

# High School English Language Arts Companion Document



## Power of Language Module Part 1: ACT English (Grammar and Rhetoric)

## Power of Language Module An ELA HSCE Companion Document

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.

The Power of Language Module has an overarching goal of providing 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.

When complete, the module will include

- Anchor and linking texts used to study the English language and its power to affect and transform lives. **(Being developed)**
- Print and web resources for infusing direct grammar and rhetorical skill instruction into writing instruction. **(Included here as general resource lists)**
- Print and web resources for vocabulary development. **(Being developed)**
- Print and web resources for grammar and rhetoric skill review organized by ACT College Readiness Standard, including how the standards are assessed and what students need to know to meet the standards. **(Included here)**
- Information and resources for meeting other national standards requirements and for preparation for other assessments.(SAT/NAEP/AP English). **(Being developed)**

Included in this document is a chart identifying the ACT English (Mechanics, Usage, and Rhetoric) standards linked to examples of how they are assessed on the ACT, what students need to know, and both web link and professional text resources. These same resources provide support for infusing grammar instruction throughout instructional units. Specific examples for each of the ACT standards are included here. Part one of the module is being released to meet the needs of teachers and students as they prepare for the 2007 MME/ACT assessment. Other components of the module will be available at a later date.

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*“Grammar and mechanics are not rules to be mastered as much as tools to serve a writer in creating a text readers will understand.” — Jeff Anderson, Mechanically Inclined*

*“...if students aren’t regularly held accountable for their correctness, it just won’t seem important to them. Imagine a math class where it “doesn’t matter if you get it right.”  
— Jim Burke, The English Teacher’s Companion*

*“Grammar is the soul of humankind . . . the secret muse of all expression, the portrait painter of life’s emotions. . . . When students come to share this vision, grammar bridges the world of living to the world of writing, reading, and speaking.”  
— Harry Noden, Image Grammar*

*"All native speakers of a language have more grammar in their heads than any grammar book will ever contain." Our job as teachers is to help our students discover this knowledge."*

*“Good writing is not produced by grammar study in isolation from writing, as research has shown again and again... If improving writing is our primary goal, then it is time for a major change in how we teach grammar.”  
— Constance Weaver*

**General Web Resources Used Throughout the Grammar Unit:**

*The Bluebook of Grammar and Punctuation*

<http://www.grammarbook.com/>

*Guide to Grammar and Writing*

<http://grammar.ccc.commnet.edu/grammar/>

*Sentence Sense: A Writer's Guide*

<http://www.ccc.commnet.edu/sensen/>

*The Owl at Purdue*

<http://owl.english.purdue.edu/handouts/interact/index.html>

**Professional Texts**

*The Grammar Plan Book: A Guide to Smart Teaching*

Weaver, Constance. The Grammar Plan Book: A Guide to Smart Teaching. Portsmouth: Heinemann, 2007.

*Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*

Anderson, Jeff. Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop. Portland: Stenhouse, 2005.

*Image Grammar: Using Grammatical Structures to Teach Writing*

Noden, Harry. Image Grammar: Using Grammatical Structures to Teach Writing. Portsmouth: Heinemann-Boynton/Cook, 1999.

*Image Grammar Activity Book*

Noden, Harry. Image Grammar Activity Book. Logan: Perfection Learning, 2007.

*Write for College: A Student Handbook*.

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Write for College: A Student Handbook. Wilmington: Great Source, 1997.

*Writing Reminders*

Burke, Jim. Writing Reminders. Portsmouth: Heinemann, 2003.

**ACT English Assessment Overview**

**Usage and Mechanics**

**Conventions of Punctuation 13%**

Commas

Semicolon

Colon

Hyphen

Apostrophe

Dash

Question marks

Exclamation point

Quotation marks

Parentheses

**Conventions of Usage 16%**

Subject-verb agreement

Principal parts of verbs

Verb forms and verbals

Pronouns

**Sentence Structure and Formation 24%**

Sentence fragments

Run-on sentences

Connectives

Modifiers

Consistency and tense

Parallelism

Transitional words and phrases

**Rhetorical Skills**

**Strategy 16%**

Effective transitions

Effective opening and closing sentences

Identify shifts in ideas denoting new paragraph

Words appropriate to audience and purpose

**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

**Style (and Word Choice) 16%**

Choose appropriate words and phrases to match style and tone

Avoid wordiness, redundancy, clichés, ambiguous references

Diction

Wordiness

Omissions

**“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?”*

-- Jeff Anderson, *Mechanically Inclined*

Topic Development in Terms of Purpose and Focus	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Identify the basic purpose or role of the specified phrase or sentence.	16-19	<p>Question: “Which of the following most effectively summarizes the essay?”</p> <p>Correct answer: “Thoreau rhapsodized about the natural world.” (Explanation: The basic purpose of this sentence is to summarize the essay.)</p>	<ul style="list-style-type: none"> <li>-Identify a phrase.</li> <li>-Identify a sentence.</li> <li>-Understand the relationship between components of the sentence.</li> <li>-Know that placement of a sentence component affects meaning.</li> </ul>	<p><i>Strategies for Improving Sentence Clarity:</i>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentclar.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentclar.pdf</a></p>	<p><i>Write for College</i> 823-828</p>
Delete a clause or sentence because it is obviously irrelevant in the essay	16-19	<p>Question: “Suppose at this point the writer decided to add more information about the police department in this town. Would this addition be an appropriate one?”</p> <p>Correct answer: “no addition would be appropriate. This is a very lean summary of the case; additional detail is not required.”</p>	<ul style="list-style-type: none"> <li>-Identify a clause.</li> <li>-Identify a sentence.</li> <li>-Discern the meaning of the sentence.</li> <li>-Understand core components of the sentence and how they affect meaning.</li> </ul>	<p><i>Irrelevant Details:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/paragraphs.htm">http://grammar.ccc.commnet.edu/grammar/paragraphs.htm</a></p>	<p><i>Write for College</i> 081-086, 819-822</p>
Identify the central idea or main topic of a straightforward piece of writing	20-23	<p>Question: “Readers are likely to regard the passage as best described by which of the following terms?”</p> <p>Correct answer: “Persuasive”</p> <p>Question: “This passage is probably written for readers who...?”</p> <p>(Correct answer:) “need summary details about this case for a subsequent discussion or determination.”</p>	<ul style="list-style-type: none"> <li>-Identify author’s purpose.</li> <li>-Identify writing genres.</li> </ul>	<p><i>Developing a Definition:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/composition/definition.htm">http://grammar.ccc.commnet.edu/grammar/composition/definition.htm</a></p>	<p><i>Write for College</i> 024</p> <p><i>Writing Reminders</i> p. 120-124</p>

