

# Wednesday, 1-28-15

9th Grade Literature & Composition B.

A series of horizontal stripes in various colors (yellow, green, blue, purple, orange, red, white, green) spanning the width of the slide.

## Bell Ringer: Wednesday, 1-28-15

a. i was to have took the biggest of the too boxes of equipment but i forget and left them siting on the floor

b. have the speaker phone rang that loud before or, did your sister turn up the volume too here it in her bedroom

# Corrected:

- a. I was to have taken the bigger of the two boxes of equipment, but I forgot and left it sitting on the floor.
- b. Has the speaker phone rung that loudly before, or did your sister turn up the volume to hear it in her bedroom?

# Agenda: Wednesday, 1-28-15

**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.

# Agenda: Wednesday, 1-28-15

- Turn in paragraphs for half credit today only.
- Editing tomorrow...
- Continue reading & discussing Act III of *R&J*.
- Expect pop quizzes anytime!
- Fishbowl discussion coming up soon!
- Fire drill end of 5<sup>th</sup> period
- Who do you blame for the deaths of Mercutio and Tybalt? Why?

1st: Act III: 1050 (line 190) -1055 (beginning of Scene 3)

5th: Act III: 1048 (line 130) -1055 (beginning of Scene 3)

7th: Act III: 1051 (line 190) -1056 (line 9)