

High School English Language Arts Companion Document



Power of Language Module Part 2: Grammar and Rhetoric Resource Organized by ACT English Test Component

Power of Language Module, Part 2 Grammar Overview Organized by ACT English Test Component

As educators use Michigan’s English Language Arts standards and expectations to develop rigorous, relevant units of instruction and powerful, engaging learning activities, they will see an emphasis on effective communication, including learning writing as a recursive process. The purpose of this module is to provide guidance for teachers as they infuse grammar into their daily writing instruction. Effective writers use conventions to guide readers through text, supporting the reader in making meaning, creating images, and interacting with the text. Linking grammar and mechanics with craft lessons makes learning experiences valuable and relevant for students. Research has shown that good writing is not produced by studying grammar in isolation. Anchor and linking mentor texts provide powerful examples for students to study language patterns. By experimenting with, imitating, and editing language, students discover how using the elements and patterns of language expands their options and empowers them as writers. Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language is essential for the effective use of language for varying purposes: a job or college application, poem, letter to a state representative, e-mail, resume, or persuasive essay.

Part 1 of the Power of Language Module provides teachers and students with instructional resources and learning activities that will lead to a better understanding of the structure, function, and history of the English language, and will instill in students a desire to become better communicators.

Part 2 of the Power of Language Module includes recommended grade-level targets for meeting the expectations for effective English language use as well as general recommendations from the authors of the cited resources. The skills include those identified as necessary for success in college and work as presented in many resources, including those listed below. The skills are organized by categories used by ACT to define the ACT English Test, but not all skills listed here are directly assessed on the ACT English Test. Some may be indirectly assessed.

- “College Readiness Standards” (ACT, <http://act.org/standard/>)
- “Getting Started with AP English Language” (College Board, Online Workshop Supplementary Handout, 2007)
- “English/Language Arts Readiness Indicators for Postsecondary Studies and Careers” (HSTW, 2008)
- *Grammar to Enrich and Enhance Writing*, Weaver, C. with Bush J. (2008)
- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop*, Anderson, J. (2005)
- *Engaging Grammar: Practical Advice for Real Classrooms*, Benjamin A. with Oliva T. (2007)
- *Writing Reminders*, Burke, J. (2003)
- *Literacy Strategies for Grades 4-12*, Tankersley, K. (2005)
- *The Grammar Plan Book: A Guide to Smart Teaching*, Weaver, C. (2007)
- *Image Grammar: Using Grammatical Structures to Teach Writing*, Noden, H. (1999)

Suggested Pedagogy (Anderson, Benjamin, Burke, Weaver)

- Use powerful literature and student writing to teach the rules of language.
- Use model sentences from the literature that is already part of the curriculum.
- Use sentences from students’ writing produced in the course of the writing process.
- Select and use mentor text to teach specific aspects of writers’ craft.
- Teach grammar and mechanics throughout the curriculum in context (through minilessons, conversations, and activities).
- Teach grammatical constructions to enrich writing by
 - encouraging the addition of details (ideas) to make the writing more interesting
 - clarifying the relationships between and among ideas and enhancing organizational flow
 - helping create a particular style or voice
 - promoting variety, fluency, and rhythm within sentences and paragraphs

Rationale (Burke, J., *Writing Reminders*, 2003, p. 120)

The integrated study of grammar offers these benefits:

- Creates a common, precise vocabulary with which to discuss writing, language, and various texts the students read.
- Helps writers and readers troubleshoot complicated or flawed sentences by giving them tools to identify both the source and the solution of any confusion.
- Develops students’ respect for language, for its complexity and power to inform, confuse, entertain, and persuade.
- Increases writers’ choices through the expanded awareness of those choices.
- Establishes and reinforces the standard of correctness and commits students to the value of using language effectively and correctly.
- Allows students to be better generative thinkers by developing their linguistic and cognitive capacities for thought.

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What Works in Teaching Grammar to Enrich and Enhance Writing: 12 Principles

As explained in Weaver, C. with Bush, J., *Grammar to Enrich & Enhance Writing*, 2008

- Teaching grammar divorced from writing doesn't strengthen writing and therefore wastes time.
- Few grammatical terms are actually needed to discuss writing.
- Sophisticated grammar is fostered in literacy-rich and language-rich environments.
- Grammar instruction for writing should build upon students' developmental readiness.
- Grammar options are best expanded through reading and in conjunction with writing.
- Grammar conventions taught in isolation seldom transfer to writing.
- Marking "corrections" on students' papers does little good.
- Grammar conventions are applied most readily when taught in conjunction with editing.
- Instruction in conventional editing is important for all students but must honor their home language or dialect.
- Progress may involve new kinds of errors as students try to apply new writing skills.
- Grammar instruction should be included during various phases of writing.
- More research is needed on effective ways of teaching grammar to strengthen writing.

Focusing on Common Errors Students Make (Anderson, J., *Mechanically Inclined*, 2005, p. 8-9)

The Sentence

- fragments
- run-on sentences
- dangling modifiers
- wrong or missing preposition
- double negative
- the absolute

Pronouns

- vague pronoun reference
- pronoun-antecedent agreement error
- pronoun case error
- possessive apostrophe error

Pause and Effect

- no comma in a compound sentence
- comma splice
- no comma after an introductory element
- no comma in a nonrestrictive element
- no comma setting off additions at the end of a sentence
- lack of commas in a series

The Verb

- subject-verb agreement
- dropped inflectional endings
- *do* and *have* agreement errors
- unnecessary shift in tense

Adjectives and Adverbs

- adjective strings
- adjective clauses
- adverb clauses
- adverbs and conjunctive adverbs

The Power of Punctuation

- misuse of quotation marks
- overuse of the exclamation point
- the semicolon
- the colon
- the dash
- the hyphen

Questions Teachers Should Ask (Anderson, J., *Mechanically Inclined*, 2005, p. 11)

First and foremost, I teach the mechanics students need to know. Teach, not mention. Teach, not correct errors. Whenever my students aren't successful, I ask myself these questions:

- What have I done to teach this grammar or mechanics pattern?
- Have I immersed students in correct models? Visually and orally?
- Did I post an example (through a wall chart or insert pasted in their writer's notebooks)?
- Have I modeled correcting this type of error in focused edits?
- Have I given students ample practice in editing this particular type of error?
- Is the item on the class's editor's checklist?
- Have I directed the students to edit their own writing for this type of error on multiple occasions?
- Is this mechanical error important enough to warrant doing all of the aforementioned work to teach it?"

