

Friday, 05-08-15

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

[CCSS.ELA-LITERACY.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.LA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Bell Ringer: Friday, 05-08-15 (5th & 7th periods only)

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-**Monday, 5/11.**
***Change for 5th 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**
- **Make up any *missing* quizzes/tests by next week!**

Agenda: Friday, 05-08-15 (1st & 7th periods)

- *Today* is the “line in the sand” for exam exemption eligibility. *Circle 1 in inner circle first
- Review rules for an effective fishbowl.
- Distribute outer circle questions.
- Begin fishbowl discussion (2 day discussion).
- Exam study guide posted to website. . .
- Return *TKAM* novels ASAP!
- Monday: Work on Part II review guides.

Agenda: Friday, 05-08-15 (5th period)

- *Today* is the “line in the sand” for exam exemption eligibility.
- Review rules for an effective fishbowl.
- Distribute outer circle questions.
- Begin fishbowl discussion (2 day discussion/Finish Monday).
- Exam study guide posted to website. . .
- Return *TKAM* novels ASAP!

1st Period Fishbowl Circles:

Circle 1:

Tolu
Brandon
Dierra
Ariell
Mariah
Jourdan H.
Kendal
Breanna
Miranda
Aubree
Robert
Ares
DQ
Kaiya
Brian
Stephon

Circle 2:

Leylah
Ladee
Alfred
Jordyn F.
Whitney
Jocelyn
Diego
Mark
Teyha
Taryn
Tania
Karlen
Sophie
Jake
Uriah

5th Period Fishbowl Circles:

Circle 1:

Deryan
Kelechi
Spencer
Lindsey
Daniele
Samantha
Demarco
Sean
Ciara
Grace
Braydon
Robby
Preson

Circle 2:

Lauren
Kaylin
Jabari
Jacquia
Rheanna
Christian
Rikkelle
Desmond
Garandon
Jewell
Zion
Michael
Carson

7th Period Fishbowl Circles:

Circle 1:

Jalil
Jocelyn
Edwarde
Oliver
Kyra
Caitlin
Deyon
Jarred
Keandra
Ishmael
Tia
Shamar
Laura
Nia
Sedrick

Circle 2:

Davarian
Alyssa
Xzavier
Trinity
Tyrica
Sara
Nigil
Vashti
Antonio
Adam
James
John
Zach
Nate
Catherine

Character Map