<p>Determine the relevancy when presented with a variety of sentence-level details</p>	<p>20-23</p>	<p>Question: “Is the use of the gold bracelet and necklace effective in this paragraph?”</p> <p>Correct answer: Yes, because the whole passage is about an actual trial and is reporting facts.”</p>	<p>-Identify a sentence. -Identify the role of different sentence components.</p>	<p><i>Writing Topic Sentences:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_topic.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_topic.html</a></p>	<p><i>Write for College</i> 074-079</p>
<p>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>24-27</p>	<p>Question: “A quick scanning of this passage shows it to be a terse summary argument in favor of more nursing facilities for nurses. In view of this fact, what kinds of arguments would be appropriate?”</p> <p>Correct answer: “Short, one-line summary arguments.”</p>	<p>-Identify types of essays. -Determine author’s purpose. -Determine congruence between the type of essay and the example essay. -Revise essay to clarify.</p>	<p><i>Writing with a Sense of Purpose:</i> <a href="http://grammar.ccc.commnet.edu/grammar/composition/purpose.htm">http://grammar.ccc.commnet.edu/grammar/composition/purpose.htm</a></p>	<p><i>Image Grammar</i> Checklist, p. 189</p> <p><i>Write for College</i> 010-013</p>
<p>Delete material primarily because it disturbs the flow and development of the paragraph</p>	<p>24-27</p>	<p>It would be appropriate to delete the sentence, “Peggy, by the way, is an extremely attractive woman.” from a description of a burglary.</p>	<p>-Identify a paragraph. -Identify the author’s intent. -Understand what disrupts sentence fluency.</p>	<p><i>Revision – The Editing and Rewriting Process:</i> <a href="http://owl.english.purdue.edu/workshops/hypertext/ResearchW/revise.html">http://owl.english.purdue.edu/workshops/hypertext/ResearchW/revise.html</a></p>	<p><i>Image Grammar</i> p. 64-65</p> <p><i>Write for College</i> 099, 100-109</p>
<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>	<p>24-27</p>	<p>Question: “The writer could most effectively strengthen this passage at this point by adding which of the following?”</p> <p>Correct answer: “A few examples to illustrate the general points being made.”</p>	<p>-Determine author’s purpose. -Edit to enhance clarity.</p>	<p><i>Adding Emphasis:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_emphasis.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_emphasis.pdf</a></p>	<p><i>Image Grammar</i> Painting with Five Brush Strokes, p. 4-12</p> <p><i>Write for College</i> 100</p>
<p>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</p>	<p>28-32</p>	<p>Question: “In Paragraph 1, should the final sentence be kept or eliminated?”</p> <p>Correct answer: “Eliminated, because it is irrelevant to the topic.”</p>	<p>-Identify intent of essay. -Edit to support intent of essay.</p>	<p><i>Abstract, Concrete, General, and Specific Terms:</i> <a href="http://grammar.ccc.commnet.edu/grammar/composition/abstract.htm">http://grammar.ccc.commnet.edu/grammar/composition/abstract.htm</a></p>	<p><i>Write for College</i> 010-016, 024</p>

<p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>	<p>28-32</p>	<p>Question: “Suppose this passage were written for an audience that was familiar with Small Claims Court and our legal system. Which of the following additions would be most relevant to the passage as a whole?”</p> <p>Correct answer: “Discussions of the fine points of law that have made some decisions very difficult to determine.”</p>	<p>-Identify intent of essay. -Edit to support intent of essay.</p>	<p><i>Giving Examples and Explanations:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_givingA.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_givingA.html</a></p>	<p><i>Image Grammar</i> Painting with Five Brush Strokes, p. 4-12 <i>Write for College</i> 010-016, 024, 031 074-079, 119</p>
<p>Determine whether a complex essay has accomplished a specific purpose</p>	<p>33-36</p>	<p>Question: “Suppose the editor of a news magazine has assigned the writer to describe the historical development of capitalism and democracy up to the present day. Does the essay successfully fulfill this assignment?”</p> <p>Correct answer: “No, the essay is concerned with various changes in the recent past, and not with democracy and capitalism throughout history. This essay does not cover that assignment’s scope or breadth.”</p>	<p>-Identify types of essays. -Identify intent of essay. -Establish whether congruence exists between essay type and essay example.</p>	<p><i>Discovering Standards: What is Good Writing?</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_fun.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_fun.html</a></p>	<p><i>Write for College</i> 113, 121</p>
<p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>	<p>33-36</p>	<p>Question: “The first paragraph suggests that it is representing both sides of an ‘argument.’ How could the argument be more fair or even-handed?”</p> <p>Correct answer: “Bolster the position that nurses are really in good supply by presenting numbers of nurses now available and of nursing students soon to be graduated.”</p>	<p>-Identify types of essays. -Identify intent of essay. -Edit to augment complex purpose in essay.</p>	<p><i>From Personal to Public Writing – A Controversial Stand:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/seventeen/controversial.html">http://www.ccc.commnet.edu/sensen/part3/seventeen/controversial.html</a></p>	<p><i>Write for College</i> 100-109, 112</p>

\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Organization, Unity, and Coherence	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. then, this time)	13-15	“Whenever there comes a time that you strike something, notice how the shovel’s point communicates with you immediately by sending a shock wave up through the handle with its message ‘Hey, I’ve just hit something!’”	-Identify conjunctive adverbs and conjunctive adverb phrases. -Identify narrative essay.	<i>Conjunctive Adverbs:</i> <a href="http://grammar.ccc.commnet.edu/grammar/transitions.htm#transitions">http://grammar.ccc.commnet.edu/grammar/transitions.htm#transitions</a>	<i>Grammar Plan Book</i> B6 Modifying functions, p. 109 B6-b Adverbial, p. 110  <i>Mechanically Inclined</i> Adverb Clauses, p. 138-139 Conjunctive Adverbs, p. 140-14
Select the most logical place to add a sentence in a paragraph or place a word or a phrase in a sentence	16-19	“At the time, I told myself and my family that hunting squirrels was okay because I was bringing home food to eat – and we did eat them – <i>although they never tasted very good.</i> ” (To make sense the phrase is correctly placed.)	-Recognize paragraph structure. -Analyze paragraph for meaning. -Use revision strategies.	<i>Logical Vocabulary:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf</a>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicEX1.pdf</a>	<i>Grammar Plan Book</i> A1 Adverbials, p. 75 A2 Adjectival that are “bound” modifiers, p. 78 A3 Prepositional phrases: adjectival and adverbial, p. 80 A4 Adjectivals that are “free” modifiers, p. 81 <i>Image Grammar</i> Painting with the Five Brush Strokes, pp. 4-12
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. first, afterward, in response)	20-23	<i>Perhaps</i> (not <i>Although</i> ) this is because wood comes from living trees, which give food and shelter to birds, whereas plastic comes from a lifeless chemical soup.” ( <i>Perhaps</i> is a qualifying connector.)	-Identify conjunctive adverbs, adverb phrases, and transitional phrases. -Know sequential text organizational patterns.	<i>Transitional Devices:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf</a>	<i>Grammar Plan Book</i> B6 Modifying functions, p. 109 B6-b Adverbial, p. 110 <i>Mechanically Inclined</i> Adverb Clauses, p. 138-139 Conjunctive Adverbs, p. 140-141
Decide the most logical place to add a sentence in an essay	20-23	Question: “Suppose the writer wished to add the following sentence to the essay: <i>It is important to know beforehand if you are likely to run across these kinds of dangers when you dig.</i> In which paragraph would this new sentence most likely fit?”  Correct answer: “It is in Paragraph 2 that buried dangers are discussed. This sentence is best placed there.”	-Recognize text organizational patterns. -Apply revision strategies.	<i>Drawing Logical Conclusions:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicon.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logicon.pdf</a>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logiconEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_logiconEX1.pdf</a>	<i>Grammar Plan Book</i> A1 Adverbials, p. 75 A2 Adjectival that are “bound” modifiers, p. 78 A3 Prepositional phrases: adjectival and adverbial, p. 80 A4 Adjectivals that are “free” modifiers, p. 81

