

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

Friday, 02-06-15

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: Friday, 02-06-15

None today :)



Agenda: Friday, 02-06-15

- Quiz make-up? Today is the last day to make it up, or it's a *zero*.
- Watch Acts III-IV.
- Fishbowl discussion questions next week...
- Begin research next week.
- Write a paragraph.

Paragraph Topic:

Due: Monday, 02/09/15

- In one paragraph (7-9 sentences) answer the following prompt:
- Use details from Act III of *Romeo & Juliet* to show that sometimes actions motivated by love can have negative consequences.

Writing Reminders:

Think of this as a thesis + a body paragraph.

- T.A.G + main idea you're discussing in this paragraph (i.e. the topic).
- Address the prompt fully, and prove it with *evidence*.
- Provide a “mini-concluding statement”.

Personal Writing 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).
- effective transitions (*however, additionally, therefore, etc.*)
- *Mini-concluding statement that wraps up paragraph*