#### To download-

"File" → "Download" → Choose your file format, & SAVE to a "Language Arts 2" folder that you have created on your computer.

#### Module 6 -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.

They are linked in every writing assignment.

# 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



#### Page 1

Objectives After completing this lesson, you will be able to:

- define narrative and narrative writing
- explain the influence a narrator has on a story
- explain how the choice of narrator can change the tone of a story
- define and recognize examples of first-person, second-person, and third-person point of view
- identify advantages and disadvantages of different points of views
- identify how shifts in point of view can influence a story

Page 2 Marrative, sequence			
If you a to amuse a friend, create for a website, or recap your day in a, you have created a			
When you write about events in <b>sequence</b> , it is called narrative writing. Your narrative writing can be about something real or something imaginary. It can be about you or someone else.			
All narrative writing, whether fictional or factual, contains thefound in any story. It includes a setting, characters, a problem or conflict, and a resolution.			
Like all forms of writing, a narrative has a purpose. You might tell a story to inspire, to teach, to, to			
Page 3 Tone			
Page 4 Point of View			
First-person narrator: The narrator is of the The narrator uses first-person pronouns such as,, and			
Advantages is easy to engage your readers because your narrator is explaining what happened firsthand. Your narrator can share his or her own inner thoughts.			
Disadvantages- You can reveal only what your narrator sees and knows. You cannot share the thoughts of other characters.			
Second person narrator: Your narrator tells a story in which your  like a The narrator uses second-person pronouns such as and			

Advantages- This view can make your readers feel like they are a part of the story. You can give them thoughts and feelings and actions to keep them interested.

*Disadvantages*- It is hard to write from this perspective. Your sentences all sound very similar. Your readers may feel as though you are bossing them around and telling them what to do and how to feel.

3.	Third person limited narrator: This narrator is part of the
	The narrator uses pronouns such as,, or The
	narrator explains what character is thinking and feeling to the reader
	and helps the reader understand the story in a limited (and maybe unreliable) way.
	Advantages- You can share anything you want about one character. You can provide a unique insight into one character that a first-person narrator can't due to emotions.
	Disadvantages- The reader may not connect as much to the protagonist with a third-person limited narrator. You are limited to sharing one person's perspective, which may be biased, partial, or prejudiced.
4.	Third person omniscient narrator: The narrator is part of the story.
	The narrator uses third-person pronouns such as,, and, and This is the most used point of view.
	<i>Advantages</i> - You can share everything you want about your characters. You can reveal anyone's thoughts and feelings. You can describe events no matter when, where, or to whom they happen.
	<i>Disadvantages</i> - It can be confusing for you (and your readers) to keep track of everyone's thoughts and feelings. If you reveal too much, your writing will not be surprising.

# Page 4 Point of View

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

Lesson 6.02-Begin Your Story- Google Doc - in How you can and cannot use GAI

#### Page 1

# **Objectives**

After completing this lesson, you will be able to:

- identify how to plan and organize a narrative
- identify the purpose of a narrative's exposition
- identify methods to hook readers in a narrative's exposition
- analyze how a setting impacts plot and character development
- write a successful exposition to a narrative, employing a hook technique
- use correct spelling, punctuation, and grammar

# Page 3 oharacters, setting, exposition, rising action, conflict, climax, falling action, resolution, theme

Fill in the blanks in each plot category below with the correct term:

#### Characters

As a writer, you

- list the major characters of your story
- provide descriptions of each character
- develop their personalities throughout your story

#### Setting

As a writer, you

- describe your story's setting (most narratives will have a small number of locations)
- include the time and the place in which your story will occur
- determine the mood, or feeling, your story will convey to your reader

decide how the setting will impact the plot and characters
As a writer, you
<ul> <li>list events that will add action to your story</li> <li>increase the complications with each event</li> <li>increase your reader's interest</li> </ul>
As a writer, you
plan the problem that sets your story in motion
As a writer, you
<ul> <li>envision the moment where your protagonist makes a decision to resolve the conflict</li> </ul>
As a writer, you
<ul> <li>describe how your conflict comes to an end</li> <li>explain what happens to the protagonist and antagonist after the climax</li> </ul>
As a writer, you