<p>Add a sentence that introduces a simple paragraph</p>	<p>20-23</p>	<p><i>“The humble job of digging teaches many deep lessons.”</i> (This is a general sentence introducing a paragraph specifying what lessons one might learn from digging.)</p>	<p>-Recognize paragraph structure. -Draft possibilities for introductions.</p>	<p><i>Sentence Variety:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentvar.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_sentvar.pdf</a></p>	<p><i>Mechanically Inclined</i> Using Mentor Sentences, p. 19-26</p>
<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g. therefore, however, in addition)</p>	<p>24-27</p>	<p>Question: “For the sake of unity and coherence, where should Sentence 3 in the above paragraph be placed?”  Correct answer: “where it is now” - see below: “[2] He points out how important the surrounding environment is to a person’s perceptions. [3] <i>Here</i>, (conjunctive adverb) he makes the most profound observations of his essay. [4] And it is here that he is at his most eloquent, using beautiful language...” (Explanation: Sentence 3 with the conjunctive adverb, <i>Here</i>, makes a good transition between sentences 2 and 4.)</p>	<p>-Identify conjunctive adverbs and conjunctive adverb phrases. -Recognize text organizational patterns. -Build transitional vocabulary.</p>	<p><i>Sentence Construction:</i> <a href="http://owl.english.purdue.edu/handouts/print/index.html">http://owl.english.purdue.edu/handouts/print/index.html</a>  <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_sentpr.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_sentpr.pdf</a></p>	<p><i>Grammar Plan Book</i> B6 Modifying functions, p. 109 B6-b Adverbial, p. 110  <i>Mechanically Inclined</i> Adverb Clauses, p. 138-139 Conjunctive Adverbs, p. 140-141</p>
<p>Rearrange the sentences in a fairly uncomplicated paragraph or essay for the sake of logic</p>	<p>24-27</p>	<p>Question: “Which of the following choices best describes the sequence of development of the essay?”  Correct answer: “<i>Introduction to the subject; discussion of one aspect of subject; discussion of second aspect of subject; discussion of third aspect of subject; conclusion</i>”</p>	<p>-Recognize paragraph structure. -Revise for sentence fluency and meaning.</p>	<p><i>Giving and Receiving Peer Responses:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_peer.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_peer.html</a></p>	
<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>	<p>24-27</p>	<p><i>“Most people who are trying to lose weight are doing so mainly for social reasons.”</i> (Students are asked to identify the correct sequence for paragraphs that are not sequenced correctly. The best way to do this is to find the paragraph with the general introductory statement.)</p>	<p>-Recognize essay structure. -Recognize paragraph structure. -Know transitional vocabulary. -Draft possibilities for introductions and conclusions.</p>	<p><i>Transition Between Ideas:</i> <a href="http://grammar.ccc.commnet.edu/grammar/transitions.htm">http://grammar.ccc.commnet.edu/grammar/transitions.htm</a></p>	<p><i>Mechanically Inclined</i> Using Mentor Sentences, p. 19-26</p>

<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>	<p>28-32</p>	<p>After one paragraph on squirrels taking food from a birdfeeder, the next paragraph shows that the author feels guilty about hunting squirrels in his youth. The following sentence signals the shift between the paragraphs:  <i>“Another (transitional word) reason I tolerate squirrels is that, in my youth, I hunted them every chance I got.”</i></p>	<ul style="list-style-type: none"> <li>-Identify conjunctive adverbs and conjunctive adverb phrases.</li> <li>-Know transitional vocabulary.</li> <li>-Recognize text organizational patterns.</li> <li>-Apply revision strategies.</li> </ul>	<p><i>Making Paragraph Breaks:</i>  <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_makingA.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_makingA.html</a></p>	
<p>Rearrange sentences or add a paragraph to improve the logic and coherence of a complex paragraph or essay</p>	<p>28-32</p>	<p>Question: “If this essay were revised to include a paragraph discussing social justice, it would most logically follow Paragraph <u>  </u>?”</p> <p>Correct answer: “A paragraph on social justice would logically be placed after the three changes are discussed, but before the conclusion, because it would introduce the concluding statement.”</p>	<ul style="list-style-type: none"> <li>-Recognize paragraph structure.</li> <li>-Revise for paragraph meaning and fluency.</li> </ul>	<p><i>Paragraphing:</i>  <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_pgrph.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_pgrph.pdf</a></p> <p><i>Making Paragraph Breaks:</i>  <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_making.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_making.html</a></p>	
<p>Add a sentence to introduce or conclude a fairly complex paragraph</p>	<p>28-32</p>	<p>Question: “Which of the following sentences best links the discussion of the author’s memory of his first camera with the ideas expressed in the concluding paragraph?”</p> <p>Correct answer: “Memories of that first camera enrich my life as a photographer today.” (Explanation: This choice best expresses the correct idea that the author’s childhood experience of taking pictures opened his eyes to many things in life.)</p>	<ul style="list-style-type: none"> <li>-Recognize paragraph structure.</li> <li>-Draft possibilities for introductions and conclusions.</li> </ul>	<p><i>Writing Conclusions for Paragraphs and Essays:</i>  <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_conclusions.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_conclusions.html</a></p>	

<p>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>33-36</p>	<p>Question: “Which of the following would be the most effective introductory sentence for Paragraph 4?”</p> <p>Correct answer: “No change – “The third fundamental way the world has changed is with the development of the Internet.” (This sentence is most effective because it introduces the third, and final, way the world has changed, as stated in the introduction.)</p>	<p>-Recognize paragraph structure. -Recognize essay structure. -Identify essay purpose. -Draft possibilities for introductions and conclusions. -Apply revision strategies.</p>	<p><i>Using Transitional Expressions:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_transitional.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_transitional.html</a></p>	<p><i>Image Grammar</i> Writing Introductory Leads, p. 164-169</p>
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\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007, 2006*, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Word Choice in Term of Style, Tone, Clarity, and Economy	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Revise sentences to correct awkward and confusing arrangements of sentence elements	13-15	“The other, my favorite, I like nature, is made out of redwood with maple dowels for perches.” Delete “I like nature,” to eliminate the awkwardness.	-Identify sentence elements -Identify effective and ineffective sentence structures	<i>Sentence Punctuation Errors:</i> <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_senp.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_senp.pdf</a>	<i>Grammar Plan Book</i> The Sentence: Structure, Organization, Punctuation – and More, Section B, p. 95-113 <i>Image Grammar</i> Image confusion, p. 187 <i>Write for College</i> , 833-836
Revise vague nouns and pronouns that create obvious logic problems	13-15	“Camera technology has come a long way since then. Today, I can take properly exposed pictures automatically. But <i>this</i> won’t help take properly composed pictures.” The reference of the word “this” (pronoun) is not clear. Revise as follows: “Camera technology has come a long way since then. Today, I can take properly exposed pictures automatically. But <i>this technology</i> won’t help take properly composed pictures.”	-Identify nouns and pronouns -Ensure specificity in noun and pronoun usage for clarity	<i>Nouns and Pronouns as Subjects:</i> <a href="http://www.ccc.commnet.edu/sensen/part1/three/pronouns.html">http://www.ccc.commnet.edu/sensen/part1/three/pronouns.html</a>	<i>Grammar Plan Book</i> C2 Pronoun uses, p. 115 C2-f Unclear pronoun reference, p. 120 C2-g Vague reference with it, this, that, which, p. 120  <i>Mechanically Inclined</i> Vague Pronoun Reference, p. 104-106  <i>Image Grammar</i> Image Confusion, p. 187  <i>Write for College</i> , 761-777
Delete obviously synonymous and wordy material in a sentence	16-19	“It is a special kind of feeder, if you will, with narrow slots so only small birds such as finches can get at the thistle seeds inside.” Delete “ <i>if you will</i> ,” to eliminate the wordiness.	-Recognize wordiness and unnecessary information	<i>Conciseness – Methods for Eliminating Wordiness:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_concise.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_concise.pdf</a>	<i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127
Revise expressions that deviate from the style of an essay	16-19	“One day I realized that I didn’t like killing things, certainly not for <i>leisure time activities and recreation</i> .” Substitute <i>sport</i> for <i>leisure time activities and recreation</i> to better fit the style of the essay.	-Identify the style of an essay -Ensure consistency of style throughout essay	Lesson – <i>Style: Defining and Exploring an Author’s Stylistic Choices</i> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=209">http://www.readwritethink.org/lessons/lesson_view.asp?id=209</a>  Lesson - <i>Style: Translating Stylistic Choices from Hawthorne to Hemingway and Back Again</i> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=210">http://www.readwritethink.org/lessons/lesson_view.asp?id=210</a>	<i>Write for College</i> , 117-120

