

**ACT English – Grade 9
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
- Rearrange, reorder, add, or delete sentences

Objectives What Students Need to Know	Resources	Standards (ACT Scoring Range)
<p>✦ Identify conjunctive adverbs (also called transitional tags) and conjunctive adverb phrases.</p> <ul style="list-style-type: none"> • Write many simply organized short texts of various genres • Revise writing to ensure that information is in the best order <p>✦ Identify narrative essay</p>	<p><i>Strategies for Improving Coherence: Transitional Tags:</i> http://grammar.ccc.commnet.edu/grammar/transitions.htm#transitions (D, R, A)</p> <p><i>Strategies for Narrative and Descriptive:</i> http://grammar.ccc.commnet.edu/grammar/composition/narrative.htm (D, R)</p> <p>http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_makingA.html (A)</p> <p>http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_makingB.html (A)</p>	<p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. then, this time) (13-15)</p>
<p>✦ Recognize paragraph structure</p> <p>✦ Analyze paragraph for meaning</p> <p>✦ Use revision strategies</p> <ul style="list-style-type: none"> • Recognize and experiment with more sophisticated organizational structures (e.g., comparison-contrast, cause-effect) 	<p><i>Principles of Organization:</i> http://grammar.ccc.commnet.edu/grammar/composition/organization.htm (D, R)</p> <p><i>Online or printable Quiz:</i> http://grammar.ccc.commnet.edu/grammar/composition/taste/taste2.htm (A)</p>	<p>Select the most logical place to add a sentence in a paragraph or place a word or a phrase in a sentence. (16-19)</p>

<ul style="list-style-type: none">• Revise writing to delete illogical conjunctive adverbs• Discuss the most logical place to add specific information in a draft essay• Discuss the purpose and the importance of the opening paragraph for directing the rest of the piece		
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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

<ul style="list-style-type: none"> ✦ Identify a phrase ✦ Identify a sentence ✦ Understand the relationship between components of the sentence ✦ Know that placement of a sentence component affects meaning <ul style="list-style-type: none"> • Read writers of various genres and imitate their work • Revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out 	<p><i>PowerPoint - Conquering the Comma:</i> (Reviews clauses, commas, and parts of the sentence) http://owl.english.purdue.edu/workshops/pp/comma.PPT#20 (D, R)</p> <p><i>Strategies for Improving Coherence - Transition between Ideas:</i> http://grammar.ccc.commnet.edu/grammar/transitions.htm (D, R, A) http://grammar.ccc.commnet.edu/grammar/composition/taste/taste2.htm (A)</p> <p><i>Strategies for Improving Sentence Clarity:</i> http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentclar.pdf (D)</p>	<p>Identify the basic purpose or role of the specified phrase or sentence. (16-19)</p>
<ul style="list-style-type: none"> ✦ Identify a clause ✦ Identify a sentence ✦ Discern the meaning of the sentence ✦ Understand core components of the sentence and how they affect meaning <ul style="list-style-type: none"> • Continue reading writers of various genres and imitating their work 	<p><i>Strategies for Irrelevant Details:</i> http://grammar.ccc.commnet.edu/grammar/paragraphs.htm (D, R)</p>	<p>Delete a clause or sentence because it is obviously irrelevant in the essay (16-19)</p>

<ul style="list-style-type: none">• Write longer and more complicated essays, stories, reviews, etc.• State the main theme of or summarize essays they have written• Revise essays by eliminating sentences or ideas that violate the essay's focus		
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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)
<p>✦ Identify sentence elements</p> <p>✦ Identify effective and ineffective sentence structures</p> <ul style="list-style-type: none"> • Identify and revise obviously wordy, redundant, or cluttered material 	<p><i>Power Point: Sentence Clarity and Combining:</i> http://owl.english.purdue.edu/workshops/pp/sentence.PPT#29 (D, R)</p> <p><i>Strategies for Writing Concise Sentences (Online Exercises):</i> http://grammar.ccc.commnet.edu/grammar/concise.htm (D, R, A)</p> <p><i>Strategies for Sentence Punctuation Errors:</i> http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_sentp.pdf (D, R)</p>	<p>Revise sentences to correct awkward and confusing arrangements of sentence elements (13-15)</p>
<p>✦ Identify nouns and pronouns</p> <p>✦ Ensure specificity in noun and pronoun usage for clarity</p>	<p><i>Podcast - Grammar Girl “Between You and Me”:</i> http://grammar.quickanddirtytips.com/between-you-and-me.aspx (D, R)</p> <p><i>Strategies for Recognizing Pronouns (Online and printable activities):</i> http://www.ccc.commnet.edu/sensen/part2/thirteen/pronouns_recognizing.html (R)</p> <p>http://www.ccc.commnet.edu/sensen/part2/thirteen/pronouns_app1.html (A)</p> <p><i>Strategies for recognizing Nouns and Pronouns as Subjects:</i> http://www.ccc.commnet.edu/sensen/part1/three/pronouns.html (R, A)</p> <p>http://www.ccc.commnet.edu/sensen/part2/thirteen/pronouns_review2.html (A)</p>	<p>Revise vague nouns and pronouns that create obvious logic problems (13-15)</p>

<p>✦ Recognize wordiness and unnecessary information</p> <ul style="list-style-type: none"> • Revise writing to make it more concise and precise • Discuss and model tone and style 	<p><i>Podcast - Grammar Girl “Wordiness and Idioms”:</i> http://grammar.quickanddirtytips.com/wordiness-and-idioms.aspx (D, R)</p> <p><i>Conciseness – Methods for Eliminating Wordiness:</i> http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_concise.pdf (D, R)</p> <p>http://owl.english.purdue.edu/handouts/general/gl_concise.html (A)</p>	<p>Delete obviously synonymous and wordy material in a sentence (16-19)</p>
		<p>Revise expressions that deviate from the style of an essay (16-19)</p>