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Module 5 - Guided Notes LA2

► How to fill out Guided Notes

Directions- read through each page of the lesson, follow along by page #, and fill out the blank sections.

Use our Google Docs instead of the lesson worksheets for easier use and additional support.

Key:

-Lesson Number

💡 - important reminder, reflection or activity

: important vocabulary

NI-Read along part of the text with an instructor

Will be on the final exam

Will also be on the final for Honors



★ Lesson 5.01- Pondering Poetry

Page 1

Objectives

After completing this lesson, you will be able to:

- paraphrase poetry to comprehend
- use context clues within poetry to better understand a poem's meaning
- identify the characteristics of a sonnet
- identify the characteristics of a villanelle
- analyze the impact of using different poetic forms

Page 1 Poetry

Because poetry is a form of art, it can be many different ways. You and your best friend may read the same poem and come up with two completely different meanings—and that's okay!
The beauty of poetry is that there's no one answer.
Like your favorite song or story, the goal of a poem is to try and a or paint a picture in your mind.
Making and determining meanings is a necessary critical thinking skill. Besides, the reward of tackling a challenging poem and unlocking its secrets will be worth it.
Page 3 / Line, Meter, Rhyme Scheme, Stanza Length
Typically, poems are described as a type of literature written asthat express a thought or emotion using rhythm, rhyme, and figurative language. Some poems include, some don't. Some poems, others Some poems have a, many don't.
Poetry Basics:
A of refers to the words in a of a poem. A line may be a complete sentence with capital letters and punctuation, a portion of a sentence, or a single word.
 Poets may choose certain lengths of lines to end the line on a rhyming word have a certain number of syllables in a line create or disrupt a rhythm emphasize or isolate a word or phrase follow the rules of grammar
<i>Meter</i>
The rhythm of a poem is the or that is created by the stressed and

Read each of the following lines aloud. Do you notice your voice stressing the beat on the "DUM?" \$\(\phi\)(Think of the Jaws theme)
da DUM da DUM da DUM
DUM da DUM da DUM da
da da DUM da da DUM
DUM da da DUM da da
This is meter.
Rhyme Scheme
The rhyme scheme is a pattern created by the at the of a line of poetry. Each line that contains the same (or similar) rhyme is assigned the same letter.
While rhyme isn't a requirement for poetry, it is common. Here's an example of rhyme scheme in action: 1. Roses are red, (A) 2. Violets are blue. (B) 3. I like poems that rhyme; (C) 4. What about you? (B)
The rhyme scheme of this poem is ABCB. This means that the second and fourth lines rhyme. Check this out for more examples!
Stanza Length
Poets also have the freedom to arrange their lines into stanzas. A stanza is a of that divide a poem into Stanzas may be any length and feature any
rhythm the poet chooses. Once the first stanza is established, the rest of the stanzas in a poem usually repeat the same length and style. Some common stanza lengths are
 2 lines = couplet 3 lines = tercet 4 lines = quatrain 5 lines = quintet 6 lines = sestet 7 lines = septet
8 lines = octave

Page 4 PReP a poem, paraphrasing

► Read Along- Page 4 PReP a poem

Fill in the blanks for how to PReP a poem

Poetry Problem-Solving Step	How to Work Through It
Preview the Poem	 Look at the of the poem. What does it mean? Look at the Are there stanzas? Is there a rhyme scheme? Make a of what you think the poem will be about.
Read the Poem	 the poem once through, either silently or aloud. Don't stop at the end of every line; let the guide your reading. Read the poem again. What do you think the poem is likely about? Why? Which words stand out? Which images are created in your mind?
Paraphrase the Poem	 Put the poet's ideas into your This doesn't mean replacing their words with synonyms. Instead, rewrite the ideas in a new way. Maintain the poem's point of view and mood. Use within the poem to help you paraphrase. Remember: when the poem ends, you begin. You'll complete the thoughts the poet began.