Delete redundant material when information is repeated in different parts of speech (e.g. “alarmingly startled”)	20-23	“Typical diseases associated with overweight people are hypertension, or high blood pressure, atherosclerosis, or fatty deposits in the blood vessels, which <i>consequently for those reasons</i> restrict the flow of blood, and coronary heart disease.” Delete <i>consequently for those reasons</i> to eliminate redundant information.	-Identify parts of speech -Recognize repetition and overuse of parts of speech	<i>Exercises for Eliminating Wordiness:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_conciseEX1.pdf</a>	<i>Write for College</i> , 833-836
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	20-23	“For me, hunting was sport <i>pretending</i> as necessity.” Substitute <i>masquerading</i> for <i>pretending</i> as it fits better with the meaning, style and tone of the essay.	-Identify the style and tone of an essay -Ensure word choice is consistent with style and tone	<i>From Personal to Public Writing:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/seventeen/ports.html">http://www.ccc.commnet.edu/sensen/part3/seventeen/ports.html</a>	<i>Write for College</i> , 051-057
Determine the clearest and most logical conjunction to link clauses	20-23	“Thoreau begins by discussing cultivated apple trees, (add <i>but</i> as the logical conjunction) he soon makes it clear that he is fonder of wild apple trees, comparing them to hardy backwoodsmen, who, ‘though descended from cultivated stocks, plant themselves in distant fields and forests where the soil is favorable to them.’”	-Identify conjunctions -Identify clauses -Use conjunctions to support clarity	<i>Independent and Dependent Clauses:</i> <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_clause.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_clause.pdf</a>	<i>Grammar Plan Book</i> B5-a Joining and separating independent clauses, p. 105 A1-a List of subordinating conjunctions, p. 76 B5-a List of conjunctive adverbs, p. 106  <i>Write for College</i> , 801, 819-822
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentences	24-27	“Undeterred, <i>they weren’t discouraged</i> , they always returned.” Delete “ <i>they weren’t discouraged</i> ,” as it is redundant.	-Identify phrases -Eliminate redundant phrases in context of the sentence	<i>Eliminating Wordiness:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova8.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova8.htm</a>	<i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127 <i>Write for College</i> , 809-818
Identify and correct ambiguous pronoun references	24-27	Revise the following ambiguous sentence, ““The employment and career opportunities are greater than other community college programs.” to “The <i>employment and career opportunities</i> are greater than <i>those in</i> other community college programs.”	-Identify pronouns and their references -Apply specificity with pronouns and their references	<i>Using Pronouns Clearly:</i> <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_pronuse.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_pronuse.pdf</a>  <a href="http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_proncase.pdf">http://owl.english.purdue.edu/handouts/print/grammar/PDFs/g_proncase.pdf</a>	<i>Grammar Plan Book</i> C2 Pronoun uses, p. 115 C2-f Unclear pronoun reference, p. 120 C2-g Vague reference with it, this, that, which, p. 120
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	24-27	“Once you start digging, the work will become <i>as pleasant as</i> (not <i>more pleasant as</i> nor <i>very pleasing as</i> ) playing a sport.”	-Identify the tone of the essay -Align words/phrases in sentences with the tone of the essay	<i>Techniques for Writing – Using Specific Language:</i> <a href="http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_using.html">http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_using.html</a>	

<p>Correct redundant materials that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g. “aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p>	<p>28-32</p>	<p>“Thoreau begins by discussing cultivated apple trees, but he soon makes it clear that he is fonder of wild apple trees, comparing them to hardy backwoodsmen, <i>a rough and tough bunch</i>, who, ‘though descended from cultivated stocks, plant themselves in distant fields and forests where the soil is favorable to them.’ Delete <i>a rough and tough bunch</i>, as it is redundant.</p>	<p>-Identify sophisticated and conversational vocabulary -Avoid wordiness and unnecessary repetition</p>	<p><i>Rewriting Bloated Sentences:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova11.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova11.htm</a></p>	<p><i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127  <i>Image Grammar</i> Checklist, p. 189</p>
<p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>	<p>28-32</p>	<p>“<i>It was with no minor irritation that Detective Pilsner belabored</i> his earlier version because the front door could not have been opened without a key.” To correct the wordy and confusing writing above, substitute the following for the words in italics: “<i>This time, Pilsner told Goode he did not believe</i> his earlier version because the front door could not have been opened without a key.”</p>	<p>-Identify effective and ineffective use of vocabulary</p>	<p><i>Editing and Proofreading Strategies:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_edit.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_edit.pdf</a></p>	<p><i>Image Grammar</i> Checklist, p. 189  <i>Write for College</i>, 053-054</p>
<p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p>	<p>33-36</p>	<p>Question: “In Paragraph 1, should the final sentence be kept or eliminated?”  Correct answer: “Eliminated, because it is irrelevant to the topic.” (Explanation: The sentence, <i>Of course, plastic cameras are much lighter than ones made out of metal</i>, is not relevant to the topic of getting one’s first camera.)</p>	<p>-Identify effective and ineffective idea development within a paragraph</p>	<p><i>Proofreading Strategies:</i> <a href="http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf">http://owl.english.purdue.edu/handouts/print/general/PDFs/gl_proof.pdf</a></p>	<p><i>Grammar Plan Book</i> C7 Eliminating redundancy and wordiness, p. 127</p>

\* Examples for “How ACT Assesses” section taken from

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Sentence Structure and Formation	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Use conjunctions or punctuation to join simple clauses	13-15	“Today, it is possible for one person to send and receive information from millions of people instantly, which means the individual’s potential ability to influence world events is greatly enhanced.”	-Identify conjunctions. -Identify simple clauses. -Know options to join simple clauses.	<i>Conjunctions:</i> <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm</a>  <i>Avoiding Primer Language:</i> <a href="http://grammar.ccc.commnet.edu/grammar/primer.htm">http://grammar.ccc.commnet.edu/grammar/primer.htm</a>	<i>Grammar Plan Book</i> B5 Independent clauses, p.105 B5-a Joining and separating independent clauses, p.105 <i>Mechanically Inclined</i> Run-On Sentences, p. 68-70
Revise shifts in verb tenses between simple clauses in a sentence or between simple adjoining sentences	13-15	“For one thing, being overweight <i>is</i> embarrassing, and even <i>being</i> only slightly overweight can damage self-esteem, because <i>having</i> a good self-image <i>is</i> (not <i>has been</i> ) important to emotional well-being.”	-Identify verbs and verb tenses. -Identify simple clauses.	<i>Consistency of Tense and Pronoun Reference:</i> <a href="http://grammar.ccc.commnet.edu/grammar/consistency.htm">http://grammar.ccc.commnet.edu/grammar/consistency.htm</a>  Online Quiz – <i>Verb Tense Consistency:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm</a>  <a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm</a>	<i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 <i>Mechanically Inclined</i> Agreement, p.117-129 Subject-Verb Agreement, p. 118-20 Dropped Inflectional Endings, p. 121-23 Agreement Errors, p. 124-126 Inconsistent Tense, p. 127-129 Verbs, p. 173-78
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	16-19	“No power equipment is allowed, it is just you, your shovel, and the earth in direct contact.” (Correct this awkward fused sentence by using two sentences, placing a period after <i>allowed</i> and capitalizing <i>It</i> .)	-Identify conjunctions. -Identify sentence fragments. -Identify fused sentences. -Know punctuation options for improving sentence flow	<i>Rules for Comma Usage:</i> <a href="http://grammar.ccc.commnet.edu/grammar/commas.htm">http://grammar.ccc.commnet.edu/grammar/commas.htm</a>  <i>Conjunctions:</i> <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions</a>	<i>Grammar Plan Book</i> B5-b Avoiding run-on or comma-splice sentences and ineffective fragments, p.107 <i>Mechanically Inclined</i> Fragments, p. 64-67 Sentence Fragment, p. 184 Conjunctions, p. 184 Run-On Sentences, p. 68-70 Connectors, p.184
Decide that appropriate verb tenses and voice by considering the meaning of the entire sentence	16-19	“Perhaps this is because wood comes from living trees, which <i>give</i> (not <i>are given</i> ) food and shelter to birds, whereas plastic comes from a lifeless chemical soup.” ( <i>are given</i> would be incorrect tense and voice: passive)	-Identify verb tense, identify verb voice in context of the sentence	Lesson - <i>Choosing the Best Verb: An Active and Passive Voice Mini-Lesson</i> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=280">http://www.readwritethink.org/lessons/lesson_view.asp?id=280</a>  <i>The Passive Voice:</i> <a href="http://grammar.ccc.commnet.edu/grammar/passive.htm">http://grammar.ccc.commnet.edu/grammar/passive.htm</a>	<i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 <i>Mechanically Inclined</i> Past to Present, p.119-126 Verb Tense, p. 127-29 Verbs, p. 173-78, 186

