



# Becoming ProACTive

Preparing our Students for ACT Success



Sharon Spencer

## **Copyright Information**

©2020 BluePrints for Communication, Inc.

Our site license for our eBooks grants duplication privileges to the individual school or organization who has purchased this program. Reproduction for an entire school system is strictly prohibited. No part of this program may be reproduced, stored in a retrieval system, transmitted in any form, or used in any school publication without express written permission from BluePrints for Communication, Inc.

## **Verifying compliance**

Customer must keep all usual and proper records for use of our eBooks. Blueprints for Communication, Inc. may require that the Customer conduct an internal audit of all Blueprints for Communication products in use throughout the Customer's Organization comparing the number of Products in use to the number of effective Site Licenses issued in the Customer's name. Customer agrees to deliver to BluePrints for Communication, Inc. a written statement signed by the authorized representative certifying that either (1) Customer has sufficient Licenses to permit all usage disclosed by the audit, or (2) Customer has ordered sufficient Licenses to permit all usage discussed by the audit. By requesting an audit, BluePrints for Communication, Inc. does not waive its rights to enforce this agreement or to protect BluePrints for Communication's intellectual property by any other means permitted by law, including conducting an onsite audit.

## TABLE OF CONTENTS

Introduction .....	4
Interesting Writing Statistics.....	6
Measuring Up to other Applicants.....	6
The Core from BluePrints.....	7
The Core Writing Chants from BluePrints.....	7
The Core Writing Terms from BluePrints.....	7
The Core Color-Coding from BluePrints.....	8
The Core Short Constructed Response from BluePrints .....	9
The Core Expanded Power Verbs from BluePrints .....	11
The Three Stages of Instruction .....	12
ACT Writing .....	13
Persuasive Key Phrases .....	18
Organizers from BluePrints.....	19
Key Components from BluePrints.....	23
Persuasive Writing Do and Don't For Writing on Demand .....	25
Persuasive Writing: Organizing Our Response – Essay Structure.....	27
Transitional Expressions for Persuasive Writing.....	28
ACT English.....	29
ACT Test-taking Tips.....	29
Indefinite Pronouns .....	31
Those Tricky Rules.....	32
All About Indefinite Pronouns.....	33
ACT Reading .....	45
About the ACT Reading Test .....	45
Notes.....	54

## INTRODUCTION

### Agenda

Welcome/Introductions

BluePrint Basics

ACT Writing

    About Scoring

    Persuasive Paragraphs

    Persuasive Essays

ACT English

    Concepts Tested

    Mixed Practice

    ACT Examples

    Our Suggestions

ACT Reading

    The Content of the Passages

    Reading Strategies

    BluePrint Passages

    ACT Sample Passages

Questions and Answers

Next Steps

I received more help from Ms. Spencer in 30 minutes than a 4 hour ACT practice session. I got a 9 on the writing portion of the ACT!

*Tyler Schuman  
Standish-Sterling High School*

**Note:** All materials in this packet are derived from BluePrints for Communication unique “Power of Three” series training manuals and BluePrints for Grammar: The Foundation for Speaking and Writing Effectively. To learn more, please visit [www.ThePowerofThreeNow.com](http://www.ThePowerofThreeNow.com).

## All about ACT Writing

### What Students Need to Do in 30 minutes

- Take a position on the issue presented in the writing prompt
- Maintain a clear focus on the topic
- Develop a position with logical reasoning
- Support ideas presented
- Organize ideas in a logical manner
- Respond to counter-arguments
- Use language clearly and effectively honoring the rules of standard written English
- Accomplish task in thirty minutes

### What Students need to Know about Scoring

- Two readers use a six-point rubric
- Both scores are combined; highest possible score is 12
- Most colleges look for a score of 7 or above

**Important Caution:** If there is not a clear counter-argument the highest score possible from each reader is a two; a combined score of a four is not acceptable.

Sharon Spencer is the most wonderful trainer I have ever worked with in my many years in education. Her enthusiasm connects with both adults and students. Moreover, her materials produce phenomenal results. There was a 70% increase in ACT Writing Scores in 2012 at Southwestern High School in Detroit, Michigan. All schools would benefit from her training and materials.

*Stefana Romanov, Principal  
Southwestern High School/Detroit, Michigan*

## INTERESTING WRITING STATISTICS

12 – top 1%	6 – bottom 37%
11 – top 1%	5 – bottom 11%
10 – top 1%	4 – bottom 7%
9 – top 6%	3 – bottom 2%
8 – top 14%	2 – bottom 1%
7 – top 49%	

Source: <http://collegeapps.about.com/od/theact/a/good-act-writing-test-score.htm>

## MEASURING UP TO OTHER APPLICANTS

The scores below represent the scores for the 25<sup>th</sup> and 75<sup>th</sup> percentile at certain colleges. This means that half of all enrolled students scored between the lower and upper scores.