Page 4 Petrarchan Sonnet, couplet, Villanelle

Petrarchan Sonnet

- A Petrarchan sonnet contains _____ lines. It begins with an octave (a group of 8 lines) and ends with a sestet (a group of 6 lines).
- Read the first few lines of the poem. Each line is written in iambic pentameter. This means that
 every line consists of five pairs of unstressed (da) and stressed (DUM) syllables. The lines will
 sound like this: da DUM da DUM da DUM da DUM.
- The rhyme scheme for the octave of this sonnet format is ABBA ABBA. There is no set structure for the sestet of a Petrarchan sonnet. Review a few of the more common ones:
 - o ABBA ABBA CDC DCD

- o ABBA ABBA CDE CDE ABBA ABBA CDC DEE
- Petrarchan sonnets introduce a ____ in the octave (the first 8 lines), and the problem in the sestet (the last 6 lines).

Shakespearean Sonnet

- A Shakespearean sonnet contains _____ lines. Sonnets always end with a _____, lines that only rhyme with each other. The couplet gives closure to the poem.
- Read the first few lines of the poem. Each line is written in iambic pentameter. This means that every line consists of five pairs of unstressed (da) and stressed (DUM) syllables. The lines will sound like this: da DUM da DUM da DUM da DUM.
- The rhyme scheme of a Shakespearean sonnet is ABAB CDCD EFEF GG.
- Shakespearean sonnets always contain a shift in attitude, usually around line 9.

Villanelle

- A villanelle contains _____ lines in ____ stanzas: five tercets (groups of three lines) and one quatrain (a group of four lines).
- Read the first few lines of the poem. You may notice a certain rhythm to the syllables. While the meter is not quite iambic pentameter, each line mostly consists of pairs of unstressed (da) and stressed (DUM) syllables. Most lines will sound like this: da DUM da DUM da DUM da DUM da DUM da. Villanelles do not have to follow a strict meter, but commonly contain iambs (a pair of unstressed and stressed syllables) in sets of three to five in each line.
- The rhyme scheme of a villanelle is ABA ABA ABA ABA ABA ABA ABA ABAA.
- throughout the poem. They first appear together in the first stanza, then take turns until they appear together again at the end of the poem.

Assessment time! After you have read and reviewed every page of the lesson, you will complete the guiz and submit it to your Grade Book for 5.01.



★ Lesson 5.02- Shall I Compare Thee Google Doc

Page 1

Objectives

After completing this lesson, you will be able to:

- compare and contrast different poems about the same topic
- identify how figurative language contributes to tone
- analyze poetic form and its influence on meaning and style
- incorporate academic language into writing

Page 2 Figurative Language, Diction, Style, Point of View, Structure, Syntax

Figurative Language Reference Guide-save

Fill in the blanks

Element of Style	Definition	Example		
Diction	The careful and purposeful of to reach a desired effect	connotation, informal, formal academic language, slang		
Figurative language expressing one thing in terms normally meaning		alliteration, allusion, hyperbole, metaphor, onomatopoeia, personification, simile. Review the Figurative Language Reference Guide for specific definitions and examples of each device.		
Point of view	The type of narration used (as in, or 3r-person narration)	first person ("I"), second person ("you"), third person ("they")		
Structure	The way that something is arranged or organized	ballad, free verse, haiku, sonnet, villanelle		
Syntax	The way writers arrange and to create sentences with maximum impact	amount and type of punctuation, lengths of sentences, types of sentences		

Page 3 Mathor's tone

An author's tone is defined as the author's or speaker's _____ toward a subject.

Author's Tone- list a few examples for each:

Positive	Negative	Humorous	Sad	Neutral

Page 5 Com	pare and Contrast	poems: structure.	style, tone.	, purpose, meaning
		podinici otraciare,		parpeos, meaning

In your	own wo	rds, e	explain	each	term	below	on	ways	we	can	compa	re	and	contr	rast
poems															

Structure-

Style-

Tone-

Purpose-

Meaning-

Page 6 Compare, contrast

Make a list of examples for transitions that compare and contrast:

Type of Transition	Examples

Transitions to compare	
Transitions to contrast	

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 5.02 assignment and submit it.

★ Lesson 5.03- Looking into Literature

You will choose the story from our list in the Google Doc. You will use this story for Lessons 5.03, 5.04 and 5.08.

