Hook in, and hang on to the

Adventure Genre Lab

English 10



If found, please return to:

Teacher: \_\_\_\_\_

Period:

Student:

Literary Elements in Adventure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core:**  Title:  Author: | **Independent:**  Title:  Author: | **Others:**  Examples of other texts in this genre (from class discussion) | **Generalizations:** |
| Setting  • Physical  • Temporal  • Culture/Society  • Mind of the Protagonist  (Narrator) |  |  |  |  |
| Characters  • Protagonist  • Antagonist  • Supporting Characters (side-kick, mentor/advisor, minor characters) |  |  |  |  |
| Plot  • Central Conflict  • Resolution  • Rising Action  • Falling Action  • Subplot |  |  |  |  |
| Definition of Adventure Write a definition of this genre from your work above |  | | | |

Citation Tracker

Use this chart to track citations from our core text and your independent novel to be used in your constructed responses. Be sure to use proper parenthetical citations for each – Ex: “You can never tell who the mountain will allow or not allow” (Smith 133).

|  |  |  |
| --- | --- | --- |
|  | Core Text | Independent |
| Setting  • Physical  • Temporal  • Culture/Society  • Mind of the Protagonist  (Narrator) |  |  |
| Characters  • Protagonist  • Antagonist  • Supporting Characters (side-kick, mentor/advisor, minor characters) |  |  |
| Plot  • Central Conflict  • Resolution  • Rising Action  • Falling Action  • Subplot |  |  |

Vocabulary: Unit one

**Directions:** Look up the part of speech and definition of each word. This is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your vocabulary quiz will be on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
| Word | Part of Speech | Definition |
| Pinnacle |  |  |
| Expedition |  |  |
| Plateau |  |  |
| Crampon |  |  |
| Summit |  |  |
| Endeavor |  |  |
| Probation |  |  |
| Prosecutor |  |  |
| Arraignment |  |  |
| Interrogate |  |  |

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. Blend your citation properly. 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:**

The social setting of the book *A President’s War* by Eric Goszyk is the most important literary element because it creates a society in which the poor are at a disadvantage and do not have basic necessities. When the main character, Joanne, goes to the outdoor market, she is told, “Get away from here you migrant!” (Goszyk 14). Joanne is unable to get food for her family which puts her at a disadvantage and leads her to a life of crime.

**REMEMBER**: You may not use the pronouns “you” or “I’ in this response unless it is part of your quote. You must introduce your quotes with an introductory phrase or clause.

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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.

Example:

The character Joanne in the book *A President’s War* by Eric Goszyk is the most important character because she is the protagonist and the other characters rely on her for guidance. When she is put into jail, the other characters feel “lost and dismayed by Joanne’s imprisonment. They didn’t have enough food to last them much longer” (Goszyk 28). Joanne’s family is dependent on her for food and also that they seem lost without her. Because she is in prison, they have difficulty moving forward and this leads to the conflict.

**REMEMBER:** You may not use the pronouns “you” or “I’ in this response unless it is part of your quote. You must introduce your quotes with an introductory phrase or clause.

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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:

The most important event in the book *A President’s War* by Eric Goszyk is when the main character, Joanne, meets Rachel in jail. When Joanne meets Rachel, she is stunned by Rachel’s plan to escape: “The plan was crazy, but Joanne was desperate” (Goszyk 36). Joanne is desperate to escape because she needs to feed her family but also that she is thinking differently about the justice system since she’s willing to break the law to escape. This change in Joanne, combined with Rachel’s influence, is what causes her later to start a revolution against the government, which is the central conflict in the story.

**REMEMBER:** You may not use the pronouns “you” or “I’ in this response unless it is part of your quote. You must introduce your quotes with an introductory phrase or clause.