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Vocabulary Instruction (Tankersley, K., *Literacy Strategies for Grades 4-12*, 2005, p. 93.)

If students are to internalize words and make them permanent additions to their vocabularies, they must be given time to understand the words and become familiar with all aspects of them. Give students synonyms, examples, and nonexamples of appropriate usage whenever possible so they can thoroughly understand how particular words are applied Because there are so many words that our students need to learn over the course of their schooling, we cannot leave vocabulary development to chance.

Words that should be specifically taught include those that

- students are likely to encounter again and again in the material being studied
- have multiple meanings
- have multiple pronunciations (e.g., *bow*)
- are easily confused (e.g., *accept* and *except*)
- are pronounced the same but spelled differently (e.g., *their*, *they're*, *there*)

Academic Vocabulary (Burke, J., <http://www.englishcompanion.com/pdfDocs/academicvocab.pdf>)

A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into categories, which are not identified on this sheet: nouns (e.g., What you read or create); verbs (e.g., What the assignment asks you to do); adjectives (e.g., specific details about what you must do); and adverbs, which provide very important information about how to do the assignment. (Academic Vocabulary list is included on pages 18 & 19.)

Related vocabulary resource lists are available at

<http://www.palmbeach.k12.fl.us/multicultural/ESOLCurriculumDocs/All/academicvocabulary2.pdf>

The ACT English Test (Weaver, C., *The Grammar Plan Book*, 2007, pp. 60-69.)

In *The Grammar Plan Book*, Weaver offers a detailed list of the kinds of items on the multiple-choice ACT English Test. Here are her categories, slightly rephrased, with selected examples. The first category incorporates the heavily tested “Rhetoric” items on the ACT.

- *Rhetoric, including connectors, punctuation, and sentence structure relating to flow*
 - Wordiness, including redundancy; comma use, including run-on sentences; connectors in relation to meaning, logical flow, & punctuation; ordering of elements for clarity & flow
- *Major phrase-level and sentence-level constraints*
 - Consistency of verb tense or form, subject-verb agreement, parallelism
- *Other phrase-level and sentence-level constraints*
 - Pronoun issues, especially agreement; sentence fragments, especially grammatically malformed sentences that are clearly awkward and ineffective
- *Punctuation other than commas; word choice issues*
 - Semicolon, colon, etc.; correct spelling of homophones; choice between commonly confused words; double negatives; idiomatic use of prepositions

Weaver’s list includes most of the items on the ACT English multiple-choice test, *except* for rhetorical items dealing with placement of sentences within a paragraph or paragraphs within an essay, adding or omitting sentences for flow, and a few items of style and word choice. These items are included in the resources that follow.

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Recommended rhetorical and usage/mechanics skills are organized by ACT test category.

The skills listed in the charts that follow are organized by ACT test category, and include both skills tested directly and indirectly on the ACT English Test, as well as some skills tested indirectly on the ACT Reading and Writing Tests. *None of these test the ability to identify parts of speech; rather, they test ability to write, revise, edit, and read.*

Rhetorical Skills (47% of ACT)

Strategy (16%)

Topic development in terms of audience, purpose, and focus
Central idea or main topic
Shifts in ideas denoting new paragraph
Adding, revising, or deleting supporting material

Organization (15%)

Decisions about order, coherence, and unity
Effective opening, transitional, and closing sentences
Logical connections between ideas, sentences, and paragraphs

Style and Word Choice (16%)

Appropriate words and phrases to convey/match style, tone, and voice
Consistent style and tone
Wordiness, redundancy, and ambiguous pronoun references
Figurative language
Managing sentence elements
Vocabulary

Usage and Mechanics (53% of ACT)

Sentence Structure (24%)

Structure and parallelism
Fragments, fused, and run-on sentences
Transitions, connectives, and associated punctuation

Grammar and Usage (16%)

Subject-verb agreement
Verb forms and voice
Principal parts of verbs
Pronouns
Prepositions
Modifiers
Negatives
Homophones and commonly confused words

Punctuation (13%)

Comma use
Semicolon and colon use
Hyphen, dash, and parenthesis use
Apostrophe use
Quotation marks and exclamation point

ACT English Test Description (ACT.org, <http://www.actstudent.org/testprep/descriptions/engcontent.html>)

Usage/Mechanics

Sentence Structure (24%). Questions in this category test your understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Grammar and Usage (16%). Questions in this category test your understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.

Punctuation (13%). Questions in this category test your knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (for example, avoiding ambiguity, indicating appositives).

Rhetorical Skills

Strategy (16%). Questions in this category test how well you develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.

Organization (15%). Questions in this category test how well you organize ideas and choose effective opening, transitional, and closing sentences.

Style (16%). Questions in this category test how well you select precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronoun references, wordiness, and redundancy.

