____.
-  Rising action because _____.
-  Climax because it _____.
-  Resolution because it _____.
-  Plot because _____.

Are there any others you can think of?

CONSTRUCTED RESPONSE THREE: GENRE DEFINITION

Prompt: What is the **MOST ESSENTIAL** literary element of the **REALISTIC CONTEMPORARY FICTION GENRE**? Use an example *Romiette and Julio* by Sharon Draper and an independent text you have read through this unit.

Literary Element that is most essential and Why:

Topic Sentence 1: (INTRODUCE Text and how the literary element is most defining in Realistic Contemporary Fiction – One Sentence)

EXAMPLE #1: (INTRODUCE QUOTE AND PROVIDE A CITATION AT THE END.)

Reasoning: EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT _____ is most important to the Realistic Contemporary Fiction Genre

Topic Sentence 2: (Transition, introduce second text and how the literary element is the most defining to Realistic Contemporary Fiction – One Sentence)

EXAMPLE #2: (INTRODUCE QUOTE AND PROVIDE A CITATION AT THE END)

Reasoning: EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT _____ is most important to the Realistic Contemporary Fiction Genre

CONCLUDING SENTENCE:

Characters in Mystery

The most defining literary element in mystery is the characters because the protagonist tries to solve the mystery. In the story “The Adventure of the Speckled Band” by Arthur Conan Doyle the protagonist, Sherlock Holmes, tries to solve the mystery. Sherlock says, “With the result of driving it through the ventilator” (Doyle 18). Sherlock Holmes solves the mystery, he discovers that Julia Stoner was bitten by a snake, which makes him the protagonist.

In addition, in the book *The Greek Who Stole Christmas* by Anthony Horowitz, the main character, Jake Hammill, tries to solve the mystery. Jake says, “He was lucky he had me. I solved the crimes, Tim got the credit” about his brother Tim (Horowitz 4). Jake Hammill is actually the one who solves the crimes, but his brother is just covering up for him because he is not old enough. Tim was working on a case and the woman he was helping received a note that says, “Dear Minerva, You are a monster. I cannot forgive you for what you did in Tropoje last summer. How could you do that? I will never forget it and very soon I am going to kill you”(Horowitz 22). Tim had no idea who wrote the letter or how to help Minerva. Jake asked her questions and figured out that one of her fans wrote this letter in revenge of canceling one of her shows in Europe.

The protagonists, Sherlock Holmes and Jake Hammill, both try to solve the mystery proving that characters are the most important literary element.

**don't forget works
cited entries on a
separate page*

CONSTRUCTED RESPONSE ONE: GENRE DEFINITION -- 30 POINTS

What is the most defining literary element in the realistic contemporary fiction? Why? Use evidence from multiple texts support your answer.

3 points - Claim- Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

3 points - Topic Sentence - Includes the title of the core text, author, and the most defining literary element you chose.

3 points - Evidence (Data) - FROM *Romiette and Julio*: Supply sufficient relevant evidence from credible sources to fairly and thorough develop the claim. **YOU MUST USE PROPER CITATIONS - "Direct Quote from your novel" (Last Name Page #).**

3 points - Reasoning- Use valid reasoning to explain how the evidence leads to the claim. How does your evidence show that your choice is the most defining literary element in mystery?

3 points - Topic Sentence - Includes the title of the independent text, author, and the most defining literary element you chose.

3 points - 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" (Last Name Page #).**

3 points - Reasoning- Use valid reasoning to explain how the evidence leads to the claim. How does your evidence show that your choice is the most defining literary element in mystery?

3 points - 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**).

3 points - Use correct grammar, spelling, and punctuation.