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Vocabulary: Unit TWO

**Directions:** Look up the part of speech and definition of each word. This is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your vocabulary quiz will be on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
| Word | Part of Speech | Definition |
| Audacious |  |  |
| Amplify |  |  |
| Precarious |  |  |
| Quiver |  |  |
| Acclimatization |  |  |
| Altitude |  |  |
| Adversity |  |  |
| Treacherous |  |  |
| Descend |  |  |
| Ascend |  |  |

Statement of Theme

**Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Character(s)** | | | | | | **Plot** |
| Protagonist | | Antagonist | | Other Characters | | Central Conflict/Problem  Resolution  Subplots (reinforce, clarify or complicate) |
| **Setting** | | | | | |
| Physical | Social/Cultural | | Political/Economic | | Historic |

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

Statement of theme

**Text: \_\_\_\_Independent Novel\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Character(s)** | | | | | | **Plot** |
| Protagonist | | Antagonist | | Other Characters | | Central Conflict/Problem  Resolution  Subplots (reinforce, clarify or complicate) |
| **Setting** | | | | | |
| Physical | Social/Cultural | | Political/Economic | | Historic |

|  |  |
| --- | --- |
| **Theme(s)**  What **lessons/messages/points/**themes/morals can you infer from these literary elements? | **1.**  **2.**  **3.** |

HOMEWORK: THEME WRITING PROMPT

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

**Prompt:** What is the theme of 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:

The theme of the book *A President’s War* by Eric Goszyk is when people feel controlled, they will rebel. When Joanne realizes that the government controls all aspects of her life and she has no voice, she decides to rally those closest to her to begin a revolt. She tells her sister Rachel, “We have to do something bigger than they’d imagine. We have to get control back and stop them from taking over our lives. We have lost everything, including the will to live. We must take our lives back” (Goszyk 58). Joanne is desperate to gain control back; she is a character with talents, opinions, individual thought, and creativity who feels the basic need to express herself and not be controlled by others.

**REMEMBER:** You may not use the pronouns “you” or “I’ in this response unless it is part of your quote. You must introduce your quotes with an introductory phrase or clause.

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Character Study: *Peak*

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**   * Age /Gender * Race/Ethnicity * Nationality * Class |  |  |  |
| **Background**   * Family * Personal History * Culture * Community |  |  |  |
| **Personality**   * Tastes * Way s/he talks/ Dialect * Thoughts/Feelings/Fears |  |  |  |
| **Physical Appearance** |  |  |  |
| **Actions**   * Verbal * Physical |  |  |  |
| **Motivations**   * What does the character fear? Want? Need? Why? |  |  |  |
|  |  | | |

Character Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**   * Age /Gender * Race/Ethnicity * Nationality * Class |  |  |  |
| **Background**   * Family * Personal History * Culture * Community |  |  |  |
| **Personality**   * Tastes * Way s/he talks/ Dialect * Thoughts/Feelings/Fears |  |  |  |
| **Physical Appearance** |  |  |  |
| **Actions**   * Verbal * Physical |  |  |  |
| **Motivations**   * What does the character fear? Want? Need? Why? |  |  |  |
|  |  | | |

Character Study: Core Text - *Peak*

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**   * Age /Gender * Race/Ethnicity * Nationality * Class |  |  |  |
| **Background**   * Family * Personal History * Culture * Community |  |  |  |
| **Personality**   * Tastes * Way s/he talks/ Dialect * Thoughts/Feelings/Fears |  |  |  |
| **Physical Appearance** |  |  |  |
| **Actions**   * Verbal * Physical |  |  |  |
| **Motivations**   * What does the character fear? Want? Need? Why? |  |  |  |
|  |

Character Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**   * Age /Gender * Race/Ethnicity * Nationality * Class |  |  |  |
| **Background**   * Family * Personal History * Culture * Community |  |  |  |
| **Personality**   * Tastes * Way s/he talks/ Dialect * Thoughts/Feelings/Fears |  |  |  |
| **Physical Appearance** |  |  |  |
| **Actions**   * Verbal * Physical |  |  |  |
| **Motivations**   * What does the character fear? Want? Need? Why? |  |  |  |

