

# ACT Series

## Part 4: Applying English ACT Skills to Instruction



April 2024

# Objectives

- Draw correlations between the ACT English Test and Scarborough's Reading Rope, as well as the Writing Rope Framework.
- Identify specific high value skills of the English ACT subtest.
- Connect the skills for the ACT English test to HQIM.



# Research from ACT

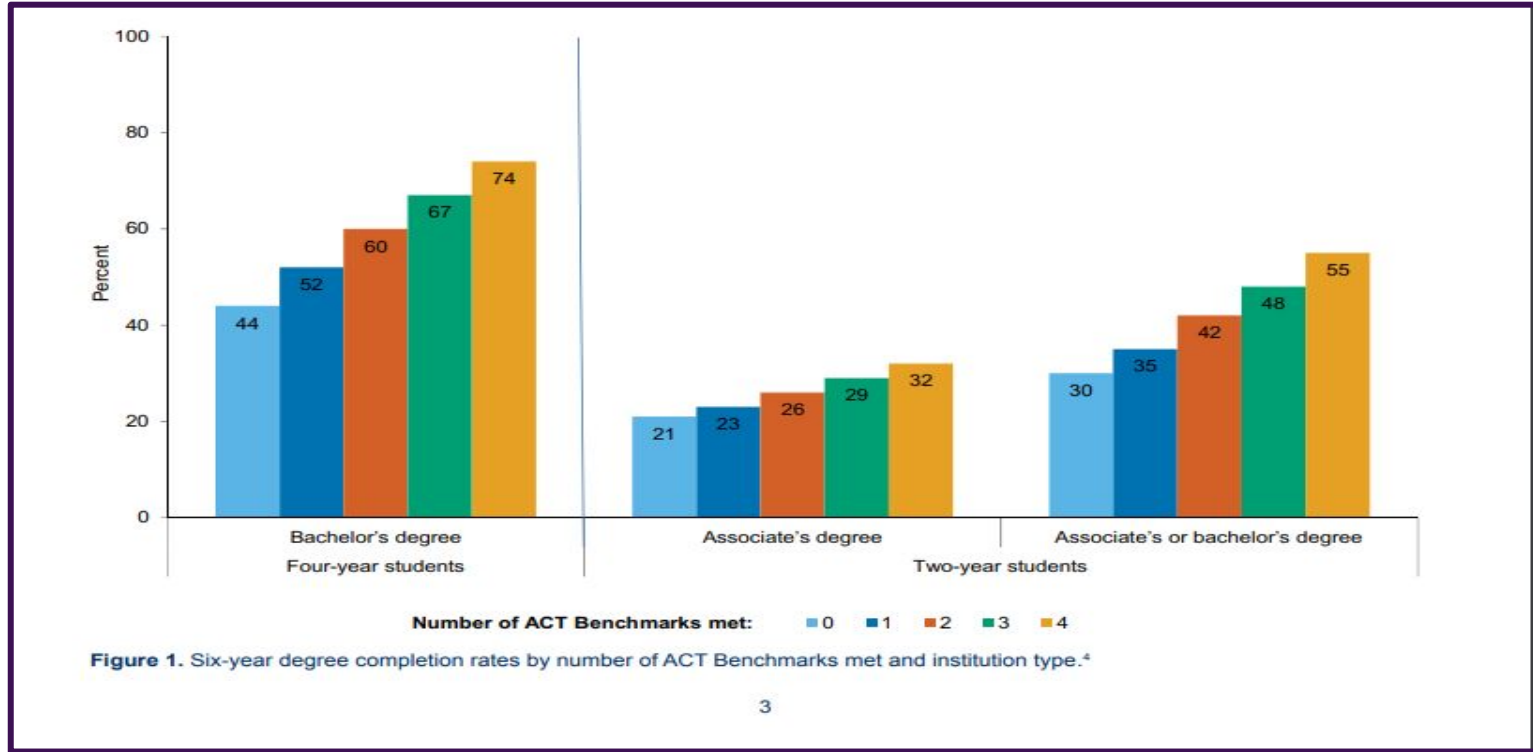
Table 1. ACT College Readiness Benchmarks

ACT Test Score	College Courses	Benchmark
English	English Composition I	18
Mathematics	College Algebra	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
STEM	Calculus, Chemistry, Biology, Physics, Engineering	26
ELA	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

“What are the ACT College Readiness Benchmarks”  
By Jeff Allen PHD & Justine Radunzel PHD



# Research from ACT



3

“What are the ACT College Readiness Benchmarks”

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### Scoring Keys for Form Z08

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a "1" in the blank for each question you answered correctly. Add up the numbers in each reporting category and enter the total number correct for each reporting category in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each reporting category.