Power of Language Module, Part 2
Grammar Overview Organized by ACT English Test Component

Strategy

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
<p>Strategy (16% of ACT English Test) Questions in this category test how well you develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context. (ACT.org)</p>		
<ul style="list-style-type: none"> • Choose words appropriate to audience and purpose. • Identify the central idea or main topic of a piece of writing. • Determine whether and/or when to add a sentence or to delete a sentence. 		
<p>Topic development in terms of purpose and focus 9 – Identify the basic rhetorical purpose or role of a specified phrase or sentence. 9 – Identify focus of passage. 9 – Establish and sustain a clear focus/purpose. 9 – State the main theme of or summarize own essays. 9 – Identify the central idea or main topic of a straightforward piece of writing. 9 – Determine relevancy when presented with a number of sentence-level details.</p>	<p>Topic development in terms of purpose and focus 10 – Establish and sustain a clear focus/purpose; achieve purpose through a logical expression of ideas. 10 – Identify, apply, and evaluate consistency of purpose and focus. 10 – 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.</p>	<p>Topic development in terms of purpose and focus 11 – Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material. 11 – Determine whether a complex essay has accomplished a specific purpose.</p>
<p>Adding, revising, or deleting supporting material 9 – Revise essays by eliminating sentences or ideas that violate the essay's focus. 9 – Revise writing to be sure that every sentence is necessary to the purpose and that no important information is left out. 9 – Add a sentence to illustrate a given statement. 9 – Delete a clause or sentence that is irrelevant to the essay.</p>	<p>Adding, revising, or deleting supporting material 10 – Delete material primarily because it disturbs the flow and development of the paragraph. 10 – Delete redundant or irrelevant sentences. 10 – Select a logical place to add a sentence in a paragraph or to place a word or phrase in a sentence. 10 – Determine whether and/or when to add a sentence or to delete a sentence.</p>	<p>Adding, revising, or deleting supporting material 11 – Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation. 11 – Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.</p>

Power of Language Module, Part 2
Grammar Overview Organized by ACT English Test Component

Organization

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
<p>Organization (15% of ACT English Test) Questions in this category test how well you organize ideas and choose effective opening, transitional, and closing sentences. (ACT.org)</p>		
<p>Make decisions about order, coherence, and unity 9 – Recognize paragraph structure. 9 – Revise sentences to correct awkward and confusing sentence elements. 9 – Use varied sentence patterns.</p>	<p>Make decisions about order, coherence, and unity 10 – Order elements within sentences for clarity and flow. 10 – Order sentences within a paragraph for clarity and flow. 10 – Rearrange sentences in a paragraph for the sake of logic. 10 – Order paragraphs within the whole piece for clarity and flow.</p>	<p>Make decisions about order, coherence, and unity 11 – Rearrange sentences to improve the logic and coherence of a complex paragraph.</p>
<p>Effective opening, transitional, and closing sentences and paragraphs 9 – Discuss the purpose and the importance of the opening paragraph to the rest of the piece. 9 – Use/Choose opening paragraphs that set the stage for the rest of the piece. 9 – Use concluding paragraphs that summarize or bring an argument to a close. 9 – Add a sentence that introduces a simple paragraph. 9 – Add a sentence to introduce or conclude an essay or to provide a transition between paragraphs.</p>	<p>Effective opening, transitional, and closing sentences and paragraphs 10 – Use varied paragraph structures, including the structure “opening sentence, details, closing sentence.” 10 – Draft possible introductory sentences and consider their differing effects. 10 – Revise or eliminate concluding sentences or paragraphs that don’t conclude or are simply unnecessary.</p>	<p>Effective opening, transitional, and closing sentences and paragraphs 11 – Add a sentence to introduce or conclude a fairly complex paragraph. 11 – Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.</p>
<p>Make logical connections between ideas, sentences, paragraphs 9 – Select appropriate connectors for meaning, sequencing, or logical flow. (See Transitions and Connectives.) 9 – Choose conjunctive adverbs or phrases to show time relationships (<i>then, next, this time</i>) or straightforward logical relationships (<i>first, afterward, in response</i>). 9 – Revise writing to replace illogical conjunctive adverbs. 9 – Choose the most logical place to add a sentence in a paragraph, making a smooth transition.</p>	<p>Make logical connections between ideas, sentences, paragraphs 10 – Edit for/use appropriate connectors for meaning, sequencing, or logical flow. 10 – Choose conjunctive word or phrase based on grammatical structure and punctuation. 10 – Select a logical place to place a word or phrase in a sentence. 10 – Add a sentence to provide a transition between paragraphs. 10 – Choose the most logical place to add a sentence in an essay. 10 – Edit for and delete redundant or irrelevant sentences. 10 – Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>).</p>	<p>Make logical connections between ideas, sentences, paragraphs 11 – Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs. 11 – Rearrange sentences to improve the logic and coherence of a complex paragraph.</p>

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Style and Word Choice

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
<p>Style and Word Choice (16% of ACT English Test) Questions in this category test how well you select precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronoun references, wordiness, and redundancy. (ACT.org)</p>		
<ul style="list-style-type: none"> • Use a tone appropriate to the audience and occasion consistently throughout a piece. • Choose the appropriate level of language (casual, informal, formal) for the audience, purpose, and situation. • Interpret the meaning of figurative language and recognize its type (e.g., simile, metaphor, personification, analogy). • Deduce the author’s purpose for using figurative language. • Use and manage a variety of sentence elements for style and rhetorical effectiveness. See also Structure and Parallelism. • Develop vocabulary appropriate to reading, writing, and speaking proficiency. • Explain the appropriate meaning of a word or a phrase, depending on the context. • Choose an appropriate synonym based on nuance. • Identify the correct meaning of an acronym, a technical term, an idiom, or jargon in text. • Interpret the denotative and connotative meanings of words, phrases, and statements. • Use roots, affixes, and cognates to determine the meanings of unfamiliar words. • Use general and specialized dictionaries, thesauri, and glossaries (print and electronic) to find definitions, pronunciations, etymologies, spellings, and usages of words. • Know techniques for achieving spelling accuracy. 		
<p>Choose appropriate words and phrases to convey/match style and tone 9 – Replace general or abstract words with concrete, specific words, or with details that clarify. 9 – Choose formal or informal diction, according to audience, purpose, and voice. 9 – Choose strong, precise, active verbs and concrete specific nouns. 9 – Revise vague nouns and pronouns that create obvious logic problems. 9 – Revise sentences to correct awkward and confusing arrangements of sentence elements. 9 – Revise expressions that deviate from the style of an essay.</p>	<p>Choose appropriate words and phrases to convey/match style and tone 10 – Choose words with accurate denotation and appropriate connotation. 10 – Choose the word or phrase most consistent with style and tone of essay. 10 – Enrich dialogue with [more] descriptive words and phrases. 10 – Determine the clearest and most logical conjunction to link clauses.</p>	<p>Choose appropriate words and phrases to convey/match style and tone 11 – Deliberately use fragments to establish informal tone, when appropriate.</p>
<p>Wordiness, redundancy, and ambiguous pronoun references. 9 – Avoid wordiness, redundancy, and ambiguous pronoun references. 9 – Edit to eliminate unnecessary prepositional phrases (wordiness). 9 – Edit to eliminate simple redundancies. 9 – Ensure specificity in noun and pronoun usage for clarity.</p>	<p>Wordiness, redundancy, and ambiguous pronoun references. 10 – Edit to eliminate wordiness in general. 10 – Delete redundant material when information is repeated in the same or different parts of speech (<i>huge gigantic, slowly crept</i>). 10 – Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence. 10 – Identify and correct pronoun references that are genuinely ambiguous.</p>	<p>Wordiness, redundancy, and ambiguous pronoun references. 11 – Eliminate material that involves sophisticated vocabulary and sounds academic, but is nevertheless redundant (e.g., “the outlook of an aesthetic viewpoint”). 11 – Eliminate vague and wordy or clumsy and confusing writing containing sophisticated language. 11 – Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.</p>