Character Study: Core 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**   * Age /Gender * Race/Ethnicity * Nationality * Class |  |  |  |
| **Background**   * Family * Personal History * Culture * Community |  |  |  |
| **Personality**   * Tastes * Way s/he talks/ Dialect * Thoughts/Feelings/Fears |  |  |  |
| **Physical Appearance** |  |  |  |
| **Actions**   * Verbal * Physical |  |  |  |
| **Motivations**   * What does the character fear? Want? Need? Why? |  |  |  |

Character Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**   * Age /Gender * Race/Ethnicity * Nationality * Class |  |  |  |
| **Background**   * Family * Personal History * Culture * Community |  |  |  |
| **Personality**   * Tastes * Way s/he talks/ Dialect * Thoughts/Feelings/Fears |  |  |  |
| **Physical Appearance** |  |  |  |
| **Actions**   * Verbal * Physical |  |  |  |
| **Motivations**   * What does the character fear? Want? Need? Why? |  |  |  |

Constructed Response One: Character & Theme

Prompt: What is a central theme in the core text? How does the author use **characters** to develop this theme?

Theme of Core Text

|  |
| --- |
|  |

CHARACTER WHO DEVELOPS THIS THEME: TYPE OF CHARACTER:

|  |  |
| --- | --- |
|  |  |

WHY DOES THIS CHARACTER DEVELOP THIS THEME?

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

CONCLUDING SENTENCE:

|  |
| --- |
|  |

Constructed Response One: Character & Theme

Prompt: What is a central theme in the core text? How does the author use **characters** to develop this theme?

3 points – **Topic** **Sentence**: Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. This should include the title, the author, and the character.

3 points – **Transition** – “For example,” provide a brief summary of events leading up to the example, etc.

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

3 points – **Reasoning**: Use valid reasoning to explain how the evidence leads to the claim.

3 points – **Transition** – “For example,” provide a brief summary of the events leading up to the example, etc.

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

3 points – **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim.

3 points – **Conclusion:** Provide a concluding statement or section that follows from and supports the argument presented (**This is why \_\_\_ leads to 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)

\_\_\_\_\_\_/27

Vocabulary: Unit THREE

**Directions:** Look up the part of speech and definition of each word. This is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your vocabulary quiz will be on\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
| Word | Part of Speech | Definition |
| Sherpa |  |  |
| Frail |  |  |
| Fatigue |  |  |
| Rustic |  |  |
| Dismantle |  |  |
| Endorsement |  |  |
| Sojourn |  |  |
| Intrepid |  |  |
| Poignant |  |  |
| Trudge |  |  |

PHYSICAL SETTING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
| Independent Text: | | | | |
|  |  |  |  |  |
|  |  |  |  |  |

Social Setting: Culture

|  |  |  |  |
| --- | --- | --- | --- |
| Core Text: | **Describe**  What is this aspect of culture like? What are the expectations/rules? | **Quote**  Best description of this aspect. | **Analysis**  How does this aspect shape the characters or convey a theme? |
| **Material Culture**   * Clothes/jewelry * Food * Homes |  |  |  |
| **Social Culture**   * 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?** |  | | |

Social Setting: Culture

|  |  |  |  |
| --- | --- | --- | --- |
| Title:  Author: | **Describe**  What is this aspect of culture like? What are the expectations/rules? | **Quote**  Best description of this aspect. | **Analysis**  How does this aspect shape the characters or convey a theme? |
| **Material Culture**   * Clothes/jewelry * Food * Homes |  |  |  |
| **Social Culture**   * 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?** |  | | |

Social Setting: Power

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Who is officially in charge? How is this determined?**   * age • birth • religion * money • race • political process * gender • ethnicity | **Who actually has power and who doesn’t? How is this determined?**   * age • birth • religion * money • race • political process * gender • ethnicity | **Why does this matter to the text/ theme?** |
| Core Text: |  |  |  |
| Title: Author: |  |  |  |

Constructed Response Two: Setting & Theme

Prompt: What is a central theme in the core text? How does the author use **setting** to develop this theme?

