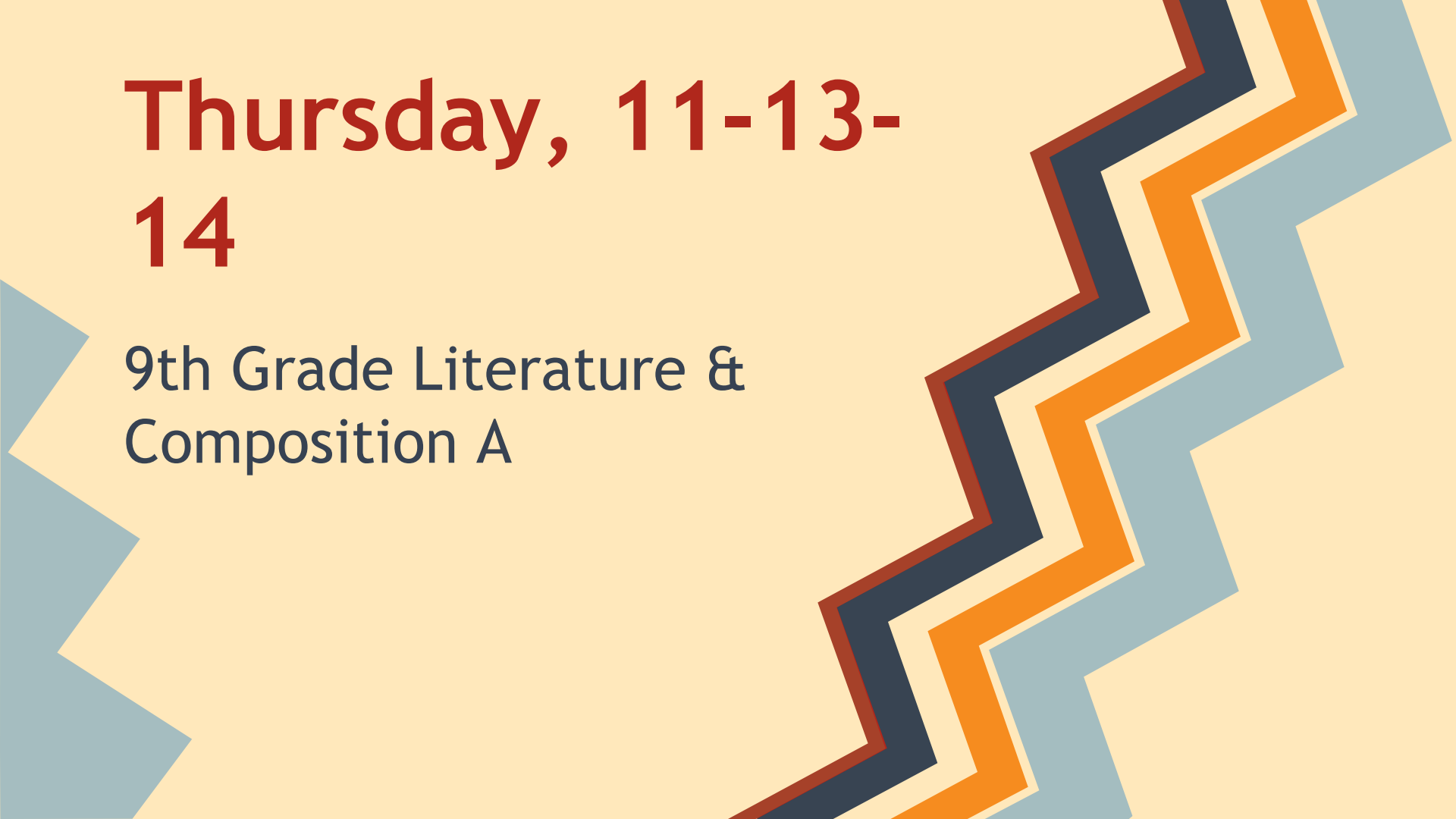


# Thursday, 11-13- 14

9th Grade Literature &  
Composition A



# Bell Ringer, Thursday, 11-13-14

Review. . . (*Hint: You've seen these ideas before*).

- 1) What is the difference between *figurative* language & *literal* language? Why does an author use figurative language?
- 2) What is the difference between indirect and direct characterization?
- 3) What makes up the *setting* of a story?

# Upcoming Dates:

**New:** 13 ½ week progress reports due next Friday, 11/21 for extra credit.

- If your parent/guardian emails me at: [swanson.joye@mail.fcboe.org](mailto:swanson.joye@mail.fcboe.org) stating he/she has seen your **13 ½ week progress report** *and* your current **gradebook**, you will receive some extra credit.

## **Friday, 11/21**

Rough drafts due *if you would like feedback*.

## **Monday, 12/1**

Rough drafts are due *if you do not want feedback*.

\*10 point deduction per day they're late/edited

## **Tuesday, 12/2 & Wednesday, 12/3**

Fishbowl discussion

## **Monday, 12/5**

*Fahrenheit 451* test today

## **Wednesday, 12/10**

Final drafts due by the end of class

\*10 point deduction per day they're late/edited

## **Thursday, 12/11**

Vocabulary test: Lists 1-10 today

# Agenda:

**ELACC-11-12SL3:** Evaluate text (characters, words, emphasis etc.)

**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.

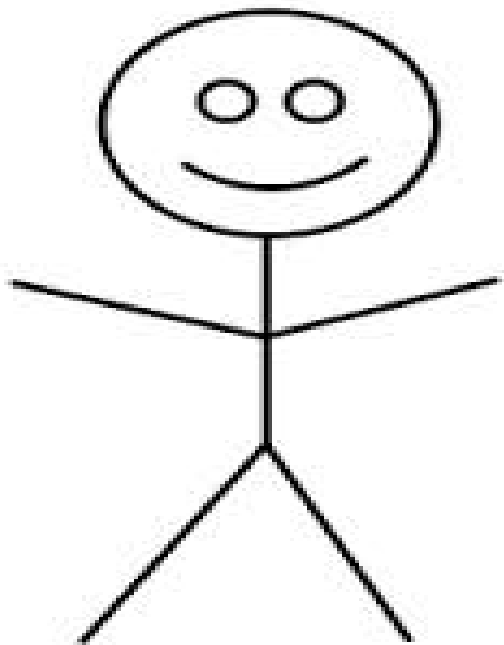
**EQ('s):** What would the world be like without books? What are some of the important themes in the text? What commentary is Bradbury saying about society?

- ❖ **BRING NOVELS TO CLASS DAILY.**
- ❖ Discuss tone, mood, figurative language, and characterization. Take notes/discuss.
- ❖ Mood & tone: <https://drive.google.com/drive/#my-drive>
- ❖ Continue reading & discussing *Fahrenheit 451*.
- ❖ Continue working on “Study Guide Questions for *Fahrenheit 451*” (green packets).
- ❖ Continue working on documented sentence outlines...
- ❖ Media center morning/lunch passes?

# Tone

vs.

# Mood



# Classwork/Homework:

- **Complete pg. 25: “Standards Focus: Setting, Tone, and Mood” Due: tomorrow, Friday, 11/14**  
**\*Do you own work for credit!**
- Keep up with reading schedule. Expect pop quiz(zes)!

TODAY/TONIGHT: *Fahrenheit 451*: pp. 91-110 Stop at the end of Part Two.



- Continue working on documented sentence outlines.
- Continue researching scholarly secondary sources (Galenet, Galileo, and print sources only)

# Tomorrow/Friday:

- What is the difference between “tone” and “mood”
- Figurative language & the *effects* of it
- Indirect vs. direct characterization