

**Thursday, 03-19-
15**

9th Grade Literature & Composition B.

Important Dates:

- Vocabulary practice due to the tray
- Act IV & V *Romeo & Juliet* test was Friday; make it up within 5 days (in the morning).
- Vocabulary quiz #2 lists 13 & 14 this Friday, 3/20

Extra Credit Opportunity

If your parent/guardian emails me at : swanson.joye@mail.fcboe.org by next Thursday, 03/26/15, stating that he/she has seen your **9 ½ week progress report and current gradebook**, I will award you with a few extra credit points.

In the email, please have your parent/guardian state the following:

- 1) Student's first and last name (preferably in the "Subject Line"),
- 2) which class period he/she is in, and
- 3) that you have seen the student's progress report *and* current gradebook **& state what those grades are.**

CCGPS Standards:

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.

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).

Bell Ringer: Thursday, 03-19-15

None today

Agenda: Thursday, 03-19-15

- “Anticipation guide paragraphs” = half credit today only
- Vocabulary practice due to the tray
- Create a new Google Doc, and share it with me:
swanson.joye@mail.fcboe.org
- Copy & paste the TKAM webquest into the document, and complete the webquest.
- 5th only: Finish copying background notes for *TKAM* tomorrow.

Paragraph Response:

Think of this as a thesis + a body paragraph.

- The main idea you're discussing in this paragraph (without using first person "I think. . . I believe" .
- Address the prompt fully, and prove it with evidence.
- Mini-concluding statement

Checklist:

- ❑ third person? (*someone, a person they, it etc. **NOT** “you”, “me”, “I think”...*)
- ❑ present tense? ... *If a person commits a crime, he/she.*
..
- ❑ action verbs? (*not too many linking verbs*)
- ❑ formal tone (*not slang/informal language*)
- ❑ textual evidence/proof?
- ❑ Mini-concluding statement

Vocabulary Sentences:

No credit: I feel melancholy.

Why not?

Credit: I feel melancholy seeing how today is September eleventh, knowing this was such a tragic day thirteen years ago today.

Why?