#### Test 1: English—Scoring Key

Key	Reporting Category*		
	POW	KLA	CSE
1. A			
2. J			
3. C			
4. G			
5. C			
6. F			
7. B			
8. H			
9. C			
10. F			
11. C			
12. H			
13. B			
14. F			
15. B			
16. J			
17. A			
18. G			
19. D			
20. H			
21. C			
22. H			
23. A			
24. G			
25. C			
26. H			
27. D			
28. G			
29. D			
30. G			
31. C			
32. J			
33. B			
34. F			
35. A			
36. G			
37. D			
38. H			

Key	Reporting Category*		
	POW	KLA	CSE
39. D			
40. J			
41. A			
42. J			
43. A			
44. H			
45. D			
46. J			
47. B			
48. J			
49. B			
50. F			
51. D			
52. F			
53. A			
54. G			
55. C			
56. F			
57. B			
58. J			
59. D			
60. J			
61. A			
62. F			
63. C			
64. J			
65. C			
66. F			
67. B			
68. G			
69. D			
70. F			
71. D			
72. G			
73. D			
74. F			
75. A			

\*Reporting Categories  
**POW** = Production of Writing  
**KLA** = Knowledge of Language  
**CSE** = Conventions of Standard English

Number Correct (Raw Score) for:	
Production of Writing (POW)	(23)
Knowledge of Language (KLA)	(12)
Conventions of Standard English (CSE)	(40)
<b>Total Number Correct for English Test (POW + KLA + CSE)</b>	<b>(75)</b>

The highest possible Composite score is 50. The lowest possible Composite score is 1.

Do not list a scale score for that test if any test was completely blank, do not calculate a Composite score.

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	74-75	59-60	40	40	36
35	72-73	56-58	39	39	35
34	71	54-55	38	—	34
33	70	53	37	38	33
32	69	52	—	37	32
31	68	51	36	—	31
30	67	49-50	35	36	30
29	65-66	47-48	34	35	29
28	64	44-46	33	34	28
27	62-63	41-43	32	33	27
26	60-61	38-40	31	32	26
25	57-59	35-37	30	30-31	25
24	53-56	32-34	28-29	28-29	24
23	50-52	30-31	26-27	26-27	23
22	47-49	29	24-25	24-25	22
21	44-46	27-28	23	22-23	21
20	41-43	26	22	21	20
19	38-40	24-25	20-21	19-20	19
18	36-37	22-23	19	18	18
17	34-35	18-21	17-18	16-17	17
16	32-33	15-17	16	15	16
15	29-31	12-14	15	13-14	15
14	26-28	10-11	13-14	12	14
13	25	8-9	12	11	13
12	22-24	7	10-11	9-10	12
11	19-21	5-6	9	8	11
10	16-18	4	8	7	10
9	14-15	—	7	6	9
8	12-13	3	6	5	8
7	10-11	—	5	4	7
6	8-9	2	4	3	6
5	6-7	—	3	—	5
4	5	1	—	2	4
3	3-4	—	2	1	3
2	2	—	1	—	2
1	0-1	0	0	0	1



# Let's Review

## Many Strands Are Woven Into Skilled Reading

### Language Comprehension

#### Background Knowledge

facts, concepts, etc.

#### Vocabulary

breadth, precision, links, etc.

#### Language Structures

syntax, semantics, etc.

#### Verbal Reasoning

Inference, metaphor, etc.

#### Literacy Knowledge

print concepts, genres, etc.

### Word Recognition

#### Phonological Awareness

syllables, phonemes, etc.

#### Decoding

alphabetic principle, spelling-sound correspondence

#### Sight Recognition

of familiar words

increasingly strategic

increasingly automatic

### Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope  
(Scarborough, 2001)

## The Strands That Are Woven Into Skilled Writing

(Sedita, 2019)

### Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

### Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

### Text Structure

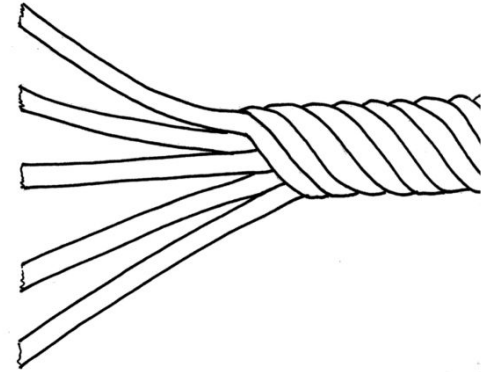
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

### Writing Craft

- Word choice
- Awareness of task, audience purpose
- Literary devices

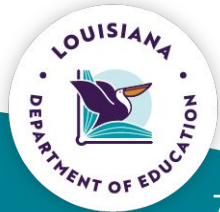
### Transcription

- Spelling
- Handwriting, keyboarding



# Let's Review

- There are 3 reporting categories of questions types:
  - ◆ CSE: Conventions of Standard English (roughly 40 questions)
  - ◆ POW: Production of Writing (roughly 20 questions)
  - ◆ KLA: Knowledge of Language (roughly 10-12 questions)



