

The slide features a solid blue background. On the left and right edges, there are decorative geometric patterns composed of overlapping chevron and arrow shapes in yellow, magenta, and light blue. The text is centered in the upper half of the slide.

Thursday, 02-05-15

9th Grade Literature &
Composition B.

Standards:

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.

Bell Ringer: Thursday, 02-05-15

- a. it says here on the bottle label that the baddest reaction to this here medicine would be drowsiness so your alright
- b. at the beginning of class ms kenney took attendance assigns new work and homework was checked

Corrected:

5th & 7th periods only:

- a. The bottle label says that the worst reaction to this medicine would be drowsiness, so you're all right.
- b. At the beginning of class, Ms. Kenney took attendance, assigned new work, and checked the homework.

Agenda: Thursday, 02-05-15

- Quiz make-up? You have 5 days to make it up, then it becomes a *zero*.
- 1st: Test over Act I-III today
- severe weather drill around 9:00 a.m.
- 1st: Watch Act III-IV.
- 5th & 7th: Watch Act III-IV.
- Fishbowl discussion questions...

Unit Test 1: *Romeo & Juliet*

Scantron:

Name: first & last

Subject: Romeo & Juliet Test 1

Date: 02-05-15

Hour: class period

*pencil & one sheet of paper (cover sheet)