				<p>Online Quiz – <i>Revising Passive Construction:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm</a></p>	
<p>Recognize and correct marked disturbances of sentence flow and structure (e.g. participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	20-23	<p>“Second, the unprecedented mobility of capital <i>that</i> (not <i>which</i> – incorrect relative pronoun) modern technology make possible has changed the economic fabric of the world.”</p> <p>Not: “The president made some vigorous remarks about signing statements rising from his desk during the news conference.”</p> <p>Instead: “Rising from his desk during the news conference, the president made some vigorous remarks about signing statements.”</p>	<p>-Identify correct sentence structure and organization,                      -Identify misuse of parts of speech and sentence components,                      -Ensure sentence fluency.</p>	<p><i>Which vs. That:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/notorious/that.htm">http://grammar.ccc.commnet.edu/grammar/notorious/that.htm</a></p> <p><i>Sentence Variety:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/sentences.htm">http://grammar.ccc.commnet.edu/grammar/sentences.htm</a></p>	<p><i>Grammar Plan Book</i>                      A4-c Present participial phrases, p.84                      B5-b Avoiding ineffective fragments, p.107                      C2 Pronoun uses, p.115                      C2-b1 Inside the adjective clause, p.116                      C2-b2 Inside the noun clause, p.117                      A6 Dangling modifiers, p.86</p> <p><i>Mechanically Inclined</i>                      Mentor Sentences, p. 19-26                      The Sentence, p. 63-81                      Crafting Sentences with Commas, p. 83-101                      Pronouns, p.103-16, 170-72</p>
<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>	24-27	<p>“Also, the country’s economy should be relatively stable. Thus enabling more predictable rates of return.” (Correct the structural problems and faulty coordination and subordination between this sentence and fragment by eliminating the period after <i>stable</i> and the capital <i>T</i> in <i>thus</i>.)</p>	<p>-Identify phrases and clauses.                      -Ensure correct placement of phrases and clauses.</p>	<p><i>Clauses: The Essential Building Block:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/clauses.htm">http://grammar.ccc.commnet.edu/grammar/clauses.htm</a></p> <p><i>Run-On Sentences/Comma Splices:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/runons.htm#splice">http://grammar.ccc.commnet.edu/grammar/runons.htm#splice</a></p>	<p><i>Grammar Plan Book</i>                      B5-b Avoiding run-on or comma-splice sentences and ineffective fragments, p. 107                      B6 Modifying functions: adjectival and adverbial, p.109                      B8 Beyond the simple: subordinate clauses and the complex sentence, p.113</p> <p><i>Mechanically Inclined</i>                      Dependent Vs. Independent, p. 69-70                      Dangling Modifiers, p. 71-73                      Adjective Clauses, p. 135-37                      Adverb Clauses, p. 138-39                      Crafting Sentences with Commas, p. 84-98</p>

<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>24-27</p>	<p>“For one thing, being overweight <i>is</i> embarrassing, and even <i>being</i> only slightly overweight can damage self-esteem, because <i>having</i> a good self-image <i>is</i> (not <i>has been</i>) important to emotional well-being.”</p>	<p>-Identify verb and verb tense. -Identify pronoun person. -Ensure consistency in context of sentence or paragraph.</p>	<p><i>The Verb to Be:</i> <a href="http://grammar.ccc.commnet.edu/grammar/to_be.htm">http://grammar.ccc.commnet.edu/grammar/to_be.htm</a></p> <p><i>Verb Tenses:</i> <a href="http://grammar.ccc.commnet.edu/grammar/tenses/tense_frames.htm">http://grammar.ccc.commnet.edu/grammar/tenses/tense_frames.htm</a></p> <p><i>Pronoun Consistency:</i> <a href="http://grammar.ccc.commnet.edu/grammar/consistency.htm">http://grammar.ccc.commnet.edu/grammar/consistency.htm</a></p>	<p><i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 C2 Pronoun uses, p.115</p> <p><i>Mechanically Inclined Agreement</i>, p. 117-129 Subject-Verb Agreement, p. 118-20 Dropped Inflectional Endings, p.121-23 Agreement Errors, p. 124-126 Inconsistent Tense, p. 127-129 Verbs, p. 173-78 Pronouns, p.103-16, 170-72</p>
<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects and verbs</p>	<p>28-32</p>	<p>“No power equipment is allowed, it is just you, your shovel, and the earth in direct contact.” (Correct this comma spliced sentence by substituting the comma after <i>allowed</i> with a semi-colon.) “The humble job of digging teaches many deep lessons digging can teach you to pay attention.” (Correct this run-on sentence by using a semi-colon after <i>lessons</i> with the transition words <i>for example</i> followed by a comma.)</p>	<p>-Identify compound subjects and verbs. -Combine sentences. -Identify comma splice. -Identify run-on sentences. -Identify sentence fragment.</p>	<p><i>Sentence Combining Skills:</i> <a href="http://grammar.ccc.commnet.edu/grammar/combining_skills.htm">http://grammar.ccc.commnet.edu/grammar/combining_skills.htm</a></p> <p>Online Quizzes – <i>Sentence Combining:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz2.htm</a> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz1.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/combining_quiz1.htm</a> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/primary_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/primary_quiz.htm</a></p>	<p><i>Grammar Plan Book</i> B5 Independent clause, p. 105 B5-a Joining and separating independent clauses (simple sentences), p. 105 B5-b Avoiding run-on or comma-splice sentences and ineffective fragments, p. 107</p> <p><i>Mechanically Inclined Combining Simple Sentences</i>, p. 85-86</p>
<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>	<p>28-32</p>	<p>“The wooden feeder, filled with sunflower seeds, <i>drew</i> a different kind of customer. (<i>drew</i> must match present tense of the rest of the verbs in the paragraph: <i>visit, call, belong, do</i>)</p>	<p>-Identify verb and verb tense. -Identify pronoun person -Ensure consistency in context of paragraph or essay</p>		<p><i>Grammar Plan Book</i> C1 Verbs: consistency of tense, p.114 C2 Pronoun uses, p.115</p> <p><i>Mechanically Inclined Agreement</i>, p. 117-129 Subject-Verb Agreement, p. 118-20 Dropped Inflectional Endings, p.121-23 Agreement Errors, p. 124-126 Inconsistent Tense, p. 127-129 Verbs, p. 173-78 Pronouns, p.103-16, 170-72</p>

