

**Wednesday, 05-06-15**

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

## **Bell Ringer: Wednesday, 05-06-15**

*TKAM*: Chapters 30-31

1. Ultimately, who was probably responsible for the death of Bob Ewell? Do you think it was fair for sheriff Heck Tate to handle the situation the way he did?
1. What is the significance of the book Atticus reads to Scout at the end of the novel? Who does the character reflect?

# Important/Upcoming Dates:

- Fishbowl discussion: **Wednesday, 05/06-Friday, 05/08** \***Change for 5<sup>th</sup> period only: Fishbowl Friday & Monday**
- *TKAM* Part II Review guide **Due: Tuesday, 5/12**
- *TKAM* test: **Wednesday, 5/13**
- Final Essay (over *TKAM*): **Thursday, 5/14-Friday, 5/15**

# Agenda: Wednesday, 05-06-15

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

- *1st week of milestones (2 weeks total):*
- *TKAM: Pop Quiz #3*
- Fishbowl questions **Due: today**
- **Begin the fishbowl discussion today.**
- Finish film Tuesday.

# **TKAM Quiz #3**

TKAM Quiz #3

First & last name

05-06-15

Class period

# Character Map



