

**Thursday, 03-26-15**

**9th Grade Literature & Composition B.**

# CCGPS Standards:

from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

**ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**ELACC9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**ELACC9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

**ELACC9-10RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**ELACC9-10RL10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Extra Credit Opportunity

If your parent/guardian emails me at : [swanson.joye@mail.fcboe.org](mailto:swanson.joye@mail.fcboe.org) (or signs your progress report & you return) it by **this Thursday, 03/26/15**, stating that he/she has seen your **9 ½ week progress report *and* current gradebook**, I will award you with a few extra credit points.

**In the email, please have your parent/guardian state the following:**

- 1) Student's first and last name (preferably in the "Subject Line"),
- 2) which class period he/she is in, and
- 3) that you have seen the student's progress report *and* current gradebook & ***state what those grades are.***

# Important Dates:

- Vocabulary quiz #3 SAT List 15 (only) next Friday, 04/03/15
- Expect pop quizzes over *TKAM* anytime!

# Agenda: Thursday, 03-26-15

- Finish copying SAT Vocabulary list 15.
- Extra credit is due by tonight!
- Scottsboro questions/answers = half credit today only
- Assign novels; don't lose or abuse them! Begin reading & discussing Chapter 1. Finish Chapter 1. ***Bring novels to class daily.***
- Link to online text on website
- Distribute packets.

# Character Map