<b>Institution</b>	<b>25<sup>th</sup></b>	<b>75<sup>th</sup></b>
Harvard University	8	10
Kent State	6	8
MIT	8	10
Northwestern University	8	10
Ohio State University	7	8
University of Minnesota	7	8
University of South Florida	7	8
University of Texas, Austin	7	9

In 2011, 22% of students at Southwestern High School in Detroit scored 7 and above using materials and ongoing professional development provided by BluePrints for Communication. The next year this school saw an additional 12% gain, bringing the total to 34% of students succeeding on the ACT Writing test. Most amazingly, the overall combined average score climbed from 4 to 14<sup>1</sup>.

Additional results are available at [www.ThePowerofThreeNow.com](http://www.ThePowerofThreeNow.com).

---

<sup>1</sup> English and Writing combined

## THE CORE FROM BLUEPRINTS

### THE CORE WRITING CHANTS FROM BLUEPRINTS

- Writing is not a subject. Writing is a way of thinking.
- We read, write, speak, and listen in every subject.
- Writing is talk written down.
- If I can talk a lot, I can write a lot!
- We can demonstrate our knowledge in all subjects with our written responses.
- Writing in the content areas prepares us for the writing that the world of work requires.

### THE CORE WRITING TERMS FROM BLUEPRINTS

#### Constructed Responses

- Short, clear, concise
- Require a few sentences

#### Extended Responses

- Somewhat longer
- Require more detail
- Options include
  - three to four sentences
  - a paragraph
  - a bullet list
  - multiple paragraphs



Use Power Verbs!  
Practice the Power of Three!

I have had the privilege of working with Sharon Spencer’s writing program for the past four years. Her program is a step-by-step guide to better writing. The students she worked with were anxious for her to come to their classes and to work with them. If her program is used with fidelity, you will see student enthusiasm for writing increase and writing scores soar.

*Jeanne Trepins, ELA Coach*

## THE CORE COLOR-CODING FROM BLUEPRINTS

Color-coding the major parts of speech is a key component in all of our programs. Our color-coding system helps students compose a wide variety of written responses more effectively. We highly recommend using the following color-coding system:

**nouns - purple**

**verbs - green**

**adjectives - hot pink or red**

**adverbs - blue**

This system can be used in all types of writing experiences. Every complete sentence should include precise nouns and powerful verbs (your purple and green words). We make our sentences more interesting by adding adjectives and adverbs (your hot pink and blue words).

We suggest creating word walls using this system in all subject areas for all grade levels. We also use this system to create word tubs in the early elementary grades. In other words, nouns would be on index cards or colored paper in a noun box or tub, verbs would be on index cards or colored paper in a verb box or tub, and likewise for the adjectives and adverbs. The good news is colored pens are widely available today. We encourage schools to use colored pens or pencils along with creating colorful word walls.

Research supports the use of word walls in all classrooms. With our color-coding system, word walls become more effective because students begin to understand the relationship between the four major parts of speech and successful writing techniques. This approach also encourages students to experiment using the parts of speech in different positions in sentences resulting in greater variety in sentence structure.

Brain research also supports the use of color in all classrooms. By using our color-coding systems, students are having fun while they are engaged in composing effective writing in all subjects.

\*A note about adjectives: We recommend using hot pink for adjectives on word walls and in word tubs. However, it is not easy to find pink pens so we suggest using red pens for written activities.



**Nouns - purple**

map	statistics
chart	chapter
graph	book
bar graph	magazine
picture graph	web page
line graph	email
scatter plot	text message
illustration	memo
diagram	notice
picture	bulletin
photograph	forecast
mural	news
histograph	selection
survey	prediction
data	warning
percentage	

**Our Top 12 Power Verbs (green)**

explain	point out
demonstrate	compare
illustrate	contrast
describe	justify
identify	organize
represent	prove

**Step One**

This (map, picture, bar graph, pie chart, table) about \_\_\_\_\_

\_\_\_\_\_ (provide title) \_\_\_\_\_

(choose a power verb) \_\_\_\_\_

\_\_\_\_\_

**Step Two**

Provide more details, integrate or interpret data

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step Three**

Draw a conclusion, make an inference or formulate a prediction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THE CORE EXPANDED POWER VERBS FROM BLUEPRINTS

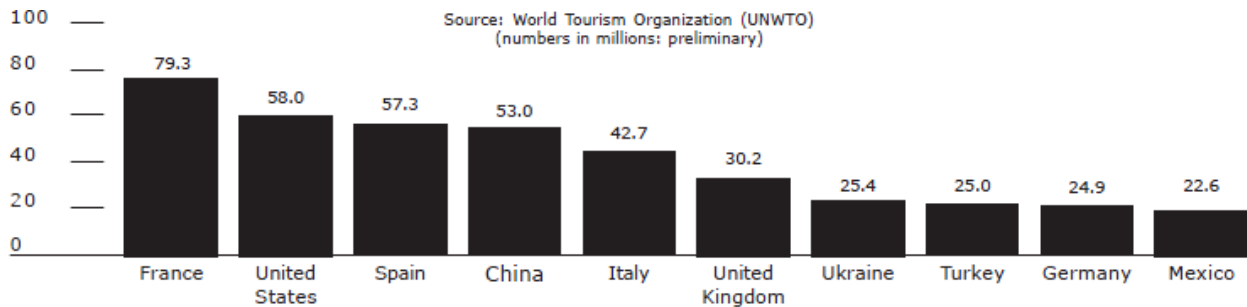
explain  
 justify  
 demonstrate  
 compare  
 contrast  
 describe  
 gather  
 solve  
 count  
 add  
 multiply  
 subtract divide  
 calculate  
 change

show  
 clarify  
 point out  
 present  
 illustrate  
 observe  
 interpret  
 analyze  
 summarize  
 conclude  
 limit  
 measure  
 list  
 draw

construct  
 report  
 formulate  
 identify  
 generalize  
 represent  
 collect  
 explore  
 design  
 infer  
 deduct  
 inform  
 examine

