

# Wyoming Department of Education Required Virtual Education Course Syllabus

## 2201000- Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-CR Eng IIA	Grade Level	10-12
Course Name	WOL-CR English IIA	# of Credits	0.5
SCED Code	01002G0.5038	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

In English 2 CR, students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. The elements of each genre and various literary techniques will be discussed to develop an understanding of the authors' craft and the effectiveness and purposes of common literary devices. Students will be asked to understand more than storyline; they will be asked to contemplate the universality of literature: themes and motifs that transcend time and place. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings creatively and thoughtfully, to write for different purposes, to present material orally, and to evaluate material and ideas presented not only in the literature but also in the media.

#### Course Objectives

- To provide opportunities for students to read and respond to both fiction and non-fiction.
- To develop post-reading comprehension of different genres of literature through discussion of literary devices.
- To model ways to interpret, describe, analyze, and evaluate components of fiction, literary non-fiction, and mass media.
- To model ways to make inferences, draw conclusions based on text, and cite evidence from readings to support generalizations and personal observations.
- To develop students' understanding of meaningful communication by modeling the writing process; exploring common errors in grammar, usage, and mechanics; and modeling ways to enhance one's style.
- To provide opportunities for students to write, speak, listen, and read for different purposes.
- To develop word recognition skills and develop vocabulary by studying vocabulary in context.
- To develop vocabulary by studying word parts as well as context clues.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a 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.
RL.9-10.3	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.
RL.9-10.4	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).
RL.9-10.5	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.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	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, at the high end of the grades 9–10 text complexity band independently and proficiently.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	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.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.c	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.a	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2.b	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.c	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.d	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	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 on page 54.)
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
W.9-10.9.b	b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10</i> topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1.a	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.
SL.9-10.1.b	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.d	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <i>grades 9–10 Language standards 1 and 3</i> on pages 54 for specific expectations.)
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.
L.9-10.1.b	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.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.a	a. Assessed second semester.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.4.a	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.
L.9-10.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).
L.9-10.4.c	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.
L.9-10.4.d	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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p><b>Unit 1 Introduction and Poetry</b>  <b>Section A – Introduction</b>            Vocabulary Journal            Warm-Up Activity: Interactive Question            Flashcards: Vocabulary Review            Crossword Puzzle            1.00 Pre-Assessment  <b>Section B - Poetry Appreciation</b>            Read “Invitation”            Study Guide            Read “How to Eat a Poem”            Categorize Game            Study Guide            Read “Night Snow”            Interactive question and review            View Tutorial on Rhyme            Read “To My Dear and Loving Husband”            Read Sonnet XLIII            Memory Game            Matching Game            Read “Grass”            View Tutorial on Figurative Language            Read “Alabanza”            Read “Annabel Lee”            Multiple Choice Game            Listen to “Unicorn Song” while read parts of the poem “The Unicorn”            Jeopardy Game            1.01 Poetry Quiz</p>	<p>RL.9-10.4            L.9-10.3            L.9-10.4.a            L.9-10.4.b            L.9-10.4.c            L.9-10.4.d            L.9-10.5.a            L.9-10.5.b            L.9-10.6</p>	<ul style="list-style-type: none"> <li>● Determine strengths and weaknesses as a reader.