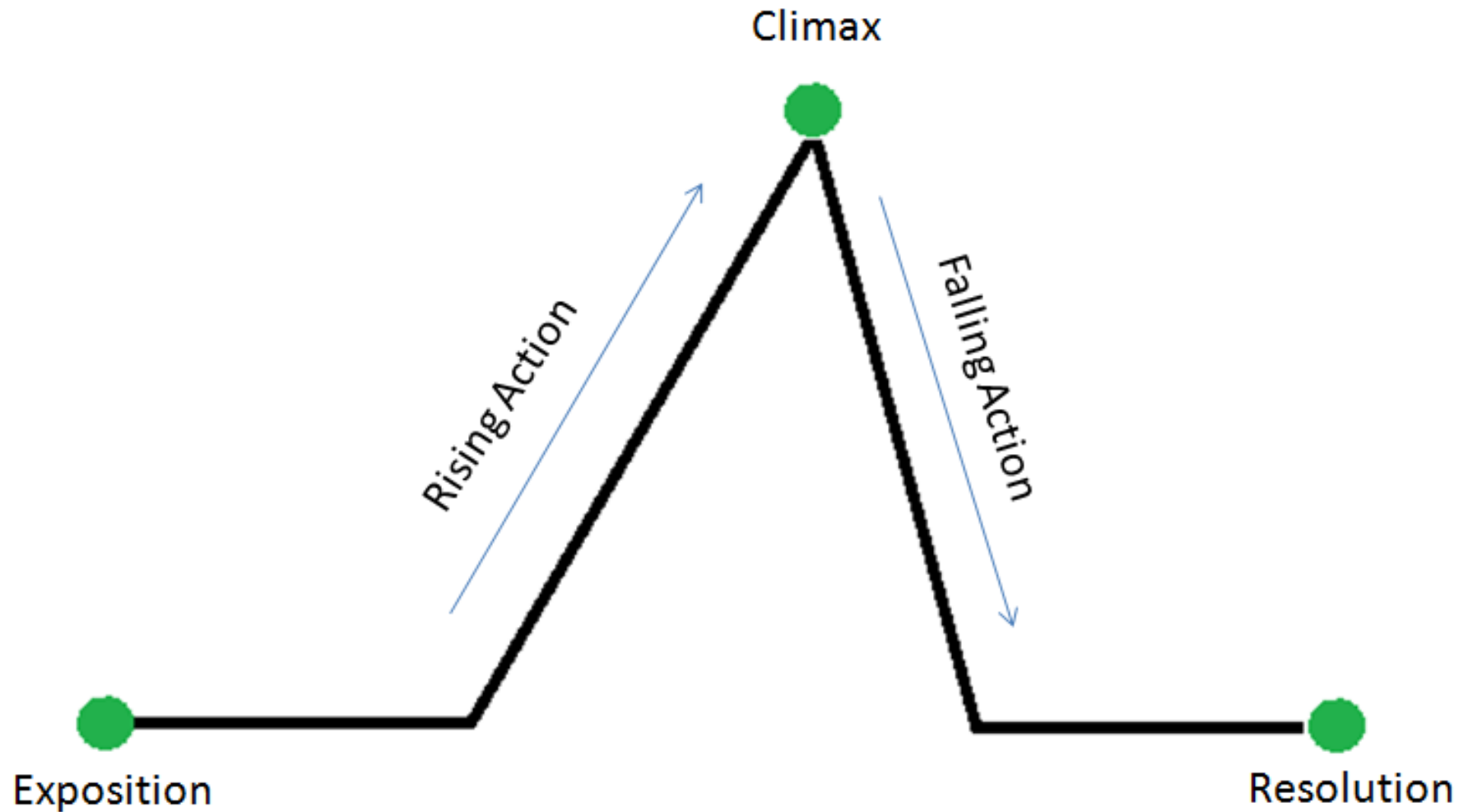
3 points - Works Cited - Please include the works cited entry for each of your texts. This should be cited correctly. Works Cited should be centered and not underlined or bold.

____/30

PLOT: CONFLICT / RESOLUTION — CREATIVE WRITING

Conflict (vs.)	Side/Position 1 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Side/Position 2 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Resolution Is this conflict resolved? How and why?	Result/Impact How is this conflict important to the plot? To the central characters?	Analysis What issues might the author be exploring through this conflict? What themes might s/he be teaching? What makes you think that?

