ACT English – Grade 10
Rhetorical Skills

1. Define and Know (D)
2. Recognize (R)
3. Apply automatically (A)

Organization (15%)
• Make decisions about order, coherence, and unity
• Logical connections between ideas, sentences, paragraphs
• Determine need for connectors

Objectives What Students Need to Know	Resources	Standards (ACT Scoring Range)
✦ **Identify conjunctive adverts, adverb phrases, and transitional phrases** ✦ **Know sequential text organizational patterns** • Experiment with using words and phrases that crate clear transitions in writing • Rearrange sentences in a paragraph in order to improve its coherence • Write introductions that capture the reader's interest, write conclusions that provide a sense of closure, and describe the rhetorical effects that each creates	*Strategies and Lessons for Conjunctive Adverbs:* http://www.canadianwriterspocketguide2e.nelson.com/includes/HED/buscom/PDF/Module25.PDF (D, R, A)	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. first, afterward, in response) (20-23)

✦ **Recognize text organizational patterns** ✦ **Apply revision strategies**	***Strategies for Drawing Logical Conclusions***: http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicon.pdf (D, R, A) http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logiconEX1.pdf (D, R)	Decide the most logical place to add a sentence in an essay (20-23)
✦ **Recognize paragraph structure** ✦ **Draft possibilities for introductions**	***Strategies for Sentence Variety***: http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentvar.pdf (D, R)	Add a sentence that introduces a simple paragraph (20-23)
✦ **Identify conjunctive adverbs and conjunctive adverb phrases** ✦ **Recognize text organizational patterns** ✦ **Build transitional vocabulary.** • Experiment with more subtle organizational structures	***Strategies for Sentence Construction***: http://owl.english.purdue.edu/handouts/print/index.html (A) http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_sentpr.pdf (A)	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g. therefore, however, in addition) (24-27)
✦ **Recognize paragraph structure** ✦ **Revise for sentence fluency and meaning**	***Strategies for Giving and Receiving Peer Responses***: http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_peer.html (D, R, A)	Rearrange the sentences in a fairly uncomplicated paragraph or essay for the sake of logic (24-27)
✦ **Recognize essay structure.** ✦ **Recognize paragraph structure.** ✦ **Know transitional vocabulary.** ✦ **Draft possibilities for introductions and conclusions.**	***Strategies for Transition Between Ideas***: http://grammar.ccc.commnet.edu/grammar/transitions.htm (D, R, A)	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward (24-27)

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Strategy (16%)

- Effective transitions
- Effective opening and closing sentences
- Identify shifts in ideas denoting new paragraph
- Words appropriate to audience and purpose

✦ **Identify author's purpose**
✦ **Identify writing genres**
   • Continue reading the work of writers of various genres; begin experimenting with a variety of writing styles
   • Revise fairly straightforward writing to sharpen focus and coherence of entire piece
	Strategies for Developing a Definition:
	http://grammar.ccc.commnet.edu/grammar/composition/definition.htm
	(D, R)
	
	Strategies for Developing a Definition:
	http://grammar.ccc.commnet.edu/grammar/composition/definition.htm
	(D, R)
		Identify the central idea or main topic of a straightforward piece of writing (20-23)

✦ **Identify a sentence** ✦ **Identify the role of different sentence components**	*Strategies for Writing Topic Sentences*: http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_topic.html (D, R, A)	Determine the relevancy when presented with a variety of sentence-level details (20-23)

✦ **Identify types of essays**
✦ **Determine author's purpose**
✦ **Determine congruence between the type of essay and the example essay**
✦ **Revise essay to clarify**
  • Develop awareness of way that form and content can be changed as the audience for the writing changes
  • Learn how meaning can be expressed through connotation
	Strategies for Writing with a Sense of Purpose:
	http://grammar.ccc.commnet.edu/grammar/composition/purpose.htm
	(D, R)
		Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal (24-27)

✦ **Identify a paragraph** ✦ **Identify the author's intent** ✦ **Understand what disrupts sentence fluency**	*Strategies for Revision – The Editing and Rewriting Process*: http://owl.english.purdue.edu/workshops/hypertext/ResearchW/revise.html (D, R)	Delete material primarily because it disturbs the flow and development of the paragraph (24-27)
✦ **Determine author's purpose** ✦ **Edit to enhance clarity**	*Strategies for Adding Emphasis*: http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_emphasis.pdf (D, R) *Lesson – Style: Defining and Exploring an Author's Stylistic Choices:* http://www.readwritethink.org/lessons/lesson_view.asp?id=209	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement (24-27)

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Style (and Word Choice) (16%)
- Choose appropriate words and phrases to match style and tone
- Avoid wordiness, redundancy, clichés, ambiguous references
- Diction
- Omissions

Objectives What Students Need to Know	Resources	Standards (ACT Scoring Range)
✦ **Identify parts of speech** ✦ **Recognize repetition and overuse of parts of speech** • Continue to edit sentences for empty language, wordiness, and redundancy • Revise structurally complex sentences to correct vague or ambiguous pronoun references	***Strategies for the Parts of Speech:*** http://grammar.ccc.commnet.edu/grammar/definitions.htm (D, R, A) ***Strategies for Eliminating Wordiness:*** http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf (R, A)	Delete redundant material when information is repeated in different parts of speech (e.g. "alarmingly startled") (20-23)
✦ **Identify the style and tone of an essay** ✦ **Ensure word choice is consistent with style and tone**	***Exercise for Considering Audience - From Personal to Public Writing:*** http://www.ccc.commnet.edu/sensen/part3/seventeen/reports.html (D, R, A)	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay (20-23)

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✦ **Identify conjunctions** ✦ **Identify clauses** ✦ **Use conjunctions to support clarity**	***Strategies for Independent and Dependent Clauses***: http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_clause.pdf (D, R) http://www.dailygrammar.com/246to250.shtml (A) http://www.dailygrammar.com/281to285.shtml (A)	Determine the clearest and most logical conjunction to link clauses (20-23)

✦ **Identify phrases**
✦ **Eliminate redundant phrases in context of the sentence**
  • Select and manipulate words, phrases, and clauses to convey shades of meaning and tone
  • Avoid clutter and use vivid verbs and specific nouns
	Online and Quiz for Eliminating Wordiness:
	http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova8.htm (A)
		Revise a phrase that is redundant in terms of the meaning and logic of the entire sentences (24-27)

✦ **Identify pronouns and their references** ✦ **Apply specificity with pronouns and their references**	***Strategies for Using Pronouns Clearly***: http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_pronuse.pdf (D, R) http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_proncase.pdf (D, R)	Identify and correct ambiguous pronoun references (24-27)
✦ **Identify the tone of the essay** ✦ **Align words/phrases in sentences with the tone of the essay**	***Strategies and Techniques for Writing – Using Specific Language:*** http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_using.html (D, R, A) ***Lesson – Style: Defining and Exploring an Author's Stylistic Choices:*** http://www.readwritethink.org/lessons/lesson_view.asp?id=209 (D, R, A) ***Lesson - Style: Translating Stylistic Choices from Hawthorne to Hemingway and Back Again*** http://www.readwritethink.org/lessons/lesson_view.asp?id=210 (A)	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay (24-27)