<p>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>33-36</p>	<p>“For one thing, being overweight is embarrassing, and even <i>being</i> only slightly overweight can damage self-esteem (<i>being overweight</i> must be parallel to <i>being only slightly overweight</i>)</p>	<p>-Identify and work with long sentences -Identify complex and independent clauses -Identify conjunctions Identify parallel structure.</p>	<p><i>Coherence: Transitions between Ideas:</i> <a href="http://grammar.ccc.commnet.edu/grammar/transitions.htm">http://grammar.ccc.commnet.edu/grammar/transitions.htm</a></p>	<p><i>Grammar Plan Book</i> B5 Independent clause, p.105 B6 Modifying functions, p. 109 B8 Beyond the simple: subordinate clauses and the complex sentence, p. 113 A7 Parallelism, p. 87</p> <p><i>Mechanically Inclined</i> Complex Sentence Patterns, p.92, 95,98,167 Adverb, p. 141 Collecting, p. 40-41 Dashes, p. 155-56 Functions, p. 19-21 Complex Sentence, p. 184</p>
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- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Conventions of Usage	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives	13-15	“A work of Henry David Thoreau would make fine reading on such an occasion. The <i>best</i> (not <i>good</i> or <i>better</i> ) choice would be his essay entitled “Wild Apples.”	<ul style="list-style-type: none"> <li>-Identify irregular verbs. (Present, <i>past</i> and <i>past participle</i> of irregular verbs (listed in the above order): choose, <i>chose</i>, <i>chosen</i>; do, <i>did</i>, <i>done</i>; go, <i>went</i>, <i>gone</i>)</li> <li>-Form past and past participle of irregular verbs.</li> <li>-Identify comparative and superlative adjectives. (Positive, <i>comparative</i> and <i>superlative</i> adjectives (listed in the above order): big, <i>bigger</i>, <i>biggest</i>; good <i>better</i>, <i>best</i>)</li> <li>-Form comparative and superlative adjectives.</li> </ul>	<p><i>The Garden of Phrases:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/phrases.htm#participial">http://grammar.ccc.commnet.edu/grammar/phrases.htm#participial</a></p> <p><i>Recognizing the Function of Phrases:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/phrases_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/phrases_quiz.htm</a></p> <p><i>Verbs and Verbals:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/verbs.htm#participle">http://grammar.ccc.commnet.edu/grammar/verbs.htm#participle</a></p> <p>Online Quizzes - <i>Irregular Verbs:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbs.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbs.htm</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbsII.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/irregular_verbsII.htm</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/par2_quiz.pl/irregular_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/par2_quiz.pl/irregular_quiz.htm</a></p> <p><i>Irregular Verb Crosswords:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/cross/verbs.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/cross/verbs.htm</a></p> <p>Lesson – <i>Adjectives:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/adjectives_quiz2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/adjectives_quiz2.htm</a></p>	<p><i>Grammar Plan Book</i>                      B3-a Verb, p. 100                      C5-a Comparative and superlative forms, p. 124</p> <p><i>Mechanically Inclined</i>                      Agreement, p. 117-29, 173-78</p> <p><i>Write for College</i>,                      790, 794</p>
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts.	16-19	“... <i>fat</i> is no longer a symbol of good health and prosperity, as <i>it</i> once was...” (pronoun-antecedent agreement) “...it also keeps a <i>person</i> from doing <i>his</i> or <i>her</i> best...” (pronoun-antecedent agreement) “... other <i>reasons are...</i> ” (subject-verb	Identify adjectives and adverbs. -Usage of adjectives and adverbs. -Identify subject and verb. -Identify pronoun and	Online Quiz – <i>Adjectives and Adverbs:</i> <a href="http://www.grammarbook.com/grammar/exercises/adj_adv1.asp">http://www.grammarbook.com/grammar/exercises/adj_adv1.asp</a>  <a href="http://www.grammarbook.com/grammar/exercises/adj_adv2.asp">http://www.grammarbook.com/grammar/exercises/adj_adv2.asp</a>	<p><i>Grammar Plan Book</i>                      C5-b Adjective and adverb forms, p. 124                      B4 Subject-verb agreement, p. 102                      C2-c Agreement in number, p. 118                      A3 Prepositional phrases, p. 80  <i>Mechanically Inclined</i></p>

		agreement)	antecedent. -Ensure agreement of subject and verb. -Ensure agreement of pronoun and antecedent.	<i>Subject Verb Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/sv_agr.htm">http://grammar.ccc.commnet.edu/grammar/sv_agr.htm</a>  <i>Pronoun-Antecedent Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/pronouns.htm">http://grammar.ccc.commnet.edu/grammar/pronouns.htm</a>	Pronoun, p. 104-12, 170-72 Subject Verb Agreement, p. 118-20,173-78 Wrong or Missing Preposition, p. 74-76,163  <i>Write for College, 795-798, 837-848</i>
Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>	16-19	There (a place) or their (possession)  Passed (verb: “I <i>passed</i> the test), past (noun: “in the past,” adjective: “past events,” or preposition: “I went <i>past</i> your house.”)  Led (verb past tense: “He <i>led</i> the parade.), lead (verb present tense, to go first), or lead (a heavy metal)	-Identify frequently confused pairs. -Ensure correct usage of frequently confused pairs.	<i>Notorious Confusables:</i> <a href="http://grammar.ccc.commnet.edu/grammar/notorious.htm">http://grammar.ccc.commnet.edu/grammar/notorious.htm</a>	<i>Grammar Plan Book</i> C6 Homophones commonly confused, p. 125  <i>Write for College, 669-757</i>
Use idiomatically appropriate prepositions especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i> )	20-23	“ranging <i>from</i> automobile insurance <i>to</i> mandatory AIDS testing of prisoners”	-Identify prepositions. -Ensure correct usage of idiomatically appropriate prepositions.	<i>Prepositions - Locators in Time and Place:</i> <a href="http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous">http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous</a>	<i>Grammar Plan Book</i> A3 Prepositional phrases, p. 80  <i>Mechanically Inclined</i> Wrong or Missing Preposition, p. 74-76,163  <i>Write for College, 799-800</i>
Ensure that a verb agrees with its subject when there is some text between the two	20-23	“... <i>it (fat)</i> also keeps a person from doing his or her best, as <i>does</i> (not <i>do</i> ), incidentally, being under weight...”	-Identify subject and verb. -Ensure agreement between subject and verb.	<b>Lesson - What’s My Subject? A Subject-Verb Agreement Mini Lesson:</b> <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=950">http://www.readwritethink.org/lessons/lesson_view.asp?id=950</a>	<i>Grammar Plan Book</i> B4 Subject-verb agreement, p. 102  <i>Mechanically Inclined</i> Subject-Verb Agreement, p. 118-20,173-78  <i>Write for College, 837-848</i>
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	24-27	“The <i>employment and career opportunities</i> are greater than <i>those</i> in other community college programs.”	-Identify pronoun and antecedent. -Identify clauses. -Ensure agreement between pronoun and antecedent.	<i>Pronoun and Antecedent Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/pronouns.htm">http://grammar.ccc.commnet.edu/grammar/pronouns.htm</a>	<i>Grammar Plan Book</i> C2-c Agreement in number, p. 118  <i>Mechanically Inclined</i> Pronoun-Antecedent Agreement, p. 107-09,172 <i>Write for College, 849-851</i>

<p>Identify the correct <i>past</i> and <i>past participle</i> forms of irregular and infrequently used verbs and form <i>present-perfect</i> verbs by using <i>have</i> rather than <i>of</i></p>	<p>24-27</p>	<p>Present, <i>past</i>, <i>past participle</i>, and <i>present-perfect</i> (have been doing) of irregular verbs (listed in the above order): <i>bear, bore, have borne, have been bearing or have borne; flee, fled, have fled, have been fleeing or have fled</i> – should <i>have not should of</i> with present perfect</p>	<p>-Identify irregular and infrequently used verbs. -Form past and past participle and present-perfect of irregular and infrequently used verbs.</p>	<p><i>Verbs and Verbals:</i> <a href="http://grammar.ccc.commnet.edu/grammar/verbs.htm#tese">http://grammar.ccc.commnet.edu/grammar/verbs.htm#tese</a></p>	<p><i>Grammar Plan Book</i> B3 Verbal B3-b Main verb, auxiliary verb, and verb phrase, p. 100  <i>Mechanically Inclined</i> 25 Irregular Verbs to Know, p.174  <i>Write for College</i>, 790,794</p>
<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>	<p>28-32</p>	<p>Reflexive pronouns (<i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</i>) should be used only to refer to another word in the sentence (<i>I hurt myself.</i>) or to emphasize another word in the sentence (<i>He told me the whole story himself.</i>)  “Second, the unprecedented mobility of capital <i>that</i> (not <i>which</i> – incorrect relative pronoun) modern technology make possible has changed the economic fabric of the world.” (Relative pronouns: <i>who</i> as subject (<i>Who</i> did you say is running the dance?) and <i>whom</i> as object (<i>Whom</i> did you contact about the dance?))</p>	<p>-Identify reflexive, possessive and relative pronouns. -Ensure correct usage of reflexive, possessive and relative pronouns.</p>	<p><i>Pronouns:</i> <a href="http://grammar.ccc.commnet.edu/grammar/pronouns1.htm">http://grammar.ccc.commnet.edu/grammar/pronouns1.htm</a>  <i>Case of Nouns and Pronouns:</i> <a href="http://grammar.ccc.commnet.edu/grammar/cases.htm">http://grammar.ccc.commnet.edu/grammar/cases.htm</a></p>	<p><i>Grammar Plan Book</i> C4 Possessive personal pronouns, p. 122 C2 Pronoun uses, p. 115 C2-b1 Pronouns inside adjective clause, p. 116 C2-b2 Pronouns inside the noun clause, p. 117  <i>Mechanically Inclined</i> Pronoun Case Error, p.110-12,170,172 Possessive Apostrophe, p. 113-115  <i>Write for College</i>, 24, 772</p>
<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>	<p>28-32</p>	<p>Examples: <i>Everyone is, both are, few are, each is, none are, no one is, some are, somebody is</i></p>	<p>-Identify subject and verb. -Ensure agreement between subject and verb.</p>	<p>Power Point – <i>Subject/Verb Agreement:</i> <a href="http://grammar.ccc.commnet.edu/grammar/ppt/svagr.ppt#2">http://grammar.ccc.commnet.edu/grammar/ppt/svagr.ppt#2</a></p>	<p><i>Grammar Plan Book</i> C2-c Agreement in number, p. 118 C2-d Pronoun-pronoun agreement, p. 118  <i>Mechanically Inclined</i> Indefinite Pronoun, p. 107, 170 Subject-Verb Agreement, 118-120  <i>Write for College</i>, 849-851</p>