<ul> <li>consider how your protagonist and antagonist will feel about what has happened</li> <li>provide your characters' thoughts to show the reader whether you wrote the story to inspire, to entertain, to teach, etc.</li> </ul>
As a writer, you
<ul> <li>consider the lesson that the protagonist or the reader learns in the resolution of the story</li> </ul>
Page 5 Choose your narrative prompt
Narrative Writing Prompts
<ul> <li>Prompt 1: There is one door you pass every day that is always locked. However, one day, you pass by and it's slightly ajar. You decide to walk in. Write about what you find and what happens when you enter.</li> <li>Prompt 2: One day, a random suitcase appears at your front door. There is a note attached that says that your very distant relative has passed away and bequeathed you with his prized possessions. Write about what happens after you open the suitcase.</li> <li>Prompt 3: Some of the most memorable moments in a person's life can take place outdoors, away from the comforts of home. Write about a memorable experience a character had while they were in the great outdoors.</li> </ul>
Page 6 F Hook
The first step to a stellar start in a narrative is a hook. Two of the best ways to hook your

reader are to use an \_\_\_\_\_ or to create a \_\_\_\_\_.

Which hook will you use in your narrative?

☐ Interesting Quote☐ Vivid Description

#### Page 7 **Exposition**

In an exposition, the author	 the reader, presents the	,	and
establishes the			

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 6.02 assignment and submit it.

Write your Introduction- Using your outline from Lesson 6.02 and your knowledge of how to write a narrative exposition, you will now write yours. You will not submit this until later. Save it in a place where you can find it easily to add to it. You will write the body of your narrative later. 

How you can and cannot use GAI

# ★ Lesson 6.03-Narrative Techniques

#### Page 1

# Objectives

After completing this lesson, you will be able to:

- identify the purpose of dialogue
- punctuate and capitalize dialogue correctly
- place taglines properly when writing dialogue
- identify how pacing is an effective narrative technique
- identify and define flashbacks and foreshadowing
- identify and define juxtaposition

#### Page 3 Malogue

One of the best ways to bring your narrative to life is to add dialogue, a			
	between	or	people. When used effectively, it makes
readers	feel like they are	a part of your	story, listening to your characters speak.

Effective dialogue always serves one of two purposes. It develops your characters or enhances your story.

# Page 4 Punctuating Dialogue, taglines

- 1.
- 2.
- 3.

Taglines are short phrases that not only	in written	
dialogue, but also give the reader information about the characters'		

Fill in the blanks below to show your learning about tagline rules.

Tagline Placement	Rule	Example	
Before quotations	Put a commathe tag and punctuate the spoken words as normal.	Mel <b>inquired</b> , "What's that noise?"	
After quotations	Put a after the tag or speaker's name. Capitalize and punctuate the spoken words as normal. *Exception: If the spoken words end with a period, change the period to a	"What's that noise?" Mel inquired.  *"I hear a noise," stated Mel.	
Between quotations	Put athe tag or speaker's name. Place quotations around the second set of spoken words. Capitalize and punctuate the spoken words as normal.	"What's that noise?" Mel inquired. "Everybody run!"	

A flashback is a writing technique	used to alter time in order to show a
or an important occurre	nce. These brief glimpses into the past happened
	and serve to describe a character's behavior
build suspense, or fill a gap in a ch	naracter's memory.
Page 6 foreshadowing	
Foreshadowing is a parrative tech	nique used to suggest or signal something
ofin a text. It's com	imonly used to create suspense and/or advance the
nlot of a story	

# Property of the chart below is a create reference to refer back to when you begin writing.

Foreshadowing Clue	Example
Character Interactions	A group of friends arrive to board a fishing boat for a half-day fishing trip.  The captain is acting strangely and rushing the men on board. He is acting nervous and smiling peculiarly.
Dialogue	"Does this boat look like the picture on the brochure?" Becca nervously inquired.  "Close enough!" exclaimed Brad. "Besides—what's the worst that could happen?"
Repetition	The road to the marina is named Danger Drive. The marina is located in Peril Cove.  The boat's name is At Your Own Risk. The captain calls himself Hazard Hal.

Weather	A group of friends embark on what's supposed to be a fun half-day fishing trip. As they leave the marina, a dark cloud appears, and the wind begins to pick up speed. The captain says not to worry.