Theme of Core Text:

|  |
| --- |
|  |

ASPECT OF SETTING THAT DEVELOPS THIS THEME: (PHYSICAL SETTING, MATERIAL CULTURE, FAMILY STRUCTURE, GENDER ROLES, POWER DYMANICS)

|  |
| --- |
|  |

WHY DOES THIS SETTING DEVELOP THIS THEME?

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

CONCLUDING SENTENCE:

|  |
| --- |
|  |

Constructed Response Two: SETTING & Theme

Prompt: What is a central theme in the core text? How does the author use **setting** to develop this theme?

3 points – Topic Sentence: Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. This should include the author’s name, title of the text, and the element of setting used.

3 points – Transition – “For example,” provide a brief summary of evens leading up to the example, etc.

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

3 points – **Reasoning**: Use valid reasoning to explain how the evidence leads to the claim.

3 points – Transition – “For example,” provide a brief summary of evens leading up to the example, etc.

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

3 points – **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim.

3 points – **Conclusion:** Provide a concluding statement or section that follows from and supports the argument presented **(This is why \_\_\_ is leads to 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)

\_\_\_\_\_\_/27

Vocabulary: Unit FOUR

**Directions:** Look up the part of speech and definition of each word. This is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your vocabulary quiz will be on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
| Word | Part of Speech | Definition |
| Peril |  |  |
| Persevere |  |  |
| Triumphant |  |  |
| Quarantined |  |  |
| Tethered |  |  |
| Calamity |  |  |
| Hinder |  |  |
| Impede |  |  |
| Rival |  |  |
| Trepidation |  |  |

Factual Basis for literary Elements

|  |  |  |
| --- | --- | --- |
| **Literary Element**  **Based On Fact** | **What is based on fact?** | **What facts did I find to support my thinking?** |
|  |  |  |
|  |  |  |

Factual Basis for literary Elements

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Fill out at least two lines with evidence to support. Be sure to cite your evidence from the nonfiction.

|  |  |  |
| --- | --- | --- |
| **Literary Element**  **Based On Fact** | **What is based on fact?** | **What facts did I find to support my thinking?** |
| **Character** |  |  |
| **Setting** |  |  |
| **Plot** |  |  |
| Other |  |  |

Plot: Conflict/Resolution

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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? |
| Core Text: | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Title: Author:** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Plot: Essential Episodes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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/ lesson related to this issue? |
| Core Text: | | | | |
|  |  |  |  |  |
| **Title: Author:** | | | | |
|  |  |  |  |  |

Plot: Dialogue Analysis

|  |  |  |
| --- | --- | --- |
| Core Text | **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:   * 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 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

|  |  |  |
| --- | --- | --- |
| Independent Novel | **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:   * 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 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? |
|  |

Constructed Response Three: Plot

**How does the literary element plot develop theme in adventure? Why? Use evidence from multiple texts to support your answer.**

3 points – Topic Sentence– Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. Includes the title of the text(s), author, and the most defining literary element you chose.

3 points – Transition – “For example,” provide a brief summary of events leading up to the example, etc.

3 points – Evidence (Data) – **FROM Core Text -** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. Blend the quotation properly and 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 adventure?

3 points – Transition – “For example,” provide a brief summary of events leading up to the example, etc.

3 points – Evidence (Data) – **FROM *Self-Selected Novel*** *-* Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. Blend the quotation properly and 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 adventure?

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 Points

Constructed Response Three: Plot

Outline some ideas here:

**How does the literary element plot develop theme in adventure? Use evidence from multiple texts to support your answer.**

**We are going to write the first part of the constructed response together for the core text.**

Constructed Response Four: Genre Definition

**What is the most defining literary element in the adventure genre? Why? Use evidence from multiple texts to support your answer.**

3 points – Topic Sentence– Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. Includes the title of the text(s), author, and the most defining literary element you chose.