Page 1

Objectives

After completing this lesson, you will be able to:

- identify literary elements within a drama, novel, or short story (setting, characterization, dialogue, stage directions, conflict, and backstory)
- identify the elements of a plot
- identify how the interaction among characters drives the plot forward
- identify how a story's setting influences the plot and characters in a fictional work
- provide quotations from a text to show how literary elements affect the story line

Page 2 Plot Elements- exposition, rising action, climax, falling action, resolution

Expos	ition(s)
In the _	of the, known as the exposition , you are introduced to the
charact which a	ers, including the protagonist , and the setting. The setting is the and in a story's actions unfold. This is when the author gives background information about the ters. The exposition prepares you for the events that are about to take place.
Rising	Action
antagoı	o is the rising action . You become of the the protagonist is facing and the nist that is causing this conflict. The conflict, suspense builds, and the reader begins to ertain mood as the story progresses. The character(s) must respond to the tension that is building
Climax	<u>K</u>
makes	th point of the plot is called the climax . This is the of the story. The protagonist a choice or takes action to the conflict. The climax can be the most exciting part of y, or it can be a calm, quiet life-changing moment for the protagonist.
Falling	g Action
	ately following climax is the falling action . The protagonist experiences the consequences of the point in the climax. The conflict is being and it leads towards the conclusion of the
Resolu	<mark>ution</mark>
	of the story is called the resolution . This brings the story to a close. The conflict is d and the life lesson the protagonist learns becomes clear.
Types	of Characters:
1.	The central character in the story who is faced with a conflict that must be resolved is called the This character is not always the "good guy" or the superhero. They can have flaws and make poor decisions—basically, they can be a regular person.
2.	The is the person or thing that the protagonist must overcome. This character doesn't have to be a bad guy or a villain. The antagonist is simply the conflict, or the cause of the conflict. Sometimes, the antagonist isn't even a person. A shark, a hurricane, and a fear of public speaking could all act as antagonists.

3.	characters are characters who complement the major characters
	Common minor characters fall into categories like the sidekick, the teacher, the
	guide, the comedian, and the person who needs saving.

Page 3 Prama, play, stage directions

Helpful Hints—How to Read a Drama

	, are written in the form of a script used to reading in short stories o	•
1 3.	nay be revealed through the	directions or through ut the characters; the stage
directions and dialogue	e may reveal a character's though	hts. emotions. or behavior.

Page 4

*Read the play- Alientated

Page 5 Conflict types

Type of Conflict	Definition	Example	
Character vs. Character	This conflict is external. The protagonist disagrees with or about what to do, what is right, or how to do something.	The protagonist is upset with their best friend because they shared a secret.	
Character vs. Nature	This is an external conflict. This conflict occurs when a character faces resistance from a A character may have to survive or recover from a storm, fire, flood, or other natural disaster.	The protagonist's plane crashes on a deserted island, and they must fight to survive.	
Character vs. Self	This conflict is internal. The protagonist struggles with a decision they must make or feelings they have about	The protagonist is struggling with preserving their culture and adopting a new culture after moving to a new country.	

Character vs. Society	This conflict is external. The phave a the majority of the want to change society in son	from or may	The protagonist, a young woman living in the early 1900s, fights for her right to vote even though society believes only men should have a voice.

Page 6 Backstory

As you read, look for the backstory to reveal what happe	ened	_ the story
began. The backstory is	in the beginning,	so look for
hints within the play.		

Page 7 Setting influences the plot

The setting contributes much more to a story	<i>/</i> than time and place. I	t can create
, reveal details about a characte	er, impact what a chara	cter wants or how
they behave, and help a reader make	about the	In other
words, the setting is one of the most importa	nt and influential literar	ry elements.

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 5.03 assignment and submit it.



Page 1

Objectives

After completing this lesson, you will be able to:

- compare and contrast the perspectives of a protagonist and antagonist in regard to the conflict
- determine how conflict moves a plot forward
- examine the effect of multiple narrators on perspective

- create a visual representation of a conflict in literature
- write a paragraph summarizing how conflict and character interactions develop the plot
- provide textual evidence to support analysis of a character's perspective

Page 2 Perspective, Point of View, Conflict types

Fill in the definition below

Term	Definition
Perspective	
Point of view	

Fill out the chart below:

Conflict Type	External or Internal	Definition
Character vs		

Page 3 Perspective

Authors reveal the perspectives of characters directly or indirectly. They'll either tell you exactly how a character thinks or feels about something, or they'll reveal a character's views through their thoughts, words, and actions. Differences in perspective can

•		_ (One twin	loves sports.	The other twin	n loves
	school.)				