# Page 7 juxtaposition

Juxtaposition is a writer's side-by-side placement of \_\_\_\_\_ descriptions, ideas, characters, actions, or events in a text.

### Page 8 pacing

Pacing consists of the methods or strategies a writer uses to advance a plot or create tension, mood, and/or tone in a text.

## The chart below is a create reference to refer back to when you begin writing.

Pacing Technique	Description
Dialogue	Dialogue can speed up the pace of a story by presenting information quickly and creating tension between characters.
Flashback	The use of flashback can slow down the pace of a story. If a story is moving forward in real time, going backward is going to require the reader to recognize and process the backstory and reason why it's there.
Foreshadowing	Foreshadowing can speed up the pace of a story, usually because it creates suspense and tension.

Sentence Length	Long, descriptive sentences will slow down the pace of a narrative. Short, choppy sentences will speed up the pace of a narrative.

# Page 9 Sensory Details

Sensory details, or imagery,	and make them feel like
they are a part of your narrative's world. These details d	escribe what your characters
see, hear, smell, taste, and feel.	

In the chart below, come up with your own example underneath the one provided-

In the chart below, come up with your own example underneath the one provided-	
Sensory Detail	Example
Sight	The moonlight cast an eerie glow over the lake.
Smell	The smoke from the campfire wafted in through the tent.
Sound	The eerie hoot of an owl echoed through the trees.
Taste	The marshmallows tasted burned against the sweetness of the chocolate.
Touch	I shivered beneath my blanket as the icy wind tore through the campground.

\*Assessment time! After you have read and reviewed every page of the lesson, you will complete the 6.03 quiz.



# ★ Lesson 6.04-Body Language

#### Page 1

# **Objectives**

After completing this lesson, you will be able to:

- identify the purpose of the body of a narrative
- explain the importance of conflict, rising action, and climax
- use sensory and figurative language to draw a reader into a narrative
- identify how figurative language can impact tone and meaning
- write a narrative body blending conflict, sensory language, figurative language, and dialogue

#### Pages 2 + 3 Marrative Body

(page	2) The body of your narrative v	will	
•	introduce and increase the		in the rising action
•	have your protagonist	to	their conflict in the climax
•	use narrative techniques to ma	ake your	readers feel like a part of the story
•	3) When considering how to w ive writing planner, the formula		sing action and climax based on your traightforward:
2.			
3.			
4.			
5.			

#### Page 4 Figurative Language

Fill out an example for each below:

Figurative Language	Example	What is effect
<b>Hyperbole</b>		
Metaphor		
Personificati on		
Simile		

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 6.04 quiz.

Write your narrative body- Using your outline from Lesson 6.02, your written exposition and your knowledge of how to write a narrative body, you will now write your narrative body. You will not submit this until later. Save it in a place where you can find it easily to add to it. You will write the resolution of your narrative later.

As you write, use this checklist to point you in the "write" direction.

#### The body of my narrative-

includes a clear conflict that the protagonist must face or make a decision about
includes a rising action with two events that develop the conflict
has a clear and evident climax where the protagonist makes a decision about
the conflict
uses at least two different narrative techniques (dialogue, foreshadowing,
flashback, juxtaposition, pacing, or sensory imagery)
may use temporal words and phrases to mark the passage of time
contains a clear sequence of events that unfold naturally through the rising
action and climax
is at least 300 words long

# ★ Lesson 6.05-Raising Your Voices

#### Page 1

# Objectives

After completing this lesson, you will be able to:

- define active voice
- define passive voice
- identify why writers should write in active voice more often than passive
- identify what makes a sentence active or passive
- explain how to correct errors in active or passive voice in a text

#### Page 2 Subject, Verb

As long as you have asentence.	and a	_, you have a
Who or what is the sentence about is call	led a	·
What did the subject do? Is called a		
Page 3 📝 <mark>Active Voice</mark>		
#2:		
#3:		
Example:		

The <u>bandperformed</u> sixteen songs in a row without taking a break.

Subject: band

Action verb: performed

How do we know this sentence is written in active voice?

- 1. the subject appears before the verb (band appears before performed)
- 2. the subject is doing the verb (the band performed)
- 3. action verbs are used (performed is an action verb)
- 4.

#### Page 4 Passive Voice

As you can probably guess, active and passive are complete opposites—literally. The placement of the subject and verb is\_\_\_\_\_.