PLOT TRIANGLE — CREATIVE WRITING



CREATIVE WRITING - HOW DO WE BEGIN?

Using your brainstorming from pages 35-37, 49-51, and 62-63, along with the examples on pages 65-67, write two possible story starters for your Realistic Contemporary Fiction creative writing.

[illegible]

Writing Hooks

You can begin your writing with:
description of the character

Examples:

Her long, golden hair followed as her lean body leaped through the air. Her white smile and big, brown eyes twinkled as she returned to the ground.

A tall, muscular man walked in the doorway; his red hair, freckles and thick mustache stood out for sure.

Writing Hooks

You can begin your writing with:
descriptive words (adjectives)

Examples:

Dark clouds, rain and rumbling noises fill the night sky... all signs of a storm.

Salty sweat dripped down my red face as I darted across the soccer field.

The loud, blaring music definitely meant there was a celebration nearby!

Writing Hooks

You can begin your writing with:
a question to ponder/wonder

Examples:

What would our school be like if we did not have a principal or rules?

Have you ever wondered what life would be like if we did not have light?

Have you ever been to a sleepover before? I have!

Writing Hooks

You can begin your writing with:
internal monologue (thinking)

Examples:

We drove along a long, winding road. *Where are we going?*, I wondered.

I sat in my chair and thought, *when is this boring movie going to end?!?*

It's so cold in here! I shivered and went looking for my blanket.

Writing Hooks

You can begin your writing with:
dialogue (speaking)

Examples:

"Ready, set, go!" we heard, and we all took off running as fast as we could!

My mom yelled, "Turn off the lights; it's time for bed!" "Awww man," I replied.

"I can't believe the spelling bee is finally here," I whispered anxiously to Lee.

Writing Hooks

You can begin your writing with:
description of the setting

Examples:

Powerful waves crashed along the shore as the sunset showed its orange face.

Rows and rows of unoccupied seats filled the dark movie theater.

The cool, blue-green water glistened in the sun. It is the perfect day to swim.

Writing Hooks

You can begin your writing with:
intense moments
(suspense)

Examples:

The roller coaster slowly inched up the tracks to the top... soon we will drop!

I crept slowly down the dark hallway following the strange sound...

With only one minute remaining in the game, the score was now tied!

Writing Hooks

You can begin your writing with:
action words
(verbs)

Examples:

I quickly jumped out of bed, ran down the stairs and looked for my gifts!

Up and down- I bounced on the diving board until I finally took a dive.

Bees swarmed around my head! I kept swatting at them to leave me alone!

Writing Hooks

You can begin your writing with:
strong feelings or emotions

Examples:

It is heartbreaking to know there are so many homeless people in the world.

I could barely sleep last night! I am thrilled that my birthday is finally here!

Our world is very polluted and we should do our part to keep it clean.

Writing Hooks

You can begin your writing with:
an onomatopoeia
(sound words)

Examples:

Ding-dong! I ran to open the door and greet my grandma and grandpa!

Buzz-buzz-buzz! I could hear the pesky fly but catching it was another story!

Gulp, gulp, gulp! A tall glass of water or milk is very good for your body!

Writing Hooks

You can begin your writing with:
repetitive words
or phrases

Examples:

Yes, yes, yes! I finally came in first at my track meet!

"Please mom, please mom, please mom, I really want to go home!" I begged.

La, la, la, la, la. I did not want to hear anything my brother was telling me.

Writing Hooks

You can begin your writing with:
a list

Examples:

Eggs, milk, sugar, flour... I was ready for my baking day with grandma.

Dog, cat, fish? I entered the pet store wondering what we would take home!

Math, reading, history, writing and science... school is a place to learn.

Writing Hooks

You can begin your writing with:
**a flashback
(memory)**

Examples:

I've only been fishing once, but it was one of the best times of my life!

Last spring, I planted seeds and now they are fruits! Gardening is my hobby.