# Conventions of Standard English

CSE





# Let's Apply It

Most common punctuation on ACT:

- Commas
  - When creating a compound sentence with coordinating conjunctions
    - FANBOYS
      - Coordinating conjunctions mnemonic device (for, and, nor, but, or, yet, so)
    - The football game is next Sunday, **so** I will need a babysitter.
  - When punctuating a non-essential clause
    - The teacher, **who was never late before**, came into class 15 minutes after it started.
  - When joining an independent and dependent clause
    - Throughout the course of a year, **students will learn many new skills.**



# Let's Apply It

Most common punctuation on ACT:

- Semicolons
  - Separating two complete, but related, sentences
    - No capitalization needed after the semicolon unless a proper noun.
    - *Example:* The book was a classic; it was meant to be read through the ages.
- Colons
  - A phrase or word that further describes the independent clause before the punctuation
    - Teach them colons **MUST** have a complete sentence before them.
    - *Example:* The best king vake is made by my favorite bakery: Antoine's.



# Let's Apply It

Most common punctuation on ACT:

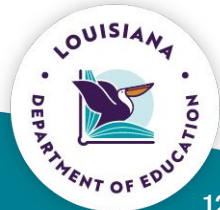
- Dashes
  - Used in place of colons (so must have complete sentence before)
    - The best king cake is made by my favorite bakery-Antoine's.
  - Used in a pair like commas for non-essential clauses
    - The teacher-**who was never late before**- came into class 15 minutes after it started.
- Apostrophes
  - Contractions
  - Possession
    - Singular = 's
    - Plural = s' in words that are pluralized by adding an 's'



# Let's Apply It

## Singular vs. Plural

- Subject/Verb Agreement questions:
  - Students need to be able to identify the subject and verb of a sentence.
  - The verb needs to match the subject in terms of singular vs. plural.
    - **We are** going to the mall after school.
- Pronoun Agreement questions:
  - Students need to be able to identify pronouns and locate the noun the pronoun replaces.
    - **Sally** was always on time for school, so when **she** was late today I was worried.



There would likely be no cathedral to visit, for instance, if not for Victor Hugo's epic novel <sup>19</sup> *Notre-Dame de Paris*, commonly known as *The Hunchback of Notre-Dame*. In the late 1700s, during the French Revolution, much of the architectural icon was destroyed. What builders and craftsmen, starting in 1163, had then taken more than one hundred fifty years to create <sup>20</sup> were tumbling into ruins in politically tumultuous times. <sup>21</sup> The population of a city engulfed in chaos chose Notre Dame as one of its targets, defacing statues, breaking windows, and smashing furniture in an attempt to remove any vestiges of royalty and of its religion. Years later, in 1831, Victor Hugo published his novel, the masterpiece offers a sweeping and brutal look at issues of class and power in France. The first novel to have beggars as protagonists, the book also features the cathedral itself as a central character. So popular was the story that one of its effects was to spur the restoration of the cathedral, and Hugo had portrayed as teetering on the brink of utter deterioration. In addition to being exalted as a monumental work of architecture, the cathedral emerging in Hugo's pages as embodying history—history worth preserving with a vengeance. The actual work of restoration was helped by Gothic Revival architect <sup>26</sup> his name is Eugène Emmanuel Viollet-le-Duc. <sup>27</sup>

- 19. A. NO CHANGE  
B. last but not least,  
C. in other words,  
D. though,
- 20. F. NO CHANGE  
G. than taken more then  
H. taken more than  
J. taken more then
- 21. A. NO CHANGE  
B. were now  
C. was  
D. DELETE the underlined portion.
- 22. F. NO CHANGE  
G. reading it  
H. which  
J. it
- 23. A. NO CHANGE  
B. features, the cathedral itself.  
C. features, the cathedral itself  
D. features, the cathedral, itself
- 24. F. NO CHANGE  
G. cathedral, which  
H. cathedral. In the book,  
J. cathedral. The author
- 25. A. NO CHANGE  
B. to emerge  
C. emerges  
D. DELETE the underlined portion.
- 26. Which choice best indicates that Viollet-le-Duc played a prominent role in the restoration process?  
F. NO CHANGE  
G. considered important  
H. spearheaded  
J. noted
- 27. A. NO CHANGE  
B. whom is  
C. who is  
D. DELETE the underlined portion.

Commonly confused words

Subject/Verb Agreement

Commas: Connecting dependent and independent clauses

Commas: Connecting essential vs. non-essential information

Commas: Subordinate clauses

Subject/Verb Agreement

**Other commonly confused words:**

- Its vs. it's
- Affect vs. effect
- Sight vs. cite vs. site

**S/V Agreement:**

- Teach students to find the subject, identify if it is plural or singular, then select appropriate verb

**Commas:**

- Students need to be able to identify independent and dependent clauses
- Students need to be able to identify essential vs. nonessential information



of lobster. They preferred using it as fishing bait to

seeing them on their dinner tables. In Europe, however,  
lobster was scarce, expensive, and in high demand.