3 points – Transition – “For example,” provide a brief summary of events leading up to the example, etc.

3 points – Evidence (Data) – **FROM Core Text -** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. Blend the quotation properly and 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 adventure?

3 points – Transition – “For example,” provide a brief summary of events leading up to the example, etc.

3 points – Evidence (Data) – **FROM *Self-Selected Novel*** *-* Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. Blend the quotation properly and 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 adventure?

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 Points

Constructed Response Four: Genre Definition

Outline some ideas here:

**What is the most defining literary element in the** adventure **genre: characters, setting, plot? Why? Use evidence from multiple texts to support your answer.**

**We are going to write the first part of the constructed response together for the core text.**

Themes for Two Texts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Text 1**  **Title:**  **Author:** | **Text 2**  **Title:**  **Author** | **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…) |  | | | |

Comparative Analysis Essay Prewrite

**Prompt:** Make a claim based on a central theme you have discovered between the Core text and another Adventure novel you have read independently. How do the authors use literary elements to develop the theme?

**Your claim:**

**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?

d

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:

**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 classand another Adventure novel you have read independently.

|  |  |  |
| --- | --- | --- |
| 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? |  |
| 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 60 |  |  |

Adventure Unit: Creative Writing

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

• Write a one-page exposition for your story that uses descriptive language to describe setting and establish at least one character.

• Write a one-page narrative from the point of view of your protagonist describing their internal conflict

• Write a one-page narrative from the point of view of your antagonist describing the conflict with the protagonist

• Write a one page of your story that highlighting the climax of your plot and uses dialogue between two characters

Include at least three of the following elements in your writing:

• Simile

• Metaphor

• Personification

• Allusion

• Alliteration

You MUST include a clear theme and a title that reflects your theme!

RUBRIC:

|  |  |
| --- | --- |
| One page | /5 |
| Three Literary Elements | /6 |
| Clear Theme | /2 |
| Title Reflects Theme | /2 |
| Total | /15 |

Citation Tracker: Core Text

|  |  |  |  |
| --- | --- | --- | --- |
| Title and Author: | MLA Citation | | |
| Theme | | | |
| Evidence to support the theme | | Page # | What literary element is this? |
|  | |  |  |
|  | |  |  |
|  | |  |  |

Citation Tracker: Core Text

|  |  |  |  |
| --- | --- | --- | --- |
| Title and Author: | MLA Citation | | |
| Theme | | | |
| Evidence to support the theme | | Page # | What literary element is this? |
|  | |  |  |
|  | |  |  |
|  | |  |  |

Citation Tracker: Core Text

|  |  |  |  |
| --- | --- | --- | --- |
| Title and Author: | MLA Citation | | |
| Theme | | | |
| Evidence to support the theme | | Page # | What literary element is this? |
|  | |  |  |
|  | |  |  |
|  | |  |  |

Citation Tracker: Core Text

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Constructed Response FOUR: plot & Theme

Prompt: What is a central theme in the core text, *Peak*? How does the author use **plot** to develop this theme?

2 points – Topic Sentence: Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. This should include the author’s name, title of the text, and the element of setting used.

1.5 points – Transition – “For example,” provide a brief summary of evens leading up to the example, etc.

2 points – **Evidence**– **FROM the Core Text:**Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. Blend properly. **YOU MUST USE PROPER CITATIONS** – Dancer says, “Direct quote from the short story goes here” (Smith 11).

1.5 points – **Reasoning**: Use valid reasoning to explain how the evidence leads to the claim.

1.5 points – Transition – “For example,” provide a brief summary of evens leading up to the example, etc.

2 points – **Evidence**– **FROM the Core Text***:* Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. Blend properly. **YOU MUST USE PROPER CITATIONS** – Amon says, “Direct quote from the short story goes here” (Smith 11).

1.5 points – **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim.

1.5 points – **Conclusion:** Provide a concluding statement or section that follows from and supports the argument presented **(This is why \_\_\_ is leads to the theme DOES NOT COUNT).**

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