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
Style and Word Choice (16% of ACT English Test) continued		
<p>Figurative Language Use language that creates images, including figurative language; avoid clichés.</p> <p>9 – Use nouns, verbs, adjectives, and adverbs that can create pictures in the reader’s mind.</p> <p>9 – Use effective similes and analogies – not clichés.</p> <p>9 – Use personification to make animals or inanimate objects seem human.</p> <p>9 – Use simple metaphors.</p>	<p>Figurative Language Use language that creates images, including figurative language; avoid clichés.</p> <p>10 – Use nouns, verbs, adjectives, and adverbs to create various sensory images (visual and auditory images; taste, smell, touch).</p> <p>10 – Determine whether similes, metaphors, and other analogies are valid comparisons; if not, revise.</p> <p>10 – Edit to eliminate clichés and other overworked expressions.</p>	<p>Figurative Language Use language that creates images, including figurative language; avoid clichés.</p> <p>11 – Develop an extended metaphor.</p> <p>11 – Determine whether each part of an extended metaphor is a valid comparison; if not, revise.</p>
<p>Managing sentence elements</p> <p>9 – Use modifying elements that not only add specific details but contribute to style, such as</p> <ul style="list-style-type: none"> • appositives, to rename or categorize a noun (e.g., Their best runner, <i>Greta</i>, won the 50-yard dash; Chuck plays banjo with Sweet Corn, <i>a bluegrass ensemble</i>). <p>9 – Use verb phrases in a series for emphasis, maintaining consistency in verb tense.</p> <ul style="list-style-type: none"> • present participial phrases, especially those that add “extra” detail and thus need to be set off by a comma or pair of commas (e.g., The weather-beaten old man stood on the dock, <i>throwing out his line</i> and <i>catching a fish every time</i>). <p>9 – Revise sentences to correct or reorder awkward and confusing sentence elements.</p> <p>See Sentence Structure and Parallelism for similar and additional elements that involve managing sentence elements.</p>	<p>Managing sentence elements</p> <p>10 – Use not only present but also past participial phrases.</p> <p>10 – Use modifying elements, such as</p> <ul style="list-style-type: none"> • compound adjectives after the noun they modify (must be “set off” by commas – e.g., The envelope, <i>torn and singed</i>, piqued our curiosity). • absolute constructions (e.g., He stood in the doorway, <i>his lips moving soundlessly, arms hanging limply at his sides</i>.) <p>10 – Experiment with the placement of “extra detail” adjectival phrases, choosing the most effective placement within the context of the whole paragraph.</p> <p>10 – Use parallel grammatical constructions for emphasis or other stylistic effect.</p> <p>10 – Experiment with non-conventional stylistic devices often used by professional writers of fiction and even non-fiction, such as</p> <ul style="list-style-type: none"> • an occasional <i>but</i> or <i>and</i> to start a paragraph or sentence • an occasional fragment in response to a question (e.g. Were we surprised? <i>Not at all</i>). 	<p>Managing sentence elements</p> <p>11 – Experiment with the use and placement of absolute phrases for zooming in on details and creating stylistic effects.</p> <p>11 – Experiment with the placement of compound adjectives by trying them before the noun they modify and following them with a comma (e.g., <i>Torn and singed</i>, the envelope piqued our curiosity).</p> <p>11 – Experiment with more than one kind of grammatical modifier in a sentence (e.g., Roger, always running from trouble, stood gasping in the doorway, breath short, eyes afire).</p> <p>11 – Experiment with some non-conventional stylistic devices often used by professional writers of fiction and even non-fiction, such as</p> <ul style="list-style-type: none"> • occasional use of a fragment beginning with <i>but</i> or <i>and</i> to start a sentence or paragraph • a parallel series of fragments <p>11 – Reduce adjectival clauses to phrases for brevity (to eliminate wordiness), when the phrase sounds right and flows well.</p>

