Tuesday, 04-14-15

9th Grade Literature & Composition B.

CCGPS Standards:

ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly 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

- In Chapter 2, Scout states, "Until I feared losing it, I never loved to read. One does not love breathing" (Lee ?). How is this true? **Answer in a few sentences.**

Important Dates:

- Expect pop quizzes over *TKAM* anytime!

Agenda: Tuesday, 04-14-15

- Narrative 1 = half credit today only
- Work on TKAM review Part One. **Due: TBA**
- *Classwork/Homework: **Read Chapter 12.***

End of Course Test (EOC)

- **selected response** (AKA multiple choice)
- **constructed response** (Partial credit may be awarded.)
- For American Literature and Composition, the student will respond to a **narrative prompt based on a passage the student has read**, and the response will be scored according to the Writing/Language domain. Partial credit may be awarded.
- An **extended constructed-response** item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item does.
- The **extended writing-response** items require the student to **produce an argument or develop an informative or explanatory response**.

End of Course Milestone

EXAMPLE NARRATIVE (STORY) PROMPT:

Explain what makes the relationship between Claude and Ralph complicated. Support your answer with details from the text.

Willa Cather wrote the story using third person point of view. How would the excerpt be different if Ralph were narrating? *Rewrite the beginning of the story from Ralph's perspective.*

Genre: Narrative (story)

EXEMPLARY: The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.

• Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters
• Creates a smooth progression of events
• Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters
 • Uses a variety of techniques consistently to sequence events that build on one another
 • Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively
• Has very few or no errors in usage and/or conventions that interfere with meaning*

TKAM: Narrative Practice 2

- Choose a particularly striking scene from Chapters 1-9 of *To Kill A Mockingbird* involving one or more characters.

- **Rewrite the *same* scene from the *other/another* character's perspective.** Describe the setting (time + place), thoughts, feelings, interactions, dialogue, and anything else that will make this scene believable. . . Is it staying true to the character? Does it sound like Harper Lee's version of the character stylistically?

Narrative:

- Situation/conflict
- Character development
- Chronological order
- dialogue/description
- transitions
- grammatically correct
- solid conclusion
- realistic and can't contradict the story

Character Map

Tom Robinson (a kind, black man on trial for his life)

Mayella Ewell (a 19-year-old considered to be "white trash") — accuses him of rape → Tom Robinson

Bob Ewell (father of Mayella; a lazy, abusive drunkard) — father of → Mayella Ewell

Boo Radley (the Finches' reclusive neighbor)

Atticus Finch (a widowed attorney who is raising his two children, Jem and Scout)

Scout (Jean Louise) Finch (the story's young protagonist)

Jem Finch (a young man who looks after his sister)

defends Tom in court

depends on Atticus for his defense and protection

makes him look foolish in court

vows revenge on Atticus

attempts to kill Scout

kills

breaks Jem's arm

saves from Bob Ewell's attack

escorts home after he saves Jem's life

father and role model

older brother

younger sister

father and role model