- G. appears in the preceding paragraph.  
H. makes a new assertion about lobster explained later in the essay.  
I. reiterates and clarifies the central idea in the second paragraph.  
J. suggests the colonists actually enjoy lobster.

39. A. NO CHANGE  
B. some  
C. these  
D. it

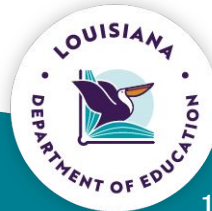
#39 is an example of a pronoun/noun agreement question—these questions will always ask about using the correct pronouns in terms of singular vs. plural.

went on strike, fed up with the indignity of being forced to eat lobster as often as three times a week. Snippets of quotations are often spun to bolster such stories of colonists' disdain for the crustacean. When welcoming a new boat of colonists in 1622, William Bradford, governor of Plymouth Colony, confessed, some say, to his humiliation at having to serve lobster. But what he expressed was regret over serving it, "without bread or anything else but a cup of fair water." The message was

34. E. NO CHANGE  
G. the colonists  
H. colonist's  
J. colonists  
35. A. NO CHANGE  
B. having confessed,  
C. and confessed,  
D. confessing,  
36. E. NO CHANGE  
G. it "without  
H. it. "Without  
J. it; "without

All three of these questions are CSE:

- possession/apostrophes
- Selecting verbs
- Using semicolons or commas

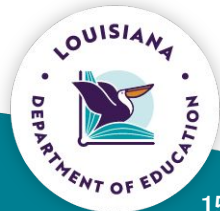


# In Conjunction with HQIM

All of the punctuation listed is also needed in student writing. Syntax best represents these skills in both the reading and writing ropes. Students should understand that punctuation is essential to making meaning from sentences.

Ideas for incorporating these skills:

- Direct and explicit instruction where a skill is thoroughly taught, **THEN:**
  - Mentor sentences to model good writing—many curricula have these already selected, but you can select your own to fit the skill being addressed.
  - Focusing on 1-2 of the punctuation skills at a time, then expecting it to be used in student writing to demonstrate proficiency.
  - Having students revise writing to incorporate the specific punctuation skill.
- Avoid drill & kill—make it useful to them.



Mentor Sentences are great to use for CSE. In this one sentence, what do you notice as possible opportunities for direct instruction of a CSE skill that we have already discussed?

Home Grade 10 The Immortal Life Of Henrietta Lacks Section 1 Lesson 3 Activity 2

## Activity 2

1 2 3 4

We will analyze the structure of a sentence from "Fight Vs. Flight: A Re-Evaluation of Dee in Walker's 'Everyday Use'" to determine how understanding the sentence deepens our understanding of the text.

Directions	Materials
<p>Reread the following section of "<b>Everyday Use.</b>"</p> <p><b>Mentor sentence:</b> "Walker shows that Mama's moment of triumph is achieved because she was able to attain a balance between the two types of her heritage represented by her very different daughters--at the end Mama combines Maggie's respect for tradition with Dee's pride and refusal to back down, the combination Walker seems to feel is necessary if true social change is to come about."</p>	

### Teaching Notes

10 min

Have students complete this activity as a class.  
Have students reread part of the text.

Inform students that they will be focusing on a sentence from the text to deepen our understanding.

Read the mentor sentence aloud.

Reread the mentor sentence, if needed.

Guide students through a discussion to break down each section of the sentence. Use a different color marker or annotation tool for each section of the sentence.

If students need support as they attend to the details of each section:

- Ask guiding questions.
  - Who is doing what in the mentor sentence?
  - What are the parts of the mentor sentence?





# Let's Reflect

**In terms of CSE, what do you foresee being the biggest challenge for your students in being successful on these types of questions?**

**What are some strategies you could use to combat these possible challenges?**



# Production of Writing

POW



# Let's Apply It

Students who are good writers do well with these questions. This is why it is important to develop expectations around their writing to incorporate good use of:

- Appropriate use of transition words and phrases
- Coherent paragraph and essay structure
- Good organization of ideas
- Strong thesis statements, topic sentences, and conclusions
- Conciseness of ideas



# Transitions Resource

The Writing Center

The Samuel Rudin Academic Resource Center

## TRANSITIONAL WORDS AND PHRASES

by Lily Evans

Transitional words and phrases are useful tools that help establish relationships between ideas. Including transitions helps readers follow a narrative, understand an idea as it develops throughout an essay, and keep up with the logic of an argument. The chart below contains some examples.

