

Friday, 1-30-15

9th Grade Literature & Composition B.



Bell Ringer: Friday, 1-30-15

Literary Devices Review: Find an example of each of the following literary devices in Romeo & Juliet.

- a. metaphor
- b. oxymoron
- c. personification
- d. pun

Think: How do these devices add to the quality of the play; why would Shakespeare use literary devices in his writing?

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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.

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- **Revise paragraphs & revision statements. Due: today to the tray**
- **Staple the *new* sheet on top of your *old* sheet!**
- **Test over Act I-III Wednesday, 2/4/15**
- Pop Quiz #2
- Continue reading & discussing Act III of *R&J*.
- Pep rally schedule. . .

1st: Act III: 1055 (beginning of Scene 4) -

5th: Act III: 1055 (beginning of Scene 4) -

7th: Act III: (beginning of Scene 4)

Romeo & Juliet: Pop Quiz #2

*1 sheet

*pencil or blue/black pen

first & last name

Swanson

1-30-15

period

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: TODAY, 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.