</li> <li>● Practice and review concepts from English I.</li> <li>● Review frequently used vocabulary.</li> <li>● Complete a reading pre-assessment.</li> <li>● Use the appropriate terms when referring to a poem.</li> <li>● Recognize and discuss different types of poetry.</li> <li>● Identify a poet’s purpose.</li> <li>● Discuss classical and modern poems about various topics.</li> <li>● Compare and contrast the form and content of poems.</li> <li>● Discuss the use of rhyme in poetry.</li> <li>● Differentiate between figurative and literal language.</li> <li>● Identify examples of metaphor, simile, personification, and hyperbole in poetry.</li> <li>● Define meter and explain iambic pentameter.</li> <li>● Discuss the use of allusions in text.</li> <li>● Understand vocabulary used in context.</li> <li>● Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words.</li> <li>● Define and use new vocabulary words.</li> </ul>
<p><b>Unit 2 The Short Story</b>            2.00 Elements of Narrative Quiz  <b>Section A - The Short Story</b>            Study Guide            Vocabulary Journal            Plot Tutorial            Story “A Day’s Wait”            Ordering Activity            Multiple Choice Self-Check            Conflict Tutorial            Story or Video “The Little Things are Big”            Interactive Questions            Characters Tutorial            Story “Dicky Markle”            Interactive Questions            Matching Game Activity            Story “Baucis and Philemon”            Interactive Questions            Memory Game: Myth            Duck Game            2.01 The Short Story Unit Exam</p>	<p>RL.9-10.1            RL.9-10.2            RL.9-10.3            RL.9-10.5            RL.9-10.6            RL.9-10.10            L.9-10.4.a            L.9-10.4.b</p>	<ul style="list-style-type: none"> <li>● List the five parts of plot in order.</li> <li>● Apply knowledge of story structure to identify parts of plot in a story.</li> <li>● Distinguish between internal and external conflict.</li> <li>● Distinguish among four forms of conflict.</li> <li>● Apply knowledge of conflict to a short story.</li> <li>● Apply knowledge of literary terms to describe/identify the types of characters in narratives.</li> <li>● Distinguish between major and minor characters, round and flat characters, and static and dynamic characters.</li> <li>● Understand the use of direct and indirect characterization.</li> <li>● Define theme, flashback, and symbolism.</li> <li>● Understand the use of a flashback in a story.</li> <li>● Discuss the theme of a story.</li> <li>● Recognize symbolism in a story.</li> <li>● Recognize and understand vocabulary used in context.</li> <li>● Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words.</li> <li>● Define and use new vocabulary words.</li> </ul>
<p><b>Unit 3 The Novel</b>  <b>Section A - The Alchemist: Prologue and Part 1</b>            Study guide            Vocabulary Blitz Game            Tutorial: Point of View            Interactive Questions            Click to Learn Activity: Allusions            Tutorial: Settings            Crossword Puzzle            3.01 Assignment: <i>The Alchemist</i>: Prologue and Part 1            3.01 <i>The Alchemist</i> Prologue and Part 1 Quiz</p>	<p>RL.9-10.1            RL.9-10.3            RL.9-10.4            RL.9-10.5            RL.9-10.6            RL.9-10.10            W.9-10.2.a            W.9-10.2.b            W.9-10.2.c            W.9-10.2.d            W.9-10.2.e</p>	<ul style="list-style-type: none"> <li>● Demonstrate post-reading comprehension of assigned text.</li> <li>● Understand the meaning of vocabulary used in assigned readings.</li> <li>● Discuss the elements of a narrative: plot, conflict, characters, and point of view.</li> <li>● Understand setting and setting changes as integral to plot development.</li> <li>● Recognize and identify types and forms of conflict as the basis for plot.</li> <li>● Identify a story’s point of view and explain the author’s choice.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p><b>Section B - The Alchemist: Part 2</b>            Study Guide            Missile Game            Interactive Questions            Multiple Choice Self-Check            3.02 Assignment: <i>The Alchemist</i> Part 2            3.02 <i>The Alchemist</i>: Part 2 Quiz  <b>Section C - The Alchemist: Part 3 and Epilogue</b>            Study Guide            Duck Game            Interactive Questions            Tutorial: Symbolism            3.03 Assignment: <i>The Alchemist</i> Part 3 and Epilogue            3.03 <i>The Alchemist</i> Part 3 and Epilogue Quiz            Jeopardy Game            3.04 The Novel Unit Exam</p>	<p>W.9-10.2.f            W.9-10.4            W.9-10.5            W.9-10.7            W.9-10.9.a            W.9-10.10            SL.9-10.2            SL.9-10.4            SL.9-10.5            L.9-10.1            L.9-10.2            L.9-10.5.a            L.9-10.4.b</p>	<ul style="list-style-type: none"> <li>● Recognize and explain shifts in point of view.