- Sentences written in passive voice also contain identifiable traits. List them:
  - 1.
  - 2.
  - 3.
  - 4.

#### **Example:**

Sixteen straight songs in a row were performed by the band.

Being verb: were performed

Subject: band

How do we know this sentence is written in passive voice?

- the subject appears after the verb and receives the verb (were performed by the band)
- the sentence is longer than its active voice counterpart
- being verbs are used (were performed)
- by the band

#### Page 5 Active and Passive Voice

Using the chart in the lesson, fill in the correct section of when to best use active or passive voice in writing:

Writing Situation	Active Voice	Passive Voice
An academic essay		
A news article		
A narrative		
Scientific writing		

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 6.05 quiz.

★ Lesson 6.06-Transitioning to the End -Google Doc

#### **Objectives**

After completing this lesson, you will be able to:

- incorporate temporal transitions in a narrative text
- identify the components of an effective narrative conclusion
- write an effective narrative conclusion that resolves the conflict and reveals the theme
- use correct grammar, spelling, and punctuation
- revise a narrative and submit a final copy

#### Page 2 📝

- You should have already written the beginning and middle of your narrative. If you haven't, go back to Lessons 6.02, 6.03 and 6.04 before moving on to this lesson.

#### Page 3 falling action, theme, implicit, explicit

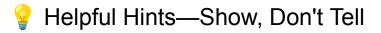
The falling action and resolution of a narrative are not just important for showing the reader what happens after the protagonist makes their decision about the conflict.

They are also important for revealing the \_\_\_\_\_ or \_\_\_\_ of the story.

Keep in mind that the theme is the	
The theme should relate to the conflict in some way. This means that even if the heme is not obvious from the start of the story, by the end of the story the lesson earned should make sense for the characters and the story. It won't come out conowhere!	on

In the resolution of your story, the theme(s) will be either \_\_\_\_\_ or \_\_\_\_.

	means the theme is nat the characters or reader le	
f your theme is implicit, that readers will have to "read bet	means the theme is ween the lines" to figure out t	: your
caders will have to read bet	ween the lines to ligare out to	ne ne lesson in your story.
Using the chart in the le heme types:	sson, fill in the advantages	and disadvantages of
Theme	Advantages	Disadvantages
Explicit	•	•
	•	•
	•	•
Implicit	•	•
	•	•
<b>♀</b> Which one will you use t	to present your theme in yo  Implicit Explicit	ur narrative?
	on n your character reacts to the	
eack on what has occurred or	look forward at what is to co	me.
	er what the reader hasading to their realization of you	



A good reflect	•	our reader what the character thinks or feels—it ibe an image that represents what your character is
		relate. Place your character in an
	, and your reade	er will teel it too.
Use the cha	art below as a refe	erence guide.
	<b>○Weak</b> Reflections Tell	✓ Strong Reflections Show
Example	When all was said and done, Jess was happy.	The sun beamed bright and beautiful, ready to begin a brand-new day. On the way to school, Jess's smile was a bit bigger and her outlook on what was to come was just as bright.
Page 5 Ter	-	art of any type of writing, but narratives have a special
	•	tions. Words and phrases like,
	, and	that night guide a reader and clarify how much
		between events.
Using the	Temporal Word	d List, make a list of some temporal words:
•	vords and phras	es can refer to things that d - examples
<ul><li>are hap</li></ul>	pening together	- examples

happen after another event - examples
Page 6 📝 Revising
When you revise your writing, you are looking for places where you can improve what you've written or how you've written it.
Changing your word choice to show instead of tell is called
Improving your grammar, syntax, spelling, and punctuation is called
Take notes below on the 3 ways you can improve your writing by showing instead of telling-
1.
2.
3.
Page 7 📝 Editing
Capitalization
Make sure you capitalize
1.
<ul><li>2.</li><li>3.</li></ul>
You do not need to capitalize
<ul> <li>other pronouns like "You" or "She" unless they are the first word in a sentence</li> <li>the pronoun in a dialogue tag</li> </ul>

• Example: "I'll be right there!" she said. In this case, the 's' in "she" would not be capitalized, even though it comes after the exclamation point.

#### **Punctuation**

Review your punctuation for errors in

- 1.
- 2.
- 3.