•	(Two friends are told to "dress up" for a party.
	One wears nice clothes. The other wears a costume.)
•	(A parent and a teen disagree about a
	curfew and have a huge argument.)

Page 4 Points of View

The narrator has the ability to allow or limit multiple perspectives. Based on the three types of narration described, determine which point of view your story uses.

Fill in the blanks for the different points of view.

Point of View	Definition
First Person	The narrator is part of the story and gives aof what they are thinking and feeling. This means we understand more of this character's perspective than any other character, which can limit our understanding of what is happening with other characters. They use pronouns such as,,
Third Person Limited	The narrator is not part of the story, and they explain what character is thinking and feeling. This point of view also limits our ability to see multiple perspectives. They use pronouns such as,,, and
Third Person Omniscient	The narrator is not part of the story, and they explain what all the characters are thinking and feeling. The reader is able to determine They use pronouns such as<, and

Multiple Narrators	The narrators part of the story, and they each give a personal account of what they are feeling and thinking. The reader is able to
	determine every character's perspective. They use pronouns such as , , and .

Think about this:

How does having multiple narrators influence a story?

♀ Assessment time! After you have read and reviewed every page of the lesson, you will complete the 5.04 assignment and submit it.

★ Lesson 5.05- Lessons Learned-

Page 1

Objectives

After completing this lesson, you will be able to:

- identify the rising action, climax, falling action, and resolution in a narrative
- compare two or more themes and their development throughout a literary text
- provide textual evidence to support the development of multiple themes

Page 2 Plot elements

at make an audience want to follow the story
introduces the conflict, characters,
builds the conflict to the point when
nflict in some way.
which leads to the climax, or

Page 4 📝 Resolution
As you reach the end of a play, short story, or novel, a lot has happened. The rising action has built to the climax, which has created a turning point in the conflict. This shift in the plot leads to the falling action and the resolution, in which the outcome of everything that has happened will be revealed. The is the of a narrative and is usually the last 2–3 pages of a novel or play, the last 1–2 paragraphs of a short story, or the last 10 minutes of a movie.
Page 5 / Theme
When considering the theme of a text, there are a few clues to point you in the right direction.
 The theme is, like love or nature. The theme is a sentence that reflects the the author is to a reader about that topic, like love always triumphs over hate. There more than one theme in a work of fiction. A theme may be or, but is always supported by textual evidence. A character may not learn the lesson—sometimes, only the reader does.
● There is no assessment for this lesson. You may proceed to the next lesson. ★ Lesson 5.06- Practicing with Parallel Structure
Page 1
Objective
After completing this lesson, you will be able to:
 add variety to writing or presentations by using parallel structure and various types of phrases and clauses
Page 2 Parallel Structure
Parallel structure is the use of the of parts of a to provide conciseness and clarity for a reader. It gives a piece of writing a flow and predictability. This careful balance of elements in sentences

emphasizes the importance of the ideas that are present by giving each equal weight.

Page 3 Parallel Structure
When using parallel structure, remember that similar of are listed together. Nouns go with, adjectives go with, and verbs go with If the pattern is altered, the parallel structure goes awry.
Examples:
Adjectives: Layla was talented, committed, and hardworking.
This sentence uses parallel structure to list three adjectives.
Nouns: Layla was a novelist, a poet, and a reporter.
This sentence uses parallel structure to list three nouns.
Verbs: Layla wrote, edited, and revised.
This sentence uses parallel structure to list three verbs.
 Clauses: Before writing a first draft, Layla was sure to do some research, prepare a workspace, and create an outline.
This sentence uses parallel structure to list three clauses.
Page 4 Faulty Paralleslism If a writer includes an unrelated element, and the sentence is thrown off balance, it's called
How can it be fixed?
First, you have to realize it's there. When you are writing a sentence that includes a list of elements, be sure they belong to the If you notice an error, exchange the outlier with a word that balances the elements of your sentence.
Here's an example:
Incorrect: Layla's creative writing teacher commended her on her recent short story,

passed her story on to the school literary magazine, and showcased it.

