

**Thursday, 05-07-15**

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

**CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.LA-LITERACY.SL.11-12.1.A** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-LITERACY.SL.11-12.1.B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.1.C** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-LITERACY.SL.11-12.1.D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## **Bell Ringer: Thursday, 05-07-15**

*TKAM*: Chapters 30-31

1. Ultimately, who was probably responsible for the death of Bob Ewell? Do you think it was fair for sheriff Heck Tate to handle the situation the way he did?
2. What is the significance of the book Atticus reads to Scout at the end of the novel? Who does the character reflect?

# Important/Upcoming Dates:

- Fishbowl discussion: **Wednesday, 05/06-Friday, 05/08**
- *TKAM* Part II Review guide **Due: Tuesday, 5/12**
- *TKAM* test: **Wednesday, 5/13**
- Final Essay (over *TKAM*): **Thursday, 5/14-Friday, 5/15**
- **Make up any *missing* quizzes/tests by next week!**

## Agenda: Thursday, 05-07-15 (1st period)

- *1st week of milestones (2 weeks total):*
- Review rules for an effective fishbowl.
- outer circle questions
- Begin fishbowl discussion (2 day discussion).
- Exam study guide. . .
- Return *TKAM* novels ASAP!

## Agenda: Thursday, 05-07-15 (7th period)

- *1st week of milestones (2 weeks total):*
- Review rules for an effective fishbowl.
- outer circle questions
- Begin fishbowl discussion (2 day discussion).
- Exam study guide...
- Return *TKAM* novels ASAP!

# 1st Period Fishbowl Circles:

## Circle 1:

Tolu  
Brandon  
Dierra  
Ariell  
Mariah  
Jourdan H.  
Kendal  
Breanna  
Miranda  
Aubree  
Robert  
Ares  
DQ  
Kaiya  
Brian  
Stephon

## Circle 2:

Leylah  
Ladee  
Alfred  
Jordyn F.  
Whitney  
Jocelyn  
Diego  
Mark  
Teyha  
Taryn  
Tania  
Karlen  
Sophie  
Jake  
Uriah

# 5th Period Fishbowl Circles:

## Circle 1:

Deryan  
Kelechi  
Spencer  
Lindsey  
Daniele  
Samantha  
Demarco  
Sean  
Ciara  
Grace  
Braydon  
Robby  
Preson

## Circle 2:

Lauren  
Kaylin  
Jabari  
Jacquia  
Rheanna  
Christian  
Rikkelle  
Desmond  
Garandon  
Jewell  
Zion  
Michael  
Carson



# 7th Period Fishbowl Circles:

## Circle 1:

Jalil  
Jocelyn  
Edward  
Oliver  
Kyra  
Caitlin  
Deyon  
Jarred  
Keandra  
Ishmael  
Tia  
Shamar  
Laura  
Nia  
Sedrick

## Circle 2:

Davarian  
Alyssa  
Xzavier  
Trinity  
Tyrica  
Sara  
Nigil  
Vashti  
Antonio  
Adam  
James  
John  
Zach  
Nate  
Catherine

# Character Map



