**Reading with Theme in Mind**

You have read *Cooking Time* and *The Wretched and the Beautiful*. You may choose to compare/contrast any of these three stories and/or the one poem in order to write your essay. Before break, we read the short story- *The Last Curiosity* and the poem *Time Capsule on the Dead Planet.* Use this sheet to take notes that will help you organize and outline your ideas for your essay. Choose which two you will write about and write their titles below. After you finish taking notes and outlining your ideas, you will find instructions below for flash drafting your essay.

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| Stories or poem you have chosen |  |  |
| Theme:* Big Ideas and topics shown throughout the story
 |  |  |
| Characters:* Character Traits and Feelings
* Relationships
 |  |  |
| Plot:* Conflict
* Resolution or not
 |  |  |
| Point of View:* Whose Perspectives do we see/

Understand?Whose perspective do we not see?(perspective: a particular attitude toward or way of regarding something; a point of view.) |  |  |
| Author’s craft that relates to theme |  |  |
| Other thoughts that you have that don’t necessarily fit into any category |  |  |

Then…

Flash Draft your Thematic Essay

Your task will be to flash draft an essay. You will choose two of the stories/poems we have read to compare and contrast themes. This a reminder you may choose *Cooking Time, The Wretched and the Beautiful, Time Capsule Found on the Dead Planet, or The Last Curiosity*. If you would like to write about other texts-please see me. You will choose one of two foci…

Choose one task

* Use key ideas and details to support analysis of what the text says explicitly and draw inferences from the text, to determine multiple themes or central ideas of a text and how they develop over the course of the text, to objectively summarize the text, and to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. (CCSS.ELA-LITERACY.RL.11-12.1, 11-12.2, 11-12.3)
* Focus on craft and structure to determine the meaning of words and phrases as they are used in the text and how they affect theme and tone, to analyze how an author's choices concerning how to structure specific parts of a text contribute to meaning and impact, and to analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text form what is really meant. (CCSS.ELA-LITERACY.RL.11-12.4, 11-12.5, 11-12.6)

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| Write an essay analyzing how the events, author’s craft, and characters in each text contribute to the development of each text’s theme. Be sure to use evidence from both texts in your essay.Remember you have a folder of tools to help you to write this essay- a [folder full of tools](https://drive.google.com/drive/folders/15PWmwayEnLs-hpgwTvHWZy-duJARk_ky?usp=share_link) This essay should contain at least four paragraphs* An introductory paragraph
* Several body paragraphs
* Conclusion paragraph
* There are examples of essays, paragraphs etc. in the folder of tools above.

Please think about these questions-:* What do these stories have in common?
* What big ideas/thematic topics do they both share? What do you learn about those big ideas/thematic topics?
* What happens throughout the story that showcases that theme in each story?
* How do the character’s actions and interactions display the theme?
* How does the authors’ writing (craft) help contribute to each story’s theme?

Please write your essay here or attach a link here- |
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If you run out of space, you may use another sheet of paper. When you are done with your written response, please complete the checklist and questions on the next page.

**Student Checklist/Self-assessment**

PROFICIENT: Did I try to discuss:

* I read to think, talk, and write to discuss a theme. The theme is…

• developed across the whole text

• important to the whole story

• complex or nuanced – it’s not simple or obvious

• developed across many characters’ different perspectives

* I can find many examples of characters’ different

perspectives as evidence to support my ideas about the

theme.

* My evidence makes sense. It supports my analysis of a

theme and helps me show the theme’s importance to the

story.

ADVANCED: I can do everything listed above AND:

* I talk about the theme in interesting and more

sophisticated ways. This might mean:

• I may find parts that not everyone would see as connected to my idea, but that really do connect.

• I may talk about how the craft moves the author makes help develop the complexity of the theme.

• I may discuss how the theme reflects the perspectives of different groups in the real world.

Based on what I checked off of the checklist, I expect to receive a \_\_\_\_\_\_\_ (1-4) on this pre-assessment. Explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **This is for me- but I believe it is always helpful to see the rubric you will be graded on before turning in your essay.****Determining complex/nuanced themes through character, plot, and craft analysis** |