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Style and Word Choice

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
Style and Word Choice (16% of ACT English Test) continued – Vocabulary		
<p>Prefixes <i>ab</i> = away from <i>ad</i> = to, toward <i>bene</i> = good <i>bi</i> = two <i>co, con, com, col, cor</i> = together, with <i>de</i> = away, down, out of <i>dis</i> = not, opposite <i>duo</i> = two <i>ex</i> = out of, formerly <i>in, im, il, ir</i> = in, not <i>inter</i> = between <i>kilo</i> = thousand <i>mal</i> = bad <i>milli</i> = thousand <i>mis</i> = wrong <i>para</i> = next to, beside <i>poly</i> = many <i>pre</i> = before <i>pro</i> = forward <i>quad, quadr</i> = four <i>re</i> = back, again <i>sub</i> = under, beneath <i>super</i> = above, beyond <i>trans</i> = across <i>tri</i> = three <i>un</i> = not, opposite</p>	<p>Suffixes <i>able, ible</i> = capable of, worthy of <i>al</i> = act of, dismissal, refusal <i>ance, ence, ancy, ency</i> = act or fact of doing, state, quality <i>ate, en</i> = cause to be <i>dom</i> = freedom, state of being <i>er, or</i> = person or thing connected with, agent <i>esque</i> = reminiscent of <i>ful</i> = having much of a quality <i>ic</i> = pertaining to <i>ious, ous</i> = of or characterized by <i>ish</i> = having the quality of <i>ism</i> = doctrine, belief, characteristic of <i>ist</i> = one who <i>ive</i> = having the nature of <i>ize</i> = cause to become <i>ful</i> = full of, abounding in <i>less</i> = without, free from <i>ly</i> = like, characteristic of <i>ment</i> = state of, quality of <i>ness</i> = state of being <i>nym, onym</i> = name, word <i>ship</i> = position held <i>tion, sion</i> = action, state of being, result</p>	<p>Roots (Review of Grades 6-8) <i>aqua, aque</i> = water <i>astro</i> = star <i>aud, audi</i> = sound, to hear <i>bio</i> = life <i>cap</i> = to seize, take, contain <i>cent</i> = hundred <i>circu</i> = around <i>dec</i> = decimal <i>dia</i> = through <i>dict</i> = to speak or tell <i>equi</i> = equal <i>geo</i> = earth <i>graph</i> = write <i>hydro, hydra</i> = water <i>magn</i> = large <i>meter</i> = measure <i>min</i> = small <i>ped</i> = foot <i>peri</i> = around <i>phon</i> = sound, speech <i>scrib, script</i> = write <i>spect</i> = to observe, watch, see <i>struct</i> = build <i>tele</i> = distance, far away <i>therm</i> = heat</p>
<p>Roots – 9 <i>alter</i> = other <i>ami, amor</i> = love, liking, friendliness <i>anthrop, anthro</i> = human, man <i>arch</i> = chief, leader, ruler <i>bene</i> = good <i>biblio</i> = book <i>fac, fact, fect</i> = to make, do <i>fir, fer</i> = to carry, bring, bear <i>jur, jud, jus</i> = law, just <i>manu</i> = hand <i>mar</i> = sea <i>metri, meter</i> = measure <i>mit, miss</i> = send, place <i>mot, mob, mov</i> = move <i>nov</i> = new <i>path</i> = feel, suffer <i>photo</i> = light <i>pon, pos, pound</i> = to place, put, set <i>port</i> = carry, bear <i>spect, spec, spic</i> = look, see <i>tend, tens, tent, tin</i> = stretch <i>uni</i> = one, single <i>vent, ven</i> = come, go <i>vid, vis</i> = see, look, sight <i>vit, viv, vita, vive</i> = life, living</p>	<p>Roots – 10 <i>clos, clud, clus</i> = close, end, shut <i>corp, cors</i> = body <i>dic</i> = speak, say <i>gam</i> = marriage <i>grad, gress</i> = step, walk <i>iso</i> = equal, identical <i>liter</i> = letter <i>loc</i> = location, place <i>log, logo</i> = word, thought <i>luc</i> = light <i>mor, mors, mort</i> = death <i>nat</i> = born <i>or, ora</i> = mouth, talk <i>pan, panto</i> = all complete <i>phil, philo</i> = love <i>psych</i> = soul, spirit, mind <i>scend, scent, scan, scal</i> = climb <i>sens, sent</i> = feel, sense, beware <i>soph</i> = wisdom <i>spir</i> = breath, life <i>tang, tact</i> = touch <i>ten (tenere)</i> = to have, hold <i>terr, terra, geo</i> = land, earth <i>vol, volu, volut</i> = wish <i>volve</i> = roll, turn</p>	<p>Roots – 11 <i>act ag</i> = do, move <i>ann, enni</i> = year <i>cor, cour</i> = heart <i>cred</i> = believe <i>cur, course</i> = run <i>dom, domin</i> = house, rule <i>duc, duct</i> = lead, make <i>fid</i> = faith <i>flect, flex</i> = bend <i>flu, fluc, flux</i> = flow <i>gen, genus</i> = race, origin, class, beginning <i>gnosis</i> = knowledge <i>hemo, hema, hem</i> = blood <i>jac, ject, jet</i> = throw, lie <i>lat</i> = bear, carry <i>leg, lect</i> = gather, choose, read <i>med, mid</i> = middle <i>morph</i> = form, structure <i>mut</i> = change <i>neuro</i> = nerve <i>pel, puls</i> = drive, push <i>sig, sign</i> = sign <i>stru, stuct</i> = pile up, build <i>vac</i> = empty <i>ver, vera, veri</i> = true, truth</p>

Power of Language Module, Part 2
Grammar Overview Organized by ACT English Test Component