W	In the chart below,	put in one examp	ole for the	punctuation	rules
-					

Rule	Example
Place all lines of dialogue in "quotation marks"	
Place the ending punctuation marks inside of the quotation marks.	
Start a new paragraph each time the speaker in a conversation changes. This can be done by leaving a full line of space between the dialogue when the speaker changes.	

#### **Spelling**

Computer programs often underline misspelled words. You can use your mouse to right click on the words to see suggestions for the correct spelling. If you are unsure about a certain word, check a dictionary.

- Check each word carefully yourself. Sometimes computer programs will not catch a word that has been misspelled.
- Watch out for homonyms. These are words that sound the same but that are spelled differently.
  - Common examples: too/to/two; there/their/they're; write/right.
- Double-check the spelling of names, titles, and places.

Assessment time! After you have read and reviewed every page of the lesson, you will write your narrative conclusion and submit the entire narrative as your assessment for Lesson 6.06. Before submitting, review the checklist. Remember- you cannot use GAI to write your narrative or create your outline. in How you can and cannot use GAI

# an exposition that introduces a protagonist and a setting rising action that introduces the conflict and two events that develop the conflict a climax in which the protagonist must make a decision to resolve their conflict falling action that reveals what happens after the protagonist's decision a resolution that contains the protagonist's reflection and a theme (or lesson learned) well-developed characters, conflict, and setting

☐ at least two narrative techniques (dialogue, flashback, foreshadowing,

temporal words and phrases that clarify the passage of time for your reader



☐ at least 500 words in length

juxtaposition, pacing, or sensory details)

#### Page 1

# Objectives

Narrative Checklist

After completing this lesson, you will be able to:

- explain how a verb's mood affects a sentence
- identify the following verb moods: conditional, imperative, indicative, interrogative, and subjunctive
- write sentences that achieve a specific verb mood

The 5 types of moody verbs are:	
1.	
2.	
3.	
4.	
5.	
Page 3 Conditional mood	
The conditional mood usessomething in the sentence	to explain that on something else in the sentence.

4	Use the	chart	below	as	a	quick	reference	guide.
---	---------	-------	-------	----	---	-------	-----------	--------

Characteristic	Example
The sentence will contain a helping verb (can, could, may, might, will, would, shall, should, must, and ought to).	Knowing my history of getting hungry, I should have a snack before I leave.
The sentence may explain that one thing depends on another.	Had you been on time, you would have seen the fireworks.

The sentence may use an <b>if/then</b> statement.	if we win the lottery,then we will travel the world.

# Page 4 / Imperative mood

		_	a writer wants to	what
to	or	a	When considering whether or no	טו וט
includ	de imperativ	<b>e</b> mood in your	writing, it's important to note that it's no	ot
	or	It sho	ows strength and authority.	
l le	e the chart he	low as a quick re	oference quide	

Use the chart below as a quick reference guide.

Characteristic	Example
The sentence will contain a <u>verb</u> in the present tense.	<u>Sit</u> still.
The sentence will issue a <b>command</b> .	Feed the dog when you get home from school.
The subject may be <i>you</i> , and not appear in the sentence.	Never give up.

Page 5 Mindicative mood

A sentence written in indicative mood a Most writing, whether academic or creative, will consist of indicative mood because of its nature.				
Use the chart below as a quick re	ference guide.			
Characteristic		Exampl	le	
The sentence will contain an <u>action</u> verb.	Kenya <u>ru</u> ı	<u>ıs</u> much faste	er than her sister.	
The sentence will present a fact.	Our dog eats	only when yo bowl.	ou mix cheese in her	
Page 6 Interrogative mood				
Interrogative mood may seem fa		•	•	
sentences exist as well. Think of these as one and the same. The purpose of both is to a This means you'll see a				
	at the end of the	ese question	ing statements.	
Use the chart below as a quick re	ference guide.			
Characteristic			Example	

The sentence will contain two verbs: an auxiliary verb (forms of are, be, did, have, is, was) followed by another verb.	Are you going to school tomorrow?
The <u>auxiliary verb</u> (forms of <i>are</i> , <i>be</i> , <i>did</i> , <i>have</i> , <i>is</i> , <i>was</i> ) often comes before the <b>subject</b> of the sentence.	Where <u>did</u> the <b>cake</b> go?
The sentence ends with a question mark.	Was he coming home early today?