When I was six, I learned how to ride a bike. Now, I ride it almost every day!

Writing Hooks

You can begin your writing with:
**an opinion or
advice**

Examples:

Florida, by far, has the best beaches!

It is better to give than to receive.

I would say the greatest season, out of all seasons, is spring!

To stay healthy, you should exercise more and play video games less.

Writing Hooks

You can begin your writing with:
**a personal
experience**

Examples:

As a child, I loved playing with bugs. That sparked my interest in science!

I read every day for one month, and now reading is my favorite thing to do!

I never learned how to play the piano, so I started teaching myself last year!

Writing Hooks

You can begin your writing with:
a definition

Examples:

Termites are very small, yet powerful, insects that feast on wood.

Africa, the world's second-largest continent, is home to the Nile River.

A piccolo is a half-size flute and a member of the woodwind family.

Writing Hooks

You can begin your writing with:
**a dilemma
(problem)**

Examples:

My choices: go to my friend's party or go to the zoo. I didn't know what to do.

Play football or play basketball... I had to make a decision soon.

More and more of our resources are being wasted by human beings.

Writing Hooks

You can begin your writing with:
**figurative
language**

Examples:

I was so hungry I could eat a cow! I wondered when the picnic would begin.

I tip-toed as quiet as a mouse... on the count of three, we will yell "surprise"!

My sister said ice skating was a piece of cake- boy was she wrong!

THEMES FOR TWO TEXTS - AESOP'S FABLES

Essential Question:

		Text 1 Title: "The Lion and the Mouse" Author: Aesop	Text 2 Title: "The Hare and the Tortoise" Author: Aesop	Commonalities/ Differences
List the key details of the story	Characters			
	Setting			
	Plot			
	Theme			
Claim: What statement can you make about the themes of these two stories? (The same, the same except, different because...)				

THEMES FOR TWO TEXTS

Essential Question:

		Text 1 Title: <i>Romiette and Julio</i> Author: Sharon Draper	Text 2 Title: Author	Commonalities/ Differences
List the key details of the story	Characters			
	Setting			
	Plot			
	Theme			
Summary: What similar themes do you find in your texts? Circle the literary elements/ Add to your notes as to what develops the theme.				

COMPARATIVE ANALYSIS ESSAY PREWRITE

Prompt: Make a claim based on a central theme you have discovered between *Romiette and Julio* by Sharon Draper and another Realistic Contemporary Fiction novel you have read independently.

Your claim (use the notes from page 66 to write a one sentence answer to the above prompt):

Please Do Now: Switch your claim with a partner. Have your partner check:

- ☐ What theme is being addressed?
- ☐ Is the title of each text included? Is it italicized?
- ☐ Is the author of each text included?
- ☐ What literary element is used from the core text?
- ☐ What literary element is used from the independent novel?
- ☐ What literary element do both novels use successfully?

Topic sentence – Body Paragraph 1 – Address core text, theme, and literary element

Evidence to back up topic sentence 1 (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

Topic sentence – Body Paragraph 2 – Address independent text, theme, and literary element

Evidence to back up topic sentence 2 (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

Topic Sentence – Body Paragraph 3 – Address both texts, theme, and literary element

Evidence to back up topic sentence 3 – Core text (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

Evidence to back up topic sentence 3 – Independent text (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

INTRODUCTIONS =HOOK, BACKGROUND INFORMATION, THESIS

Writing a Developed and Detailed Introduction

You know your introduction needs a clear claim/thesis statement. But what else do you put in the paragraph? To answer that question, think about the purpose of an introduction:

- Introduce your topic
- Create interest
- Provide necessary background information
- Identify your main idea
- Preview the rest of your essay

Your thesis statement will identify your main idea and preview the rest of your essay. Remember that this should be one sentence. You will place your thesis at the end of your introduction paragraph. You can use the other sentences in your introduction to introduce your topic, create interest, and provide necessary background information.