Sentence Structure

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
<p>Sentence Structure (24% of ACT English Test) Questions in this category test your understanding of relationships between and among clauses, placement of modifiers, and shifts in construction. (ACT.org)</p>		
<ul style="list-style-type: none"> • Use English language structure and grammar appropriately to communicate effectively. • Evaluate sentences for length, variety, grammar, and punctuation. • Recognize and correct marked disturbances in sentence flow. • Edit to eliminate pronoun shifts. • Use effective ways to correct fused sentences, run-on (comma splice) sentences, and sentence fragments. • Combine sentences using subordinating and coordinating conjunctions. • Understand the cues in sentences that explain the relationship of main and subordinate clauses. • Identify the most effective placement of modifiers in sentences. • Use proofreading checklist. 		
<p>Sentence structure and parallelism</p> <p>9 – Write using complete sentences.</p> <p>9 – Use the same tense for verbs in a series, thus creating parallelism as well as flow.</p> <p>9 – Vary sentence structures by using</p> <ul style="list-style-type: none"> • introductory prepositional and other adverbial phrases and clauses. Place a comma after an introductory clause and after long introductory phrases. • present participial phrases. • appositives that add information to a noun by renaming or placing it in a category (e.g., We climbed Mt. Washington, <i>the tallest mountain in the east</i>; Carol, <i>a fantastic singer</i>, will play the leading role in our musical). • adverbial clauses, especially at the beginning or end of sentences, as appropriate for flow. Place a comma after an introductory adverbial clause. (See Connectives for examples of some words that introduce adverbial clauses.) • adjectival clauses to add details to a noun. (See Pronouns for the relative pronouns that introduce adjective clauses. See Punctuation for how to punctuate.) <p>9 – Use noun clauses when needed (e.g., I know <i>that is correct</i>). Do not put a comma before them.</p> <p>9 – Revise sentences to correct or reorder awkward and confusing sentence elements.</p>	<p>Sentence structure and parallelism</p> <p>10 – Use varied sentence patterns (e.g., not always subject + verb + object).</p> <p>10 – Edit for parallel structure in items that occur in a series.</p> <p>10 – Vary sentence structure by using different kinds of phrases as modifiers, including past participial phrases.</p> <p>10 – Vary sentence structure by using compound adjectives as post-noun modifiers.</p> <p>10 – Vary paragraph structure by using sentences of different lengths.</p> <p>10 – Order elements within sentences for clarity and flow, and repair misplaced or dangling modifiers.</p> <p>10 – Move adverbial elements to the beginning of a sentence when this creates better flow.</p> <p>10 – Use parallel words and phrases for emphasis or other stylistic effect. This includes verb tenses in parallel.</p> <p>10 – Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.</p> <p>10 – Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.</p>	<p>Sentence structure and parallelism</p> <p>11 – Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.</p> <p>11 – Use pithy/precise words, phrases, and clauses in parallel, for rhetorical effect.</p> <p>11 – Vary sentence structure by using absolutes to add subordinate details.</p> <p>11 – Reduce adjectival clauses to phrases for brevity (to eliminate wordiness), when the phrase sounds right and flows well.</p> <p>11 – Maintain a consistent and logical use of verb tense on the basis of information in the paragraph or essay as a whole.</p> <p>11 – Use, when relevant, complex gerunds and infinitives.</p>

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
Sentence Structure (24% of ACT English Test) continued		
<p>Fragments, fused, and run-on sentences 9 – Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments, such as participial phrases. 9 – Correct other grammatically malformed sentences. 9 – Eliminate fused sentences by adding punctuation and/or a conjunction. 9 – Repair run-on (comma splice) sentences, in which just a comma is used to join two independent clauses. 9 – Choose the appropriate verb tense and voice by considering the meaning of the entire sentence.</p>	<p>Fragments, fused, and run-on sentences 10 – Recognize and correct missing or incorrect relative pronouns.</p>	<p>Fragments, fused, and run-on sentences 11 – Deliberately use fragments to establish informal tone, when appropriate.</p>
<p>Transitions, connectives, and associated punctuation 9 – Select appropriate connectors for meaning, sequencing, or logical flow. 9 – Write complex sentences to bring together information in which one idea is subordinate to another. 9 – Choose an appropriate coordinating conjunction to join two independent clauses in one sentence (<i>and, or, but, for, nor</i>); add a comma before these conjunctive words. 9 – Choose an appropriate subordinating conjunction to introduce a subordinate adverbial clause (e.g., <i>when, because, if, until, while, although</i>); use a comma after a subordinate clause that begins a sentence. 9 – Choose effective placement for subordinate clauses. 9 – Choose conjunctive adverbs or phrases to show time relationships (<i>then, next, this time</i>) or straightforward logical relationships (<i>first, afterward, in response</i>). 9 – Revise writing to replace illogical conjunctive adverbs.</p>	<p>Transitions, connectives, and associated punctuation 10 – Use a variety of cohesive devices to refer to what came before (e.g., repetition of key words and phrases, and words commonly considered “transitions”). 10 – Edit for/use appropriate connectors for meaning, sequencing, or logical flow. 10 – Build vocabulary of transitional words and phrases that can serve as connectors or cohesive devices. 10 – Use transitions to signal sequence, time, comparison, contrast, examples, cause and effect, place, concession, summary, repetition, or conclusion. 10 – Choose a conjunctive adverb word or phrase to clearly and logically connect independent clauses (e.g., <i>therefore, however, in addition, for example, for instance, of course, on the other hand, then, thus</i>). Use a semicolon after the first independent clause if both occur in the same sentence.</p>	<p>Transitions, connectives, and associated punctuation 11 – Use diverse transitions/connectors, including conjunctive adverbs, where appropriate (e.g., <i>meanwhile, thereafter, simultaneously, moreover, nevertheless, regardless, granted that</i>). 11 – Use correlative conjunctions (<i>both ... and, either ... or, neither ... nor, not only ... but also</i>). 11 – Use cohesive devices to start a sentence or paragraph (e.g., a fragment; <i>and</i> or <i>but</i>; interjections such as <i>well, yes, okay, of course, sure</i>; as well as other common devices). 11 – Use sentence combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.</p>

Power of Language Module, Part 2
Grammar Overview Organized by ACT English Test Component