### Addition

again  
also  
and  
and then  
besides  
equally  
finally  
first/second/third  
further  
furthermore  
important  
in addition  
moreover  
next  
similarly  
too  
what's more

### Comparing

also  
at the same time  
in the same way  
likewise  
similarly

### Giving Examples

for example  
for instance  
in fact  
namely  
specifically  
that is  
to illustrate

### Contrasting

although  
but  
conversely  
even though  
however  
in contrast  
instead  
nonetheless  
on the contrary  
on the other hand  
rather  
still  
though  
whereas  
yet

### Summarizing

finally  
for these reasons  
in brief  
in conclusion  
in general  
in other words  
in summary  
on the whole  
therefore  
thus  
to conclude  
to sum up

### Pointing to cause and effect, proof, results, or conclusions

accordingly  
as a result  
because of this  
hence  
consequently  
for this reason  
if  
thus  
since  
so  
then  
therefore

### Showing place or direction

above  
behind  
below  
beyond  
close  
farther on  
in the distance  
inside  
left  
nearby  
next to  
opposite  
over  
right  
underneath

### Emphasizing

above all  
add to this  
even more  
in any case  
in any event  
in fact  
in other words  
indeed  
that is

### Showing time

after  
afterward  
as  
at last  
at the same time  
before  
during  
finally  
immediately  
in the meantime  
in the past  
later  
meanwhile  
next  
now  
presently  
since then  
soon  
temporarily  
then  
when  
while

### Ending

after all  
finally  
for these reasons  
in sum

## TRANSITIONAL WORDS AND PHRASES: CONTINUED

*Where do transitional words and phrases belong?*

### Between paragraphs

#### Example:

... Students who take clear, detailed notes are likely to retain information from class and succeed on assessments. Although note taking can help prepare students for exams, some people struggle to take notes in traditional ways and may work better with a laptop, recording technology, or other tools instead of a typical notebook.

### Connecting sentences in a paragraph

#### Example:

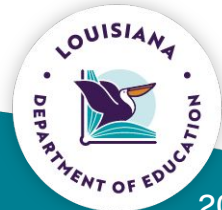
Doing the readings for class is required. In addition, taking notes on the readings will make students better able to participate in class discussions and keep up with the lecture.

### Within a sentence

#### Example:


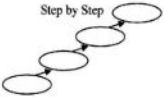

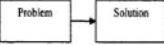
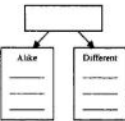
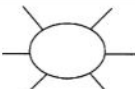
Taking good notes requires practice and patience, but the work put in is worthwhile.

Source: [City College of New York](#)



## TEXT STRUCTURES

Text structures refer to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.

TEXT STRUCTURE	DEFINITION	GRAPHIC ORGANIZER	TRANSITIONS	QUESTIONS
<b>Narrative</b>	Narrates an event/story with characters, setting, conflict, point of view, and plot		<ul style="list-style-type: none"> <li>Descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>Who is the narrative about?</li> <li>Where is it set?</li> <li>What is the conflict?</li> <li>Who is telling the narrative?</li> <li>What is happening?</li> </ul>
<b>Chronological, Process, or Sequence</b>	Present ideas or events in the order in which they happen		<ul style="list-style-type: none"> <li>First, second, third...</li> <li>later</li> <li>next</li> <li>before</li> <li>then</li> <li>finally</li> <li>after/later</li> <li>when</li> <li>since</li> <li>now/previously</li> <li>actual use of dates</li> </ul>	<ul style="list-style-type: none"> <li>What items, events, or steps are listed?</li> <li>Do they have to/always happen in this order?</li> <li>What sequence of events is being described?</li> <li>What are the major incidents that occur?</li> <li>How is this structure revealed in the text?</li> </ul>
<b>Cause and Effect</b>	Provide explanations or reasons for phenomena		<ul style="list-style-type: none"> <li>if/then</li> <li>reasons why</li> <li>as a result</li> <li>therefore</li> <li>because</li> <li>consequently</li> <li>since</li> <li>so that</li> <li>for</li> <li>due to</li> </ul>	<ul style="list-style-type: none"> <li>What happened?</li> <li>Why did it happen?</li> <li>What caused it to happen?</li> </ul>
<b>Problem/Solution</b>	Identify problems and pose solutions		<ul style="list-style-type: none"> <li>problem is</li> <li>dilemma is</li> <li>if/then</li> <li>because</li> <li>so that</li> <li>question/answer</li> <li>puzzle is solved</li> </ul>	<ul style="list-style-type: none"> <li>What is the problem?</li> <li>Why is this a problem?</li> <li>Is anything being done to try to solve the problem?</li> <li>What can be done to solve the problem?</li> </ul>
<b>Compare and Contrast</b>	Discuss two ideas, events, or phenomena, showing how they are different and how they are similar		<ul style="list-style-type: none"> <li>However/yet</li> <li>nevertheless</li> <li>on the other hand</li> <li>but/where as</li> <li>similarly</li> <li>although</li> <li>also/likewise</li> <li>in contrast/comparison</li> <li>different</li> <li>either/or</li> <li>in the same way/just as</li> </ul>	<ul style="list-style-type: none"> <li>What items are being compared?</li> <li>In what ways are they similar? Different?</li> <li>What conclusion does the author reach about these items?</li> <li>What conclusion does the author reach about these items?</li> </ul>
<b>Definition or Description</b>	Describes a topic by listing characteristics, features, attributes, and examples		<ul style="list-style-type: none"> <li>for example</li> <li>characteristics</li> <li>for instance</li> <li>such as</li> <li>including</li> <li>to illustrate</li> </ul>	<ul style="list-style-type: none"> <li>What are the most important characteristics?</li> <li>How is it being described (what does it look like, how does it work, etc.)?</li> <li>What is important to remember about it?</li> </ul>

