

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 main text is centered in the upper half of the slide.

**Tuesday, 04-28-15**

9th Grade Literature &  
Composition B.

# CCGPS Standards:

**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).

**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.

**ELACC9-10RL3:** 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.

**ELACC9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

**ELACC9-10RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**ELACC9-10RL10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

Restroom? Water?

Go now...

**5th Period: 12:00-3:45**

B lunch: 12:28-12: 58

# Bell Ringer: Tuesday, 04-28-15

## Chapter 23:

1. How do Atticus' (pg. 295) and Aunt Alexandra's (301) definitions differ when describing a person as "trash"?
2. Does prejudice solely exist between different races, or is it deeper than that?
3. Respond to this quote; "If there's just one kind of folks, why can't they get along with each other? If they're all alike, why do they go out of their way to despise each other?" (Lee 304).

# Important Dates:

- Expect pop quizzes over *TKAM* anytime!
- Make up *TKAM* Quiz #2 within 5 days.
- Fishbowl discussion: next Wednesday, 5/6 - Friday, 5/8
- *TKAM* Test TBA
- In class essay TBA

# Agenda: Tuesday, 04-28-15

***-Turn in student request forms if you still have them.***

- *1st week of milestones (2 weeks total)*
- 5th Period: 12:00-3:45
- **Classwork/homework: Read Chapters 25-26 of *TKAM* in class. Read Chapters 27-28 for homework (by Friday).**
- **Work on fishbowl questions.**
- **Work on *TKAM* Part II Review guide.**
- Begin viewing *TKAM* film.
- **BRING STUFF TO WORK ON THIS WEEK & NEXT; DO NOT COME UNPREPARED.**

# Character Map