Grammar and Usage

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
<p>Grammar and Usage (16% of ACT English Test) Questions in this category test your understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage. (ACT.org)</p>		
<ul style="list-style-type: none"> • Use all parts of speech effectively. (See Style and Word Choice; Transitions and Connectives) • Edit writing for subject-verb agreement and correct verb tense. • Edit writing for pronoun-antecedent agreement. • Edit writing for modifier-modified agreement. • Choose correct form of adjective or adverb to modify a noun or verb. • Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure subject-verb and pronoun antecedent agreement, and which preposition to use in simple and idiomatic contexts. • Make appropriate choices when using active and passive voices. • Avoid double negative use. • Use homophones and near-homophones correctly. • Know techniques for achieving spelling accuracy. • Write Standard English sentences with correct use of verbs: subject-verb agreement, verb tense. 		
<p>Subject-verb agreement 9 – Locate subject and verb in straightforward situations. 9 – Choose the correct verb form in simple subject-verb situations (e.g., Jake <i>plays</i> basketball; The Red Wings <i>are</i> awesome). 9 – Choose the correct verb form when the subject is compound and the two subjects are joined by <i>and</i> or <i>but</i> (e.g., Robin and March <i>swim</i> in competition). 9 – Choose the correct verb form when the subject is compound and the two subjects are joined by <i>or</i>, <i>either . . . or</i>, <i>neither . . . nor</i>.</p>	<p>Subject-verb agreement 10 – Choose the correct verb form in simple instances when modifiers of the subject come between it and the verb (e.g., The remote control you’re holding <i>operates</i> the other TV.)</p>	<p>Subject-verb agreement 11 – Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb (e.g., The signs on each door <i>tell</i> what the price would be; The racer who has only practiced a few hours <i>expects</i>, unrealistically, to win). 11 – Choose the verb form that agrees with the subject in unusual situations, such as inversion of subject and verb (e.g., On the table <i>lie</i> the latest fashion magazines).</p>
<p>Verb forms and voice 9 – Form past and past participle of irregular but commonly used verbs. 9 – Use the Standard English form of irregular verbs. 9 – Use the present tense to express a constant or ongoing state or action, even if the rest of the passage is in the past tense (e.g., Gladys played the piano at Fletcher’s yesterday. She <i>plays</i> there every Thursday).</p>	<p>Verb forms and voice 10 – Edit writing for verb tense or form consistency, as appropriate. 10 – Revise inappropriate shifts in verb tenses between simple clauses in a sentence or between adjoining sentences. 10 – Edit for weak use of forms of <i>to be</i> (<i>is, are, was, were</i>). 10 – Edit to change weak passive verb forms (passive voice) to active.</p>	<p>Verb forms and voice 11 – Use the passive voice to obscure or avoid mentioning the doer of the action when it’s not relevant or known.</p>

Power of Language Module, Part 2
Grammar Overview Organized by ACT English Test Component

Grammar and Usage

	Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
Grammar and Usage (16% of ACT English Test) continued			
	<p>Principal parts of verbs 9 – Make automatic the use of standard irregular verbs forms: present, past, and past participle. (The past participle is the form that is used after <i>have</i>, <i>has</i>, or <i>had</i>.)</p> <ul style="list-style-type: none"> • <i>become, became, become</i> • <i>begin, began, begun</i> • <i>bring, brought, brought</i> • <i>buy, bought, bought</i> • <i>catch, caught, caught</i> • <i>choose, chose, chosen</i> • <i>come, came, come</i> • <i>cost, cost, cost</i> • <i>do, did, done</i> • <i>draw, drew, drawn</i> • <i>eat, ate, eaten</i> • <i>fall, fell, fallen</i> • <i>give, gave, given</i> • <i>go, went, gone</i> • <i>hear, heard, heard</i> • <i>keep, kept, kept</i> • <i>know, knew, known</i> • <i>make, made, made</i> • <i>run, ran, run</i> • <i>say, said, said</i> • <i>see, saw, seen</i> • <i>send, sent, sent</i> • <i>sing, sang, sung</i> • <i>take, took, taken</i> • <i>think, thought, thought</i> • <i>write, wrote, written</i> 	<p>Principal parts of verbs 10 – Identify present, past, and past participle forms of infrequently used irregular verbs. 10 – Form present-perfect verbs by using <i>have</i> rather than <i>of</i>.</p>	

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
Grammar and Usage (16% of ACT English Test) continued		
<p>Pronouns 9 – Choose correct pronoun case (subjective, objective, possessive) for the pronoun’s role in the sentence. 9 – Choose correct pronoun number for agreement with antecedent in simple situations.</p> <ul style="list-style-type: none"> • singular (<i>another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, other, somebody, someone, something</i>) • plural (<i>both, few, many, others, several</i>) 	<p>Pronouns 10 – Choose correct pronoun number for agreement with antecedent when the pronoun can be either singular or plural, depending on context:</p> <ul style="list-style-type: none"> • singular or plural (<i>all, any, more, most, none, some</i>) <p>10 – Choose correct pronoun to agree with antecedent in gender. 10 – Choose correct demonstrative pronoun (<i>this, that, these, those</i>). 10 – Choose correct relative pronoun to introduce an adjective clause. <i>who</i> to refer to a human subject <i>whom</i> to refer to a human object <i>that</i> to introduce a restrictive/essential clause <i>which</i> to introduce a non-restrictive/non-essential clause</p> <p>10 – Ensure that a pronoun agrees with its antecedent/referent when the two occur in separate clauses or sentences. 10 – Identify and correct pronoun references that are genuinely ambiguous. 10 – Recognize and correct missing or incorrect relative pronouns.</p>	<p>Pronouns 11 – Correctly use reflexive pronouns (<i>myself, himself, etc.</i>) and possessive pronouns (<i>its, your</i>). 11 – Maintain a logical use of pronoun person on the basis of information in the paragraph or essay as a whole. 11 – Choose correct relative pronoun (<i>who, whoever, whose, whom, whomever, that, which, whichever, what, whatever</i>) to introduce an adjective clause.</p>
<p>Prepositions 9 – Choose correct preposition for context.</p>	<p>Prepositions 10 – Choose correct form of preposition within idiomatic expressions (long <i>for</i>, appeal <i>to</i>, concerned <i>with</i>).</p>	<p>Prepositions 11 – Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.</p>
<p>Modifiers 9 – Choose adjective or adverb form as appropriate (e.g., <i>good</i> to modify a noun, <i>well</i> to modify a verb). 9 – Form comparative and superlative adjectives correctly.</p> <ul style="list-style-type: none"> • <i>big, bigger, biggest</i> • <i>good, better, best</i> • <i>effective, more effective, most effective</i> <p>9 – Avoid double comparatives and superlatives (e.g., <i>more better, most happiest</i>).</p>	<p>Modifiers 10 – Choose between commonly confused forms of adjectives or adverbs. 10 – Recognize fully formed wording in comparisons (e.g., “She is taller than I” is a reduction of “She is taller than I am”).</p>	