# Text Structures Resource

To help students identify text structures, use an annotation protocol or a graphic organizer similar to the ones in the chart to the left when reading any text.

Tie in how transitions work in the various types of structures as well—refer to the second column on the chart.

Source: Wisconsin Department of Public Instruction

**PASSAGE I**

**Citizen Scientists Advance Astronomy at Home**

Starting in 2007, volunteers around the world began contributing via the Internet to cutting-edge<sup>1</sup> astronomical research. Galaxy Zoo, a website developed at Oxford University, achieved an immediate and extraordinary success, surprising even the astronomers who created it.

Initially, project leaders invited the public to study images gathered by the Sloan Digital Sky Survey (SDSS) in order to classify galaxies as elliptical or spiral.<sup>2</sup>

**POW:** Having to determine if information is relevant and whether something should be added are skills students should focus on in their writing.

1. **A.** NO CHANGE  
**B.** world began, contributing  
**C.** world, began contributing  
**D.** world began contributing,

2. At this point, the writer is considering adding the following true statement:

The Alfred P. Sloan Foundation was created in 1934.

Should the writer make this addition here?

- F.** Yes, because it clarifies who is responsible for funding the Sloan Digital Sky Survey.
- G.** Yes, because it indicates that Galaxy Zoo has a long history of foundation support.
- H.** No, because it suggests that the Sloan Digital Sky Survey did not rely on volunteers.
- J.** No, because it blurs the paragraph's focus at this point on the tasks performed by volunteers.

#37 & #38 are good examples of the importance of teaching about author's purpose and only including relevant information in writing.

this: Lobster was plentiful. It was a good source of protein.

37

These stories present an exaggerated truth.  38 With so much lobster and so little else, colonists indeed tired of lobster. They preferred using it as fishing bait to

45. Which choice best concludes the paragraph and essay by forming a specific connection between current attitudes toward lobster and those of the colonists?
- A. NO CHANGE
  - B. People credit the current level of New England lobster populations to a strong history of strict controls to avoid overfishing.
  - C. People say thin-shelled lobster, which does not ship well and is therefore only available on the coast, is the tastiest by far.
  - D. Today, it's also much more likely to show up as an entrée on a plate than as bait on a fishhook.

Paragraph structure instruction will help with these types of questions—think about how we always want students to refer back to their thesis to conclude.

37. Given that all the choices are true, which one best completes the contrast with the preceding sentence and offers the most logical interpretation of the quotation from Bradford?
- A. NO CHANGE
  - B. Coffee and tea, when available, were popular among the colonists.
  - C. It could be caught quickly and easily.
  - D. Other foods were scarce.
38. If the writer were to delete the preceding sentence, the essay would primarily lose a statement that:
- F. paraphrases the quotation from Bradford that appears in the preceding paragraph.
  - G. makes a new assertion about lobsters that is explained later in the essay.
  - H. reiterates and clarifies the central idea of the second paragraph.
  - J. suggests the colonists actually enjoyed eating lobster.





classifications. Soon after the start of the project, its<sup>6</sup> managers had to upgrade hardware to handle the

contributions, which proved to be a real challenge.<sup>7</sup>

Project creators are quick to point out that humans perform some scientific tasks far better than computers do, even in disciplines such as astronomy, however,<sup>8</sup> that

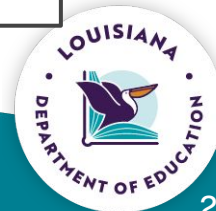
rely heavily on technology.  <sup>9</sup> The huge database amassed as part of Galaxy Zoo allowed researchers to advance their understanding of galaxy formation,

#7-9 are all POW questions.

Students are having to demonstrate how to effectively and **CONCISELY** write (or in this case edit).

Note: #8 is an example of using transitions correctly.