# Page 7 Subjunctive mood

<b>Subjunctive moo</b>	reflects things that haven't
are	or are based on

Use the chart below as a quick reference guide.

Characteristic	Example
The sentence will include a wish, a hypothetical situation, a request, or a doubt.	I suggest he work full time.
Uses <u>were</u> instead of was if it applies.	l <u>wish</u> l were taller.

# Often includes If I were. If I were you, I'd be grateful to have a new bike.

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 6.07 quiz.

Lesson 6.08 DBA- Schedule an appointment with your instructor. Review

Scroll below for information about the final segment exam.

\*Honors students can schedule the DBA after Assignment 6.09.

# 💡 Your final segment exam is up next!

The Regular Segment Exam has approx. 41 multiple choice questions and 2 written questions. (Your response should be 5-7 sentences each)

- (Lesson 4.01) Be ready to read a text and discuss the author's use of a rhetorical appeal and a rhetorical device.
- (Lesson 5.08) Be ready to discuss how a presentation can be enhanced by digital media.



#### Page 1

# Objectives

After completing this lesson, you will be able to:

- identify narrative techniques used in narrative writing
- identify plot elements of a fictional text

Narrative techniques	come in many shapes and sizes. They take us backward	S
and forwards in	, allow us to listen to characters', and	ť
invite us into the	of the story. Writing narratives allows authors to	
use and _	to invite their readers into a tale that	
and	·	

# Fill in the chart below to show your learning about **narrative techniques**.

Technique	Definition	Example
dialogue		"Thanks for meeting me to study, Caroline! You're always there when I need you," signed Carly.  "That's what friends are for, right? Besides—we have an agreement. I help you with math, you help me with language arts!" Caroline expressed with a smile.
figurative language	The use of allusion, hyperbole, idiom, metaphor, personification, onomatopoeia, or simile to provide a unique comparison or clarification to a reader.	
flashback		The sound of the violin flooded her with memories. She was that young girl again, on a bright stage staring out into a sea of admiring faces that had shown up to hear her play. She remembered every movement of the bow on the strings and found herself playing an imaginary violin nestled invisibly on her shoulder.
foreshadowing	A narrative technique used to suggest or signal something ahead of time in a text. A writer may use character interactions, repetition, or weather to foreshadow events to come.	
juxtaposition	A writer's side-by-side placement of two contrasting descriptions, ideas, characters, actions, or events in a text.	
pacing		That afternoon was the kind of hot that makes the whole world seem to slow down and move in slow motion. The chairs rocked slower on the porches, the ice melted quickly in the glasses, and the sweat seemed to pour from the faces of the children that dared to play outside.
sensory details	Imagery that appeals to the reader's sight, smell, sound, taste, or touch.	

# Page 3 Stream of consciousness

An interesting nari	ative technique is stream o	of consciousness. Imagine you're writing all
of your	and	in a diary entry—what would that
look like? Chances	s are it wouldn't look quite	the same as a standard narrative. Why?
Because words ar	e flowing, and ideas are bo	ouncing.
Stream of conscio	usness captures a charact	er's thought process in a very realistic
way—	take over, and	
as expressing the	truth of one's feelings.	

Assessment time! After you have read and reviewed every page of the lesson, you will complete the 6.09 Honors Assessment.

# Your final segment exam is up next!

The Regular Segment Exam has approx. 36 multiple choice questions and 1 to 2 written questions. (Your response should be 5-7 sentences each)

- (Lesson 4.01) Be ready to read a text and discuss the author's use of a rhetorical appeal and a rhetorical device.
- (Lesson 5.08) Be ready to discuss how a presentation can be enhanced by digital media.

The Honors Segment Exam has approx. 39 multiple choice questions and 1 to 3 written questions. (Your response should be 5-7 sentences each)

- (Lesson 4.01) Be ready to read a text and discuss the author's use of a rhetorical appeal and a rhetorical device.
- (Lesson 5.08) Be ready to discuss how a presentation can be enhanced by digital media.
- (Lesson 5.09) After reading a poem, be ready to discuss how its structure affects its meaning.

•	(Lesson 6.09) Be ready to read a text and explain how the author use stream of conscious and other narrative techniques to enhance their writing.			