

Eng 11 OEU4 Mod A Daily Notes/Lesson Plans (15 Days)

Green Highlight: **Writing**

Blue Highlight: **Literary terms & Language**

Yellow Highlight: **Research and Class routines/expectations**

Pink Highlight: **Speaking and Listening**

Orange Highlight: **Reading**

Inquiry Module Overview

In this inquiry module, students read memoirs or biographies, written with embedded research (i.e. fictionalized memoirs/biography), and analyze how author's choices about format, craft, structure, and language shape meaning. The learning in this module extends to Module B where students conduct research and embed it within an original narrative that focuses on a person of the student's choosing, making deliberate decisions about craft, format, structure, and language.

Essential Questions:

1. How does reading fictionalized memoirs/biographies change my perspective?
2. How do authors of fictionalized memoirs/biographies use research to develop individuals, events, or ideas?

Performance Task:

Students will analyze a novel and chart how the author created meaning through character development, structure, plot, time (manipulation for effect), figurative and connotative language, and keywords or phrases.

Resources:

[Assorted Memoirs/Biographies](#): Students will select book preferences and then be placed in groups.

Honors students will read *A Tale of Two Cities* ([historical notes, reading schedule & rubric](#)), or other classics, depending on their ILP's.

Reader's/Writer's Notebook

[A Tale of Two Cities notes](#)

["They say, I say..." group discussion sheets](#)

[Basic SAR Rubric](#)

Lesson 1/Day 1

1. Teacher explains the performance task and reading expectations (5 Focus Questions).
2. Teacher models (Teacher will use [SEAL Stories excerpt](#)) - [Students use this handout](#)

Name the strategy: **Charting Author's Craft (embedded research): 5 Focus Questions:** [5 Focus Questions Bookmark](#)

1. How did the author use embedded research to develop and relate elements of the story? RL.11-12.3
 - o Story elements: plot, characters, setting, theme, style
2. How did the author structure specific parts of the text for meaning and aesthetics? RL.11-12.5
 - o introduction, afterword, climax or resolution
3. How did the author use figurative and connotative language differently to impact tone and meaning? RL.11-12.4
 - o figurative

- connotative
- 4. How did the author use embedded research to develop complex characters throughout the book? RL.11-12.3
 - comparisons, character history, psychological motivation
- 5. How did the author manipulate time to create mystery, tension, or surprise? RL.11-12.5
 - flashback, flash-forward, pace

State the strategy's purpose: Understand Author's Choices

Explain when it's used: To study writing techniques.

Link prior to new knowledge: Reading strategies (i.e. 8 strategies of Proficient Readers)

Demonstrate: SEAL Stories (sample document)

Warn about common errors: Assuming old reading strategies will meet the expectations.

Assess understanding: Share your topic/question with the class. (Teacher comments.)

3. Select books and read; start exploring one of the 5 Focus Questions. (Hopefully already done.)
 - a. Use your Reader's / Writer's Notebook (AP Reading Journal)
 - b. Note: All homework reading strategies/notes will be done in your Reader's / Writer's Notebook.
4. HW: Read 6,000 words: Answer the most relevant Focus Question, citing details from *this* reading.
 - a. Note: *This week only*, you will read and answer a Focus Question 4 times.

Lesson 2/Day 2

1. Turn in your R/W Notebook
2. Language Work: [Analyze day 2 sentence](#). (5 min)
3. Discuss the reading in your group, focusing on one of the 5 Focus Questions. (20 min) RL.11-12.3
 - a. Cite page numbers
 - b. Add your partners' details to your notes.
4. Write a concise summary (multiple details) of how the author used embedded research FQ#?.
 - a. Reader's / Writer's Notebook
 - b. Practice the 5 Principles of Good Writing.
5. HW: Read 6,000 words: Answer a **new** relevant Focus Question, citing details from *this* reading.

Lesson 2/Day 3

1. Language Work: [Analyze day 3 sentence](#). (5 min)
2. Discuss the reading in your group, focusing on a new Focus Question. (20 min) RL.11-12.3
 - i. Cite page numbers
 - ii. Use your partners' details
3. Language Lesson. (12 min)
 - a. Discuss how syntax (advanced) or punctuation (basic) creates rhythm.
 - i. Students will explain, in their notes, an example from their novel.
 - ii. Practice the 5 Principles of Good Writing.
4. HW: Read 6,000 words: Answer a **new** relevant Focus Question, citing details from *this* reading.

Lesson 2/Day 4

1. Language Work: [Write subordinated sentences](#).
 - a. Students will write sentences with phrases 7-12 (see link above).

- b. [Practice for quiz.](#)
2. Discuss the reading in your group, focusing on one of the 5 Focus Questions. (20 min) **RL.11-12.3**
 - a. Cite page numbers
 - b. Add your partners' details to your notes.
3. Write a concise summary (multiple details) of how the author used embedded research FQ#?.
 - a. Reader's / Writer's Notebook
 - b. Practice the 5 Principles of Good Writing.
4. HW: Read 6,000 words: Answer a **new** relevant Focus Question, citing details from *this* reading.