</li> <li>● Use literary terms to describe characters in the assigned reading.</li> <li>● Recognize the use of both indirect and direct characterization as ways to learn about characters.</li> <li>● Identify figures of speech used in text.</li> <li>● Discuss possible themes developing as a text progresses.</li> <li>● Distinguish between a motif and a theme.</li> <li>● Understand literary devices including irony, flashback, foreshadowing and paradox.</li> <li>● Explain allusions and symbols used in text.</li> <li>● Explain the use of parallelism in text.</li> <li>● Explain the use of symbolism to develop both plot and theme</li> <li>● Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words.</li> <li>● Define and use new vocabulary words.</li> </ul>
<p><b>Unit 4 The Personal Essay</b>  <b>Section A - Writing About Oneself</b>            Study Guide            Vocabulary Journal            Matching Game            Portfolio Assignment: Prewriting 1 - 2            Portfolio Assignments: Reading 1 and Writing 1            Interactive Practice Questions            Portfolio Assignment: Writing 2            Portfolio Assignment; Revision            Portfolio Assignment: Final Paper            4.01 Writing about Oneself Quiz  <b>Section B - Improving Writing by Improving Usage</b>            Study Guide            Vocabulary Journal            Matching Game            Interactive Practice Questions            Category Game            Cloze Activity: Fill-in-the-Blanks            Basket Game Activity            Multiple Choice Self Check            4.02 Improving Writing by Improving Usage Quiz  <b>Section C - Improving Writing by Improving Mechanics</b>            Study Guide            Vocabulary Journal            Memory Game            Interactive Practice Questions            Self Check Activity            4.03 Improving Writing by Improving Mechanics Quiz  <b>Section D - Improving Writing Through Vocabulary Development</b>            Study Guide            Vocabulary Journal            Matching Game            Tutorial: Verbs            Word Web Activity            Tutorial: Nouns            Cloze Activity: Fill-in the blanks            Tutorial: Adjectives            Matching Game            Crossword Puzzle            4.04 Improving Writing through Vocabulary Development Quiz            4.05 The Personal Essay Unit Exam            Portfolio Final Submission</p>	<p>L.9-10.2.a            L.9-10.2.c            L.9-10.4.b            L.9-10.4.b            W.9-10.10            W.9-10.3.a            W.9-10.3.b            W.9-10.3.c            W.9-10.3.d            W.9-10.3.e            W.9-10.4            W.9-10.5            W.9-10.6</p>	<ul style="list-style-type: none"> <li>● Work through the writing process.</li> <li>● Understand the characteristics of effective writing and identify each.</li> <li>● Understand ways to develop content and a personal style in your writing.</li> <li>● Distinguish between commonly confused words.</li> <li>● Use pronouns correctly.</li> <li>● Use verbs correctly.</li> <li>● Use punctuation correctly: the apostrophe, quotation marks, the colon, the semicolon.</li> <li>● Acknowledge titles correctly in writing.</li> <li>● Identify and correct errors in usage and mechanics.</li> <li>● Apply the conventions of grammar, usage, and mechanics.</li> <li>● Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words.</li> <li>● Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words.</li> <li>● Define and use new vocabulary words.</li> <li>● Recognize a narrative prompt.</li> <li>● Write a narrative essay, engaging the reader using effective narrative technique, well-chosen details, and well-structured event sequences.</li> <li>● Recognize the purpose of a rubric.</li> <li>● Analyze the parts of a rubric.</li> <li>● Work through the writing process and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● Determine how to respond to a prompt.</li> <li>● Vary sentence structure, length, and beginnings to sequence events so that they build on one another.</li> <li>● Differentiate between language that “shows” and language that “tells.”</li> <li>● Use language that “shows” rather than “tells” to develop experiences, events, and or characters.</li> <li>● Differentiate between active and passive voice.</li> <li>● Use active voice to convey a vivid picture of the experiences.</li> <li>● Understand ways to develop content and a personal style in your writing.</li> <li>● Identify and correct errors in usage and mechanics.</li> </ul>