Types of Hooks:

- **ANECDOTE** An anecdote is a short story. It can be a story about your own experience or someone else's experience. Use an anecdote to make a point.
 - Example: The other morning, Danny—who just got his license last month—was driving to school. Danny's cell phone started beeping and he checked the incoming text message, dropping the toast he was eating and nearly driving off the road in the process.
- **QUOTE** A quote, or quotation, is a passage that you use in your own writing that was originally written or spoken by someone else. You indicate a quote by putting quotation marks around it and acknowledging its source.
 - Example: "We were always together, but not as much after she got her license," Gayle Bell says. "If I could bring her back I'd lasso the moon." Bell's 16-year-old daughter, Jessie, rolled her car into a ditch and died in 2003.
- **DROP YOUR READER INTO A SCENE** Use sensory details to describe a scene, giving your reader an immediate sense of time and place.
 - Example: A video about defensive driving drones from the TV at the front of the darkened classroom. It's warm, and several of the teenagers have drifted off to sleep. Others quietly text their friends, their cell phones glowing between their cupped hands.
- **SURPRISING FACT** A surprising fact is an interesting piece of information that your readers aren't likely to know. It's a statement that will make your readers say, "Really?"
 - Example: The rate of crashes for 16-year-old drivers is almost 10 times the rate for older drivers.
- **RHETORICAL QUESTION** A rhetorical question is a statement in the form of a question. You ask a rhetorical question to make a point, not to get an answer. **THIS QUESTION SHOULD NOT BE IN SECOND PERSON – AKA: Do NOT use YOU!!**
 - Example: What's more important: Driving at the age of sixteen or saving lives?

The background information should connect your hook to the thesis/claim. This might mean further explanation on terminology, an introduction to the genre in this case, or maybe come background information on the texts you will discuss.

Now you try:

Hook:

Background Information/ Bridge: Connect the hook to the thesis statement.

Conclusions

Your conclusion should consist of three pieces

- 1. Restate the thesis in new words**
- 2. Connect back to the hook (brings your paper full circle)**
- 3. Answer the SO WHAT? Question - why is this topic beneficial to all people?**

Restate the thesis in new words:

Relate back to the hook:

So what? Why is this topic important?

COMPARATIVE ANALYSIS ESSAY RUBRIC/SELF EDIT

Prompt: Make a claim based on a central theme you have discovered between the core text we have read in class and another Mystery novel you have read independently.

Possible points:	Criteria:	Your point
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?	
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?	
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?	
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?	
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.	

Total points: _____/ 60

REALISTIC FICTION UNIT: CREATIVE WRITING

Essential Question:

Throughout the unit, you have made generalizations about what makes a text Realistic Contemporary Fiction. Go back through your packet and use your Constructed Response 3 – Genre Definition – to determine three elements of Realistic Contemporary Fiction you will use in your creative writing.

Then, use your brainstorming on pages 35-37, 49-51, and 62-64, to write a two-page excerpt that would fit into the Realistic Contemporary Fiction genre.

Choose from one of the following options (or create one of your own):

- Write an exposition for your story that uses descriptive language to describe setting and establish at least one character.
- Write a narrative from the point of view of your protagonist describing their internal conflict
- Write a narrative from the point of view of your antagonist describing the conflict with the protagonist
- Write a two pages of your story that highlighting the climax of your plot and uses dialogue between two characters

Include no fewer than three of the following elements in your writing: (highlight these)

- | | | |
|-------------------|----------------|-------------|
| • Simile | • Allusion | • Hyperbole |
| • Metaphor | • Onomatopoeia | • Imagery |
| • Personification | • Alliteration | |

The theme must be clear in your story (written at the end of the story) and reflected in your title.

RUBRIC:

Three elements of Realistic Contemporary Fiction – 15 points

Two pages – 5 points

Figurative Language – 6 points

Grammar and Mechanics – 5 points

Story reflects theme, it is written at the bottom of story, and title conveys theme – 4 points

Total: ____/31

CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?

CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?

CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?

CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?

CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?