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Grammar and Usage

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
Grammar and Usage (16% of ACT English Test) continued		
<p>Negatives 9 – Recognize negative words (e.g., <i>not, nor, neither, never, nobody, nothing, nowhere, wouldn't, didn't, can't, won't</i>, etc.) 9 – Edit to eliminate double negatives (e.g., <i>can't do nothing, won't never, didn't do nothing</i>).</p>	<p>Negatives 10 – Edit to eliminate double negatives with <i>-ly</i> adverbs (e.g., <i>won't hardly, can't scarcely, aren't barely</i>).</p>	
<p>Homophones and commonly confused words 9 – Use homophones and near-homophones correctly.</p> <ul style="list-style-type: none"> • its, it's • to, too, two • their, there, they're • your, you're • who's, whose • than, then • loose, lose • where, wear, were • bear, bare • capital, capitol • dessert, desert • lead, led • passed, past • sew, so • sum, some • wood, would 	<p>Homophones and commonly confused words 10 – Use commonly confused words correctly.</p> <ul style="list-style-type: none"> • accept, except • affect, effect • altar, alter • among, between • amount, number • farther, further • fewer, less • human, humane • imply, infer • later, latter • lead, led • lie, lay • moral, morale • peace, piece • whether, weather • who, whom 	<p>Homophones and commonly confused words 11 – Use commonly confused words correctly.</p> <ul style="list-style-type: none"> • advice, advise • assure, ensure, insure • born, borne • breath, breathe • clinch, clench • compliment, complement • confident, confidant • envelope, envelop • emigrate, immigrate • eminent, imminent • forward, foreword • personal, personnel • principal, principle • stationary, stationery • track, tract

Power of Language Module, Part 2
Grammar Overview Organized by ACT English Test Component

Punctuation

Grade 9	Grade 10 Reinforce all Grade 9 skills.	Grade 11 Reinforce all Grade 9 and 10 skills.
<p>Punctuation (16% of ACT English Test) Questions in this category test your knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (for example, avoiding ambiguity, indicating appositives). (ACT.org)</p>		
<ul style="list-style-type: none"> • Use correct punctuation and capitalization conventions. • Know when to use and when not to use punctuation marks, especially commas. • Write Standard English sentences using correct punctuation: end punctuation, comma, semi-colon, colon, quotation mark, apostrophe. • Know punctuation options for increasing sentence flow. 		
<p>Comma use 9 – Use commas correctly:</p> <ul style="list-style-type: none"> • in a series • for direct address • for large numbers and dates • after introductory elements, such as long prepositional phrases and adverbial clauses • in a compound sentence before a coordinating conjunction • in quotations <p>9 – Know how to punctuate modifiers within a sentence (when to use and when not to use a comma). 9 – Avoid or correct comma splices. 9 – Eliminate commas for which there is no rule or that disturb the sentence flow or create sense problems.</p>	<p>Comma use 10 – Set off appositives and nonrestrictive participial phrases with commas. 10 – Use commas to set off a nonessential/nonrestrictive adjective clause.</p>	<p>Comma use 11 – Use a comma or commas, as needed, to set off an absolute from the rest of a sentence. 11 – Use a comma or commas, as needed, to set off compound adjectives after a noun. 11 – Correct incorrect comma use and multiple punctuation problems.</p>
<p>Semicolon and colon use 9 – Use a semicolon to indicate a relationship between closely related independent clauses.</p>	<p>Semicolon and colon use 10 – Use a semi-colon after the first independent clause in a sentence, when the two clauses are joined by a conjunctive adverb. 10 – Use a colon to introduce an example or an elaboration.</p>	<p>Semicolon and colon use 11 – Use colons and semicolons conventionally in writing. 11 – Correct incorrect semicolon and colon use.</p>
<p>Hyphen, dash, parenthesis use 9 – Hyphenate a compound adjective that comes before the noun it modifies.</p>	<p>Hyphen, dash, parenthesis use 10 – Correctly use hyphens, dashes, double dashes, and parentheses (parenthetical phrases) to enhance writing.</p>	<p>Hyphen, dash, parenthesis use</p>
<p>Apostrophe use 9 – Use apostrophes correctly in regular singular possessive and plural possessive nouns. 9 – Avoid an apostrophe in possessive pronouns, or edit to eliminate it, e.g.:</p> <ul style="list-style-type: none"> • <i>his</i> video games • <i>her</i> computer • <i>its</i> software • <i>their</i> complaint • <i>Whose</i> file is this? <p>(See Homophones to compare possessive pronouns with contractions.)</p>	<p>Apostrophe use 10 – Use an apostrophe correctly to show possession with irregular plural nouns. 10 – Delete apostrophes from simple plurals or verbs.</p>	<p>Apostrophe use</p>

Power of Language Module, Part 2
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	<p>Quotation mark and exclamation point use 9 – Correctly use quotation marks in dialogue. 9 – Use exclamation points to effectively indicate extremes or excitement; do not overuse.</p>	<p>Quotation mark and exclamation point use 10 – Use commas correctly when a quotation is interrupted (e.g., “Yes,” she exclaimed, “that’s exactly the point.”)</p>	<p>Quotation mark and exclamation point use 11 – If a quotation ends a sentence, put the period inside the quotation marks (e.g., Garfield charged, “You haven’t fed me.”).</p>
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