6. F. NO CHANGE  
G. some of it's  
H. its'  
J. it's
7. Given that all the choices are accurate, which one most clearly indicates why the actions described in this sentence were taken?  
A. NO CHANGE  
B. were reaching 70,000 classifications per hour.  
C. turned out to be very helpful.  
D. they did successfully.
8. F. NO CHANGE  
G. astronomy, on the other hand,  
H. astronomy  
J. DELETE the underlined portion.
9. If the writer were to delete the preceding sentence, the essay would primarily lose information that suggests:  
A. which data collected by Galaxy Zoo was provided by volunteers.  
B. what advancements in astronomy depend on increasingly sophisticated technology.  
C. why Galaxy Zoo's creators were reaching out to involve citizen scientists.  
D. where technologies used in astronomy projects are available to public participants.



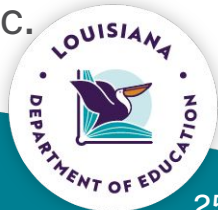


# In Conjunction with HQIM

Students should write regularly in their ELA classes. This means students have many, many opportunities to work on these POW skills and get targeted feedback on their writing.

While [rubrics](#) from tier 1 curriculum may not explicitly include the components listed earlier, you can still choose to assess students on these skills and add them to your rubrics.

- Explicitly and directly teach what good examples of the POW components looks like in exemplar writing.
- Use **TARGETED** feedback on just one or two of the skills per writing—consider allowing student to correct for a re-grade.
- Incorporate POW skills into your peer editing protocols.
- Use informational texts to discuss structure, organization, flow of ideas, etc.



Most units have a designated place for peer review—after some explicit instruction on a specific skill. Also, you could have students also looking for this in their peer’s writing and correcting if necessary.

### Activity 3



We will revise our work to make sure we fully support and develop our ideas based on the needs of the task, purpose, and audience. This will help us develop work that is clear and coherent.

#### Directions

Read your partner’s work, and then ask yourself the questions.

#### Questions:

1. Do I correctly cite my evidence?
2. Does my partner correctly cite evidence?
3. Is my evidence integrated effectively?
4. Does my partner integrate evidence effectively?

Make any necessary revisions to the development and support of your work.

#### Materials

#### Teaching Notes

15 min

Have students complete this activity as a class. Explain to students that their work should sufficiently develop and support a position in a fair and even manner with supporting claims and evidence, explanations, and elaboration.

Direct students to complete the activity.

If students need support during the activity:

- Provide direct support or examples.
  - Prompt students to use the avoiding plagiarism reference guide, the evaluating sources reference guide, and the integrating quotations reference guide.
  - Provide students with several examples of possible evidence to use. Ask students orally or in writing to identify the claim that the evidence supports and explain how it supports



Calling attention to details, purpose, and structure in informational texts and having students use these as models for good writing will further reinforce the skills.

### Activity 3



We will answer questions about the information in “Divisions: The North and West, 1915 to the 1970s” from *The Warmth of Other Suns* to deepen our understanding.

#### Directions

#### Materials

With your group, answer the questions to evaluate the information in *The Warmth of Other Suns*.

#### Questions:

1. What is Wilkerson's position about the conditions that migrants faced after they migrated?
2. What are her supporting claims?
3. Why does Wilkerson use quotations from sociologists, economists, and historians dating from the 1930s to 2001 to develop her position?
4. What connections does Wilkerson explain among the evidence?
5. Are those connections logical and valid?

#### Teaching Notes

10 min

Direct research groups to continue working together. Direct students to work with their group to answer the questions to evaluate the information in the text.

Prompt students to write their response.

If students need support during the activity:

- Ask guiding questions.
  - How does each claim support Wilkerson's position?
  - Does each claim have enough supporting evidence?
  - How can quotations support an argument?
  - How reliable do Wilkerson's sources seem?
  - What does the text leave uncertain?
- Provide direct support or examples.
  - As needed, define “evaluate information” as “The process of identifying the position, claims, and evidence, and assessing the accuracy, relevance, and/or credibility of the information and ideas, evidence, and reasoning of a text.”



## Activity 6

1

2

3

4

5

6

7

We will form claims to prepare for our discussion about how the sequence of information in the text enhances your understanding. This will help us begin to express our understanding.

### Directions

Form a claim in preparation for a discussion about the question.

#### Question:

1. How does the sequence of information in "Complications" from *The Warmth of Other Suns* enhance your understanding of the complexity of the impacts of migration, on your migrant specifically and the broader migrant population?

Record your claim and supporting evidence in your learning log.

### Materials

### Teaching Notes

**10 min**

Have students work independently to complete this activity.

Explain the goal and process for the discussion.

Explain that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in a discussion.

Then direct students to form a claim in response to the discussion question to prepare for the discussion seminar.

If students need support during the activity:

- Provide direct support or examples.
  - Prompt students to use the claims reference guide.
  - Prompt students to use the connecting ideas reference guide.
  - Provide students with an activity-specific sentence frame to form a claim. Possible frames:

# Knowledge of Language

KLA



# Let's Apply It

For KLA questions you need to reinforce conciseness of writing with your students.

 **For ACT, conciseness is king!** 

Work with them to avoid excessively long sentences with a lot of filler through their own writing.