Lesson 2/Day 5

1. Language Work: [Subordination](#) (honors)
2. Discuss the reading in your group, focusing on a new Focus Question. (20 min) **RL.11-12.3**
 - a. Cite page numbers
 - b. Use your partners' details
3. Write a concise summary (multiple details) of how the author used embedded research to FQ#?
 - a. Practice the 5 Principles of Good Writing.
4. Discuss your realizations with your group.
5. HW: Note: You can only turn in one late homework assignment per week.

Lesson 2/Day 6

1. Language Work: [Analyze a sentence.](#) (8 min)
2. Write, with a partner, one paragraph describing a very famous person, copying the author's style.
 - a. Honors students will write on a famous event, not person.
 - i. Avoid characterization for this activity; focus on setting, style (POV), and **one** theme.
3. HW: Read 6,600 words: Answer the **last** relevant Focus Question, citing details from *this* reading.

Lesson 2/Day 7

1. Language Work: [Analyze a sentence.](#) (8 min) Optional / 2019 Honors: Language Work: [Subordination](#)
2. Research day: 1) Create and name a google doc (Your Name) OEU4ModA Research 2) Research your chosen person depending on your author's techniques.
3. HW: Read 6,000 words; expanding on two+ Focus Questions, using cited details from this reading.

Lesson 2/Day 8

1. Language Work: [Analyze a sentence.](#) (8 min) Optional
2. Discuss the collective reading in your group, focusing on all 5 Focus Questions. (20 min) **RL.11-12.3**
 - a. Cite page numbers
 - b. Use your partners' details
3. Write one paragraph - independently - describing an important event in your person's life, copying the author's use of **language**; see FQ#3. (20 min)
 - a. Review your Focus Questions notes before writing.
4. HW: Read 6,000 words; expanding on two+ Focus Questions, using cited details from this reading.

Lesson 3/Day 9

1. [Q4 Voc Quiz](#) (Ignore if ACT already completed)/Language Work: [Analyze a sentence.](#) (8 min) Optional

2. Write about your person-of-interest while manipulating time (to create mystery, tension, or surprise), copying your model author's style.
3. HW: Read 6,000 words; expanding on two+ Focus Questions, using cited details from this reading.

Lesson 4/Day 10

1. Language Work: [Analyze a sentence](#). (8 min) Optional
2. Remind students about the information on the board.:
3. Informal SAR essay #1. Explain/prove how/that the author used embedded research to effectively develop one complex character throughout the book.
4. HW: If necessary, study for the sentences quiz.

Lesson 5/Day 11:

1. [Informal, in-class essay #1](#).
 - a. [Basic in-class essay Rubric](#)
2. HW: Read 6,600 words; expanding on one / two Focus Questions, using cited details from this reading, and study for the subordinated phrases quiz #2.

Lesson 6/Day 12:

1. "They say, I say..." Group Discussion: **Which Focus Question topic most enhances the writing style?**
 - a. **NOTE: This is a scored discussion - do your best.**
 - b. Students will choose different FQ's (no more than 2 per question per book group)
 - c. 10 minutes to prepare (independently)
 - i. prepare "I say..." planning on a blank sheet of paper (submitted at end of class)
 - d. 15-20 minute discussion
 - e. 5-10 minutes to complete "They Say" notes (independently and silently)
2. HW: Read 6,600 words; expanding on one / two Focus Questions, using cited details from this reading, and study for the subordinated phrases quiz #2.

Lesson 5/Day 13

1. [Informal SAR essay #2](#)
 - a. [Basic SAR Rubric](#)
2. HW: Read 6,600 words; expanding on one / two Focus Questions, using cited details from this reading, and study for the subordinated phrases quiz #2.

Lesson 6/Day 14 -

1. Group Discussion: Discuss the author's style, summarizing the last three weeks of work.
 - a. Create an easy-to-understand list of your author's specific writing techniques.
 - i. find an example, and then create your own example
2. HW: [Review and practice for second subordinated phrases quiz](#).

Lesson 7/Day 15 -

1. [Subordinated phrases quiz #2](#) - 10 minutes
2. Class discussion: Write like your author.
 - a. Use your list.
 - b. Refer to a particular piece of text.
 - i. punctuation
 - ii. syntax
 - iii. diction
 - c. Relax
3. Journal: Write like the author: Create a scene, focusing on your *temporary* well known subject, that exemplifies the author's style.
 - a. Use yesterday's discussion as a guide.
4. HW: None

[Subordinated phrases retake quiz.](#)

State Standards

- **RL.11-12.3**
 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.11-12.4**
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **RL.11-12.5**
 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Teaching Points

- Model how to **analyze how complex characters develop** over the course of a text, interact with other characters, and advance the plot or develop the theme (noticing places where authors embed research into fictional writing)
- Model how to **analyze how an author's choices** concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise
- Model how to determine the **figurative and connotative meanings of words** and phrases as they are used in the text
- Model how to analyze the **cumulative impact of specific word choices** on meaning and tone