ACT English – Grade 10
Usage and Mechanics

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

Conventions of Usage (16%)
- Subject-verb agreement
- Principal parts of verbals
- Verb forms and verbals
- Pronouns

Objectives What Students Need to Know	Resources	Standards (ACT Scoring Range)
✦ **Identify prepositions** ✦ **Ensure correct usage of idiomatically appropriate prepositions** • Check to be sure pronouns agree with antecedents in increasingly complex sentences	***Strategies for Prepositions - Locators in Time and Place:*** http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous (D, R, A)	Use idiomatically appropriate prepositions especially in combination with verbs (e.g., long for, appeal to) (20-23)
✦ **Identify subject and verb** ✦ **Usage of adjectives and adverbs** ✦ **Ensure agreement between subject and verb**	***Lesson - What's My Subject? A Subject-Verb Agreement Mini Lesson:*** http://www.readwritethink.org/lessons/lesson_view.asp?id=950 (R, A)	Ensure that a verb agrees with its subject when there is some text between the two (20-23)
✦ **Identify pronoun and antecedent** ✦ **Identify clauses** ✦ **Ensure agreement between pronoun and antecedent** • Recognize the difference between *its* and *it's* , *your* and *you're*, who and *whom*	***Strategies for Pronoun and Antecedent Agreement:*** http://grammar.ccc.commnet.edu/grammar/pronouns.htm (D, R, A)	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences (24-27)

✦ **Identify irregular and infrequently used verbs** ✦ **Form past and past participle and present-perfect of irregular and infrequently used verbs**	*Strategies for Verbs and Verbals*: http://grammar.ccc.commnet.edu/grammar/verbs.htm#tense (D, R, A)	Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of (24-27)

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Sentence Structure and Formation 24%

- **Sentence Fragments**
- **Run-on sentences**
- **Connectives**
- **Modifiers**
- **Consistency and tense**
- **Parallelism**
- **Transitional words and phases**

Objectives What Students Need to Know	Resources	Standards (ACT Scoring Range)
✦ **Identify correct sentence structure and organization** ✦ **Identify misuse of parts of speech and sentence components** ✦ **Ensure sentence fluency** • revise writing to correct faulty coordination and subordination of clauses • revise sentences to correct inconsistencies in verb tense and pronoun person	*Strategies for Which vs. That:* http://grammar.ccc.commnet.edu/grammar/notorious/that.htm (D, R, A) *Strategies for Sentence Variety:* http://grammar.ccc.commnet.edu/grammar/sentences.htm (D, R, A)	Recognize and correct marked disturbances of sentence flow and structure (e.g. participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) (20-23)
✦ **Identify phrases and clauses** ✦ **Ensure correct placement of phrases and clauses** ✦ **Ensure sentence fluency** • Use sentence-combining techniques to create more sophisticated sentences; check to avoid fragments, comma splices, and run-ons	*Strategies for Clauses - The Essential Building Block:* http://grammar.ccc.commnet.edu/grammar/clauses.htm (D, R, A) *Strategies for Run-on Sentences/Comma Splices:* http://grammar.ccc.commnet.edu/grammar/runons.htm#splice (D, R, A)	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems (24-27)

• **Identify verb and verb tense** • **Identify pronoun person.** • **Ensure consistency in context of sentence or paragraph** • **Know punctuation options for improving sentence flow**	***Strategies for the Verb to Be***: http://grammar.ccc.commnet.edu/grammar/to_be.htm (D, R) ***Strategies for Verb Tenses***: http://grammar.ccc.commnet.edu/grammar/tenses/tense_frames.htm (D, R) ***Strategies for Pronoun Consistency***: http://grammar.ccc.commnet.edu/grammar/consistency.htm (D, R, A)	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence (24-27)

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Conventions and Punctuation 13%

- **Commas**
- **Semicolon**
- **Colon**
- **Hyphen**
- **Apostrophe**
- **Dash**
- **Question marks**
- **Exclamation point**
- **Quotation marks**
- **Parentheses**

Objectives What Students Need to Know	Resources	Standards (ACT Scoring Range)

✦ **Identify parenthetical phrases**
✦ **Comma usage**
  • Use punctuation to set off nonessential information in a sentence
  • Recognize inappropriate uses of commas
	Strategies for parenthetical phrases:
	http://grammar.ccc.commnet.edu/grammar/commas.htm#4 (D)
		Use commas to set off simple parenthetical phrases (20-23)

✦ **Appropriate comma usage for sentence flow**	*Additional Activities:* http://www.dailygrammar.com/361to365.shtml (A) http://www.dailygrammar.com/366to370.shtml (D, R, A)	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) (20-23)

✦ **Identify parenthetical phrases**
✦ **Comma Usage**
   • Use commas to set off nonessential appositives or clauses
   • Use semicolons to indicate relationships between independent clauses
		Use punctuation to set off complex parenthetical phrases <mark>(24-27)</mark>

✦ **Appropriate comma usage and sentence flow in complicated sentences**		Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or verb joined by and) <mark>(24-27)</mark>
✦ **Identify apostrophe** ✦ **Identify possessive noun**	*Power Point – The Mighty Apostrophe:* http://grammar.ccc.commnet.edu/ grammar/ppt/apostrophe.pps (D, R) http://www.dailygrammar.com/411to415.shtml (A)	Use apostrophes to indicate simple possessive nouns <mark>(24-27)</mark>

| ✦ **Identify colon and semicolon and their usage** | *PowerPoint – The Colon:*
 A Sentence Gateway
 http://grammar.ccc.commnet.edu/grammar/ppt/colons.pps#8 (A)

 PowerPoint – Our Friend The Semi-Colon:
 http://grammar.ccc.commnet.edu/grammar/ppt/semi2.pps (D, R)

 Strategies for The Semi-Colon:
 http://grammar.ccc.commnet.edu/grammar/marks/semicolon.htm (D, R)

 Strategies for The Colon:
 http://grammar.ccc.commnet.edu/grammar/marks/colon.htm (D, R)

 Online Quiz – Using Colons Effectively: <br> http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova5.htm (A) | Recognize inappropriate uses of colons and semicolons (24-27) |