Discuss how word choice impacts the meaning of a sentence via mentor sentences or in the texts they are reading in class. As well as, discuss why some words are better than others for various purposes.

Review [Writing Concisely](#) to help you determine what skills your students need more support with.





# KLA on the test:

- Roughly 10-12 questions per test
- Typically focuses on word choice and conciseness

In the case of spiral galaxies, by which participants<sup>3</sup> were also to note the direction of the galaxy's rotation, clockwise, or counterclockwise. During Galaxy Zoo's first year, 150,000 volunteers took a short online tutorial and began eyeballing<sup>5</sup> the SDSS images on their own computers and submitting their classifications. Soon after the start of the project, its<sup>6</sup> managers had to upgrade hardware to handle the

3. A. NO CHANGE  
B. for which participants  
C. participants  
D. meanwhile,
4. F. NO CHANGE  
G. rotation—clockwise  
H. rotation clockwise;  
J. rotation clockwise:
5. A. NO CHANGE  
B. glaring at  
C. viewing  
D. noticing
6. F. NO CHANGE  
G. some of it's  
H. its'  
J. it's

Questions 5, 40-41 are all KLA—they're specifically asking for word choice and conciseness.

Soon, technological<sup>40</sup> innovations would soon allow New Englanders to profit from their lobster wealth.

40. F. NO CHANGE  
G. In short order, technological  
H. Before long, technological  
J. Technological

7

GO ON TO THE NEXT PAGE.

Specialized boats, called smacks<sup>41</sup>, were constructed to enable lobstermen to catch and hold large numbers of

41. A. NO CHANGE  
B. usually referred to in the singular as a smack or in the plural as smacks,  
C. which were often referred to by most people as smacks,  
D. usually called smacks by most people,



These mentor sentences are good for discussing word choice and the impact of using those words.

Students could attempt to rewrite these sentences more concisely without retracting from the meaning.

Home Grade 11 The Warmth Of Other Suns Section 3 Lesson 3 Activity 2

### Activity 2

1 2 3 4 5 6

We will analyze the structure of a sentence from “Divisions: The North and West, 1915 to the 1970s” in *The Warmth of Other Suns* to determine how understanding the sentence deepens our understanding of the text.

Directions	Materials
<p>Reread the following section of <i>The Warmth of Other Suns</i>.</p> <p><b>Mentor sentence 1:</b> "Unknowingly, the migrants were walking into a headwind of resentment and suspicion" (Wilkerson 260).</p> <p><b>Mentor sentence 2:</b> "They had emerged from a cave of restrictions into wide-open, anonymous hives that viewed them with bemusement and contempt" (Wilkerson 260).</p> <p><b>Mentor sentence 3:</b> "What they could not have realized was the calcifying untruths they would have to overcome on top of everything else" (Wilkerson 260).</p>	

#### Teaching Notes

10 min

Have students complete this activity as a class.  
Have students reread part of the text.

Inform students that they will be focusing on a sentence from the text to deepen our understanding.

Read the mentor sentence aloud.

Reread the mentor sentence, if needed.

Guide students through a discussion to break down each section of the sentence. Use a different color marker or annotation tool for each section of the sentence.

If students need support as they attend to the details of each section:

- Ask guiding questions.
  - Who is doing what in the mentor sentence?
  - What are the parts of the mentor sentence?
  - What do you notice about the punctuation?
- Model recording student-friendly interpretations as students make meaning of each part of the sentence.
- Model how to note key words or phrases from



# Consider this

High school students may have very little foundational knowledge of parts of speech, sentence types, or strong writing skills, etc.

We have to meet them where they are at first–this is where the direct and explicit instruction is important.

- Use student friendly language when needed.
  - For example: independent clause = sentence/dependent clause = not a sentence
- After you have met them where they are, and have some initial instruction, then you can appropriately increase expectations.
- These skills need to be regularly reinforced in as many ways as possible–not just taught one time.



# Closing & Reflection

It is imperative that you remind students when learning these skills that while they do tie directly to the lesson at hand, and they are part of being a good writer, they are also an ACT skill. By constantly reminding the students how the ACT can impact college acceptance and scholarships will help create buy-in.

**Thank you for all your time and attention!**

For further support or questions, please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov)



# Other Helpful Resources

Here are some resources that provide more in depth information regarding the instructions topics covered in this slide relating to grammar and punctuation:

- [OWL Purdue](#)
- [Khan Academy Grammar](#)
- [Khan Academy- Commas and Apostrophes](#)
- [Khan Academy - Colon, Semicolon, and More](#)
- [Transition Words and Phrases](#)
- [Text Structures](#)
- [Writing Concisely](#)



# References

- “What are the ACT College Readiness Benchmarks” By Jeff Allen PHD & Justine Radunzel PHD
- ACT Released Practice test - April 2021
- ELA Guidebooks