<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p>	<p>33-36</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• <i>accompanied with</i> (associated with): He <i>accompanied</i> his demands <i>with</i> threats.</li> <li>• <i>accompanied by</i> (to be in the company of): The boys were <i>accompanied by</i> a guide.</li> <li>• <i>compare to</i> (one thing is like another): She <i>compared</i> you <i>to</i> a squalling baby,  <i>compare with</i> (two things considered together and their qualities compared) The critics <i>compared</i> his earlier novels <i>with</i> his latest one.</li> </ul>	<p>-Identify prepositions.                      -Identify verbs.                      -Ensure correct usage of prepositions following verbs.</p>	<p><i>Prepositions - Locators in Time and Place:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous">http://grammar.ccc.commnet.edu/grammar/prepositions.htm#superfluous</a></p>	<p><i>Grammar Plan Book</i>                      B7 The predicate expanded, p.111</p> <p><i>Mechanically Inclined</i>                      Wrong or Missing Preposition, p. 74-76,163</p> <p><i>Write for College</i>, 799-800</p>
<p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>33-36</p>	<p>“<i>Everything</i> but the eggs <i>was</i> in the same box.”                      “Poe’s <i>stories</i> of mystery and imagination <i>appeal</i> most to me.”</p>	<p>-Identify subject and verb.                      -Identify phrase.                      -Identify clause.                      -Ensure agreement between subject and verb when a phrase or clause separates subject and verb.</p>	<p><i>Consistency of Tense and Pronoun Reference:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/consistency.htm">http://grammar.ccc.commnet.edu/grammar/consistency.htm</a></p> <p>Online Quiz – <i>Verb Tense Consistency:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/chute.htm</a></p> <p><a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/consistency_quiz.htm</a></p>	<p><i>Grammar Plan Book</i>                      B4 Subject-verb agreement, p.102                      B4-a Compound subjects, p.103                      B4-b Subject and verb separated by prepositional phrase, p.103                      B4-c Inverted subject and verb, p.104                      B4-d Indefinite pronoun as subject, p.104</p> <p><i>Mechanically Inclined</i>                      Subject-Verb Agreement, p. 118-120</p> <p><i>Write for College</i>, 849-851</p>
<p>Use correlative conjunctions correctly</p>	<p>33-36</p>	<p>“<i>Neither</i> plaintiffs <i>nor</i> defendants...”</p>	<p>-Identify correlative conjunctions.                      -Ensure correct usage.</p>	<p><i>Conjunctions:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions">http://grammar.ccc.commnet.edu/grammar/conjunctions.htm#correlative_conjunctions</a></p>	<p><i>Mechanically Inclined</i>                      Conjunction Defined, p.184                      Coordinating Conjunctions Defined, p.184                      Subordinating Conjunctions Defined, p.184                      FANBOYS Defined, p.184</p>

\* Example for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."

Conventions of Punctuation	ACT Score Range	How ACT Assesses * (or might assess)	What Students Need to Know	Web Resources	Print Resources
Delete commas that create basic sense problems (e.g., between verb and direct object)	13-15	“Few taxpayers received <sub>2</sub> the much talked about rebate.” (The comma should be deleted.)	<ul style="list-style-type: none"> <li>- Parts of speech</li> <li>- Parts of a sentence</li> <li>- Comma usage</li> </ul>	Power Point – <i>Diagramming Sentences</i> : <a href="http://grammar.ccc.commnet.edu/grammar/ppt/diagrams.pps">http://grammar.ccc.commnet.edu/grammar/ppt/diagrams.pps</a>  Lesson - <i>Manipulating Sentences to Reinforce Grammar Skills</i> : <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=248">http://www.readwritethink.org/lessons/lesson_view.asp?id=248</a>	<i>Mechanically Inclined</i> Crafting Sentences with Commas, p. 83-101
Provide appropriate punctuation in straightforward situations <ul style="list-style-type: none"> <li>• items in a series:</li> <li>• clauses with coordinate conjunctions:</li> <li>• punctuation in quotations:</li> <li>• hyphenate a compound adjective that comes before the noun it modifies</li> </ul>	16-19	<p>“ethnic minorities<sub>2</sub> men<sub>2</sub> and older students...”</p> <p>“they address more than one subject<sub>2</sub> they intrude upon the domain of the legislature<sub>2</sub> or they bear too colorful a title.”</p> <p>“Some slightly overweight people never seem to notice their obesity<sub>2</sub> and they even look attractive to others.”</p> <p>Peggy screamed<sub>2</sub> “Police!”</p> <p>“surface<sub>-</sub>mine reclamation”</p>	<ul style="list-style-type: none"> <li>- Punctuation, commas for items in a series</li> <li>- Identify clause</li> <li>- Identify coordinating conjunction</li> <li>- Punctuation in quotations</li> <li>- Identify compound adjective,</li> <li>- Punctuation usage</li> </ul>	Power Point - <i>The English House of Commas</i> : <a href="http://grammar.ccc.commnet.edu/grammar/ppt/commas.pps">http://grammar.ccc.commnet.edu/grammar/ppt/commas.pps</a>  <i>12 Rules for Commas</i> : <a href="http://grammar.ccc.commnet.edu/grammar/commas.htm">http://grammar.ccc.commnet.edu/grammar/commas.htm</a>  Online Quiz – <i>Quiz on Commas</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/comma_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/comma_quiz.htm</a>  Online Quiz – <i>What Happened to the News?:</i> <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/commas_fillin.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/commas_fillin.htm</a>  Online Quiz – <i>Using Commas with Coordinating Conjunctions</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova1.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova1.htm</a>  <i>Quotation Marks</i> : <a href="http://grammar.ccc.commnet.edu/grammar/marks/quotat ion.htm">http://grammar.ccc.commnet.edu/grammar/marks/quotat ion.htm</a>  Online Quiz – <i>Quiz on Using Quotation Marks</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/quot es_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/quot es_quiz.htm</a>  <i>The Hyphen</i> : <a href="http://grammar.ccc.commnet.edu/grammar/marks/hyphe n.htm">http://grammar.ccc.commnet.edu/grammar/marks/hyphe n.htm</a>	<p><i>The Grammar Plan Book</i>                      A8-d series separator, p.92                      A8-b interrupter, p.90</p> <p><i>Mechanically Inclined</i>                      Commas in a series, p. 99-101</p> <p>Commas, p.180-81</p> <p>Comma Splice, p.87-89</p> <p>Dialogue Rules, p. 53-57</p> <p>Hyphen, p. 157-59, 182</p>

Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	16-19	“...the long-awaited, conclusive, highpoint...” (The comma after “conclusive” should be deleted.)	- Appropriate comma usage for sentence flow	General Websites for Comma Help: <a href="http://www.grammarbook.com/default.asp">http://www.grammarbook.com/default.asp</a>  <a href="http://grammar.ccc.commnet.edu/grammar/index.htm">http://grammar.ccc.commnet.edu/grammar/index.htm</a>  <a href="http://ace.acadiau.ca/english/grammar/intro.htm">http://ace.acadiau.ca/english/grammar/intro.htm</a>	<i>The Grammar Plan Book</i> A8-a opener, p.89 A8-c closer, p.91 D3-d commas, p.136  <i>Mechanically Inclined</i> Introductory, p. 90-92 Additions, p. 96-98
Use commas to set off simple parenthetical phrases	20-23	“The weight of the car, of course, determines the cost of the license.”	- Identify parenthetical phrases - Comma usage		<i>Mechanically Inclined</i> Nonrestrictive Element, p. 93-95
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	“Few taxpayers received, the much talked about rebate.” (The comma should be deleted.)	- Appropriate comma usage for sentence flow		<i>The Grammar Plan Book</i> D3-d commas, p.136  <i>Mechanically Inclined</i> Commas, p. 83-87
Use punctuation to set off complex parenthetical phrases	24-27	“...and, according to the American Medical Association,” “This textbook, unlike the one I had before, is written in a style I can understand.”	- Identify parenthetical phrases - Comma usage		<i>The Grammar Plan Book</i> A8-b interrupter, p.90  <i>Mechanically Inclined</i> Nonrestrictive Element, p.93-95
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 <i>and</i> )	24-27	“The author must present a protagonist, and an antagonist, and he must also give them a cause worth arguing over.” (The comma after “protagonist” should be deleted.)	- Appropriate comma usage and sentence flow in complicated sentences		
Use apostrophes to indicate simple possessive nouns	24-27	“suing party’s claim”	- Identify apostrophe - Identify possessive noun		Power Point – <i>The Mighty Apostrophe</i> : <a href="http://grammar.ccc.commnet.edu/grammar/ppt/apostrophe.pps">http://grammar.ccc.commnet.edu/grammar/ppt/apostrophe.pps</a>

<p>Recognize inappropriate uses of colons and semicolons</p>	<p>24-27</p>	<p>“After five minutes of silence, the actor uttered those famous words: “To be or not to be; that is the question.” (The colon and semicolon are correct.)</p>	<p>- Identify colon and semicolon and their usage</p>	<p>Power Point – <i>The Colon: A Sentence Gateway</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/colons.pps#8">http://grammar.ccc.commnet.edu/grammar/ppt/colons.pps#8</a></p> <p>Power Point – <i>Our Friend The Semi-Colon:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/semi2.pps">http://grammar.ccc.commnet.edu/grammar/ppt/semi2.pps</a></p> <p><i>The Semi-Colon:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/marks/semicolon.htm">http://grammar.ccc.commnet.edu/grammar/marks/semicolon.htm</a></p> <p><i>The Colon:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/marks/colon.htm">http://grammar.ccc.commnet.edu/grammar/marks/colon.htm</a></p> <p>Online Quiz – <i>Using Colons Effectively:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova5.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova5.htm</a></p>	<p><i>The Grammar Plan Book</i>                  D3-b colons, p. 134                  D3-c semicolons, p. 135</p> <p><i>Mechanically Inclined</i>                  Colons, p.152-53                  Semicolons, p.150-151</p>
<p>Use commas to set off a nonessential/nonrestrictive appositive or clause or phrase</p>	<p>28-32</p>	<p>“There it sat, <i>behind thick glass in a large wooden display case</i>, waiting”                  “They set aside certain days and times to hold small claims court <i>which may be different for each county.</i>” (restrictive clause – no commas)</p>	<p>- Identify nonessential/nonrestrictive appositive                  - Identify nonessential/nonrestrictive clause or phrase</p>	<p>Power Point - <i>Identify Sentence Fragments:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/fragment.spps#4">http://grammar.ccc.commnet.edu/grammar/ppt/fragment.spps#4</a></p> <p>Online Quiz - <i>Using Commas with Introductory Phrases:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/nova/nova2.htm</a></p>	<p><i>The Grammar Plan Book</i>                  A1 adverbials, p. 75                  A1-a adverbial clauses, p. 76                  A1-b moveable adverbials, p. 77</p> <p><i>Mechanically Inclined</i>                  Nonrestrictive Element, p. 93-95</p>
<p>Deal with multiple punctuation problems (e.g.. compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p>	<p>28-32</p>	<p>“Others are deciding such mixed-up issues as personal property taxes, cigarette and beer taxes, mandatory health insurance, tuition tax credits, state park expansion, farm animal abuse, safety inspections, funding of abortions, homeless shelters, gambling, seat belt laws, official language laws, <i>and</i> school financing.” (The conjunction <i>and</i> at the end of this long series needs</p>	<p>- Identify compound sentences                  - Identify parenthetical phrases                  - Comma usage</p>	<p>Power Point – <i>Avoiding Run-on Sentences:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/ppt/run-ons.pps#8">http://grammar.ccc.commnet.edu/grammar/ppt/run-ons.pps#8</a></p> <p>Lesson - <i>Run-on Sentences, Comma Splices:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/runons.htm#splice">http://grammar.ccc.commnet.edu/grammar/runons.htm#splice</a></p> <p>Online Quiz – <i>Repairing Run-On sentences:</i>  <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/runo">http://grammar.ccc.commnet.edu/grammar/quizzes/runo</a></p>	<p><i>Mechanically Inclined</i>                  Comma in compound sentence, p. 84-86</p>

		to be set off with a comma.)		<a href="#">ns_quiz.htm</a> Online Quiz – <i>Run-ons and Fragments</i> : <a href="http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_quiz.htm">http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_quiz.htm</a>	
Use an apostrophe to show possession, especially with irregular plural nouns	28-32	“... <i>Frobushes’</i> home.”	- Identify apostrophe - Identify irregular plural nouns	Online Quiz – <i>Catastrophes of Apostrophic Proportions</i> : <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/apostrophe_quiz2.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/apostrophe_quiz2.htm</a>	<i>The Grammar Plan Book</i> C3 nouns: use of the apostrophe in possessives, p.121  <i>Mechanically Inclined</i> Possessive Apostrophe, p.47-49, 113-115, 181
Use a semicolon to indicate a relationship between closely related independent clauses	28-32	“Life is hard work; life can be a pleasure.”	- Use of colons - Identify semicolon - Identify independent clauses	Lesson – <i>Using Semi-Colons</i> : <a href="http://www.grammarbook.com/punctuation/semicolons.asp">http://www.grammarbook.com/punctuation/semicolons.asp</a>	<i>The Grammar Plan Book</i> D3-c semicolons, p. 135  <i>Mechanically Inclined</i> Semicolons, p.150-151
Use a colon to introduce an example or an elaboration	33-36	“After five minutes of silence, the actor uttered those famous words: “To be or not to be; that is the question.”	- Use of colons	Lesson – <i>Using Colons</i> : <a href="http://www.grammarbook.com/punctuation/colons.asp">http://www.grammarbook.com/punctuation/colons.asp</a>	<i>The Grammar Plan Book</i> D3-b colons, p. 134  <i>Mechanically Inclined</i> Colons, p. 152-53

\* Examples for “How ACT Assesses” section taken from

- *Barron's ACT 2007*, 2006, Barron's Educational Series, pp. 21-31.
- ACT Practice Test #1 at <http://www.mel.org/> double click on yellow box at top of page entitled "ACT...Practice Tests..."