Correct: Layla's creative writing teacher **commended her** on her recent short story, **passed her** story on to the school literary magazine, and **showcased her** writing to the class.

What was wrong int he incorrect sentence, and how was it corrected?

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 5.06 quiz and submit it.

5.07 DBA - Set up an appointment with your teacher before moving to the next lesson. Review



Page 1

Objectives

After completing this lesson, you will be able to:

- draw evidence from a literary or informational text to support analysis, reflection, and research
- write a clear and concise review of a novel or short story
- add multimedia to a literary review
- use correct spelling, grammar, and punctuation
- integrate diverse digital media to build cohesion in oral or written tasks

Page 2 Writing a review

Fill in the blanks

☑ Do	○ Don't
Write in person (he, she, it, they)	Write inperson (I, my, we, our)

Be fair and specific	Use phrases like "" and "in my opinion"
Use vocabulary (conflict, plot, theme)	Usevocabulary (awesome, dumb)
Be honest, like "This is not a good book for readers who like realistic stories"	Be vague, like "This is the worst book ever written"
Support your opinion withfrom your short story or novel	Provide an opinion without textual support
 may be an unusual question, a vivid de taken from the book or author. specific information including the a brief of the setting, chara 	
Page 4 Review Body	
The body paragraph of your book review shou	ıld include
an interesting in the story. Explication textual evidence to support your ideas.	the story. Describe the scene and explain

• The ______ of the text. Describe the author's attitude about their

bring out in the reader? Will they be sad? Inspired? Angry?

subject and the feeling the author creates through their diction and syntax. Is the short story or novel suspenseful? Comical? Romantic? What emotions will it

from the text.

•	the the author is sharing. If you wish, discuss more than one theme. Do not give away the ending, but let readers know what type of life lesson they might learn from reading the text. any other elements you think are successful in the story, such as figurative language, parallel structure, etc.
Page	e 5 📝 Review Conclusion
The o	conclusion/evaluation should include
•	a that lets your reader know that you are summarizing your thoughts in this final paragraph.
•	a that mentions the type of audience that would most enjoy reading the material. Is it perfect for sports fans? Is it suited for fans of historical fiction? Will it appeal to people who love animals? Create a connection your audience will understand.
•	a to end your review in a memorable way. Create a final statement, positive or negative, that summarizes your thoughts. Be creative and honest. Write a final comment that perfectly wraps up your review.
	e 6 📝 <mark>Visuals</mark>
	can visual elements enhance a presentation?
1.	
2.	
3.	
4.	
5 .	
Page	e 7 📝 <mark>Audio</mark>
How	can audio elements enhance a presentation?
1.	
2.	
3.	

A	
71	
-	

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 5.08 assignment and submit it.

Lesson 5.09- Focusing on Form Honors- Google Doc.

Page 1

Objectives

After completing this lesson, you will be able to:

- identify how different poetic forms can influence style and meaning
- analyze the development of the theme(s) of a piece of literature
- identify how characters change in a plot

Page 2 / Cautionary Tale

How would you describe a cautionary tale?

Have you ever read one before?

Page 3 Sonnet, Villanelle

Keep the chart below to refer back to on your assignment and upcoming exam.

Sonnet	Villanelle

Contains a shift that reflects a change of heart, mind, opinion, or course around lines 8–10	Contains repetition of two lines that reflect a strong focus on or obsession with an idea
Has a simple rhyme scheme: ABABCDCDEFEF GG	Has a complicated rhyme scheme: ABA ABA ABA ABA ABA ABAA
Has a strict meter (iambic pentameter) that creates a sense of rhythm and beat	Does not have a strict meter; lines may contain any number of syllables
14 lines, one couplet	19 lines = 5 tercets and one quatrain

[♀] Assessment time! After you have read and reviewed every page of the lesson, you will complete the 5.09 assignment and submit it.