

Thursday, 1-29-15

9th Grade Literature & Composition B.

A series of horizontal stripes in various colors (yellow, green, blue, purple, orange, red, white, green) spanning the width of the image at the bottom.

Bell Ringer: Thursday, 1-29-15

a. i like the jeans that leanne bought at wanamakers warehouse with the embroidered cuffs

b. will you be reeding the raven the poem by edgar allan poe in your english Class this semester

Corrected:

- a. I like the jeans with the embroidered cuffs that Leanne bought at Wanamaker's Warehouse.
- b. Will you be reading "The Raven", the poem by Edgar Allan Poe, in your English class this semester?

Agenda: Thursday, 1-29-15

Standards: 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.

ELACC9-10RI2: Determine a central idea of a text and analyze 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.

ELACC9-10W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

d. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Agenda: Thursday, 1-29-15

- **Revise paragraphs & revision statements. Due: tomorrow, Friday, 1/30**
- Continue reading & discussing Act III of *R&J*.
- Expect pop quizzes anytime!
- Who do you blame for the deaths of Mercutio and Tybalt? Why?

1st: Act III: 1055 (beginning of Scene 3) -

5th: Act III: 1055 (beginning of Scene 3) -

7th: Act III: 1056 (line 9) -

Paragraph structure:

Think of this as a thesis + a body paragraph.

- T.A.G + main idea you're discussing in this paragraph (i.e. marriage, a quote that sums up Act I, the importance of a particular character).
- Address the prompt fully, and prove it with evidence.
- Mini-concluding statement

Paragraph Revision

- DUE: TOMORROW, FRIDAY, 1/30
- Go through the checklist *yourself*, **point by point**, and make the necessary changes.
- You may make the revisions on the back of your paper entitled “Paragraph Revisions” or staple a new sheet to it and submit both tomorrow.
- Also provide *a few sentences* stating *five or more* things you plan to improve next time.

Personal Checklist

- ❑ T.A.G.?
- ❑ third person? (*he, she, Romeo, they, it etc. **NOT** “you”, “me”, “I think” . . .*)
- ❑ present tense? . . . *Romeo **loves** Juliet and **pursues** a marriage with her.*
- ❑ action verbs? (not too many linking verbs)
- ❑ formal tone (not slang/informal language)
- ❑ textual evidence/proof?
- ❑ Introduce quote, “quote” (Shakespeare lines 20-21).
- ❑ *Mini-concluding statement*

Prompts Reminder:

Choose one of the following prompts and write a paragraph (7-9 sentences) in response:

1. Explain the different attitudes and opinions about marriage in Act I of Romeo and Juliet. Consider Paris, Capulet, Lady Capulet, Juliet, and the Nurse. Be sure to use quotes from the play to support your answer.
1. Choose one quote from Act I that you think characterizes the action and emotion of the whole scene. In a well developed paragraph, explain why this quote is important, and how it represents the whole scene.
1. Choose either the Nurse's speech in Act I Scene 3, or Mercutio's Queen Mab speech in act 1 scene 4, and rewrite it in your own words. Then, in a paragraph, explain what the speech says about the character who delivers it.