

The Tragedy of Romeo and Juliet- Regents Task and 9th Grade Writing Assignment

Part Three on the New York State English Regents presents you with a literary reading passage and then asks you to identify a central idea and a literary element or technique that develops this idea. In preparation for this task and to assess your understanding of the play thus far, you will complete the following:

Write a paragraph that shows how Shakespeare uses **characterization** to develop how Romeo and Juliet's desires, concerns, and fears change throughout their interactions with each other during the balcony scene.

Guidelines:

Be sure to:

- Use strong and thorough evidence from the text to support your analysis (ICED quotes and analysis)
- Organize your ideas in a cohesive and coherent manner (Use transitions between examples)
- Maintain a formal style of writing (No slang or personal pronouns in literature-based writing)
- Follow the conventions of standard written English (Edit work for grammar and sentence structure)

*****Use the evidence on your completed chart to complete the assignment.**

Name: _____
English 9R-Romeo and Juliet

Pre Writing: Mid Unit Writing Assessment

Text Selection	Identify Who is Speaking	Identify the Desire, Concern, or Fear Being Expressed
O, that I were... ...,that cheek! (2.2.24-25)		
O, be some other name!... ...smell as sweet. (2.2.42-44)		
If they do see... (2.2.70)		
My life were... ...of thy love. (2.2.77-78)		
Therefore pardon me... ...to light love (2.2.104-105)		
Too like lightning... ...Sweet, good night. (1.1.119-120)		
And yet I... (2.2.132)		
O blessed... ...but a dream. (2.2.139-140)		