Sample of Our Core Demonstration Process

**World's Top 10 Tourist Destinations in 2008**



From Snapshot: The Visual Almanac of Our World Today

**Step One** - Use a precise noun and power verb to explain the purpose of the information.

*This bar graph identifies the ten top tourist destinations in 2008.*

**Step Two** - Provide more details, integrate or interpret data. Information must be accurate.

*According to this bar graph 79.3 million people made France the leading country for tourists.*

**Step Three** - Draw a conclusion, make an inference or formulate a prediction.

Many landmarks like the Eiffel Tower and museums like the Louvre will most likely continue to attract millions of tourists every year.

### **Stage One: Whole Group Instruction**

This stage involves direct instruction. The teacher must model the particular skill students are to master as a whole group process. Each step is modeled in front of the class. Ample time is given for EVERYONE to succeed in the process. There is no failure.

### **Stage Two: Small Group Writing**

This stage involves allowing students to work together to produce a collaborative piece of writing. The groups should never exceed three students. The teacher needs to ensure that there is diversity in each small group. In other words, whenever possible, there should be a more advanced student, an average student, and a student who struggles in each group. This process could also be engaged in pairs where a more advanced student and a struggling student are partners. Each group must share their rough drafts in the whole group setting. This enables students to directly learn strategies from each other. This process can eliminate some of the need for individual writing conferences. In this way, all students benefit from hearing and understanding that there are several methods that can be used to develop the same topic.

### **Stage Three: Independent Writing**

Once students have mastered Stage One and Stage Two, they should be ready for Independent Writing. Again, students should be encouraged to share their written responses with their classmates. In this stage, students need to learn how to use checklists and rubrics for clarity. Helping students evaluate their own writing and the writing of their classmates is a key component of this stage.

## Step 1 – The Definition

## Persuasive Writing Defending a Position

- Introduces claims
- Provides valid support for opinions and positions
- Acknowledges counter-arguments while maintaining a clear position

### Transitional Expressions

- **For Giving Reasons:** another, next, last finally, first, although, on the other hand
- **For Drawing Conclusions:** hence, therefore, thus, consequently
- **To Answer the Opposition:** of course, nevertheless, some may say, in spite of, although, even though

### Suggestions

- helmets for motorcycles/bicycles
- dress codes/uniforms for school
- gender equality in the workforce
- required attendance in high school
- smaller classes in school
- removing junk foods from cafeterias
- separate gender classes in high school
- flexibility in senior schedules

**Common Core Connections:  
Introducing a Topic**

**W.9-10.1a, WHST.9-10.1a,  
W.11-12.1a, WHST.11-12.1a**



- We suggest using this script when defending one side of a position is required. For example, the persuasive essay on the current ACT Test follows this model.

## Nouns

### For Forming A Position

issue	crisis	arrangement	affairs
law	disaster	circumstance	quarrel
policy	situation	quandary	impasse
problem	action	dispute	great divide
recommendation	agenda	debate	dimension
perspective	platform	statistics	feature
argument	proposition	analysis	component
scenario	behavior	survey	facet
generalization	foundation	data	assumption
statistics	viewpoint	suggestion	presumption
analysis	procedure	strategy	implication
survey	dilemma	situation	consequence
proposal	outlook	venture	premise

### Who Or What A Position Affects

community	faculty	stakeholders	officials
society	economy	humankind	architects
global marketplace	voters	civilization	authors
children	environment	world	experts
adults	lawmakers	those who share a	spokespeople
teenagers	politicians	concern	rank and file
humanity	taxpayers	with interested parties	leaders
public	country	constituents	detractors

### In Support of a Position

proponents	adherents	champions	optimists
supporters	advocates	defenders	those who favor
			those who support

### In Opposition to a Position

opponents	adversaries	antagonists	those who disagree
critics	pessimists	foes	those who
naysayers	rivals	enemies	object/reject

### For Examining An Issue

advantage	conclusion	damage	conviction
disadvantage	differences	disservice	ambition
benefit	similarities	fault	behavior
consequence	likelihood	defect	defect
approach	possibility	restrictions	directive
weakness	notion	accommodations	mandate
strength	idea	drawbacks	obligation
limitation	majority	repercussions	likelihood
option	minority	realities	possibility
result	usefulness	advocates	probability
solution	uselessness	opponents	agenda
approval	futility	appropriateness	course of action

## Verbs

abolish	conceive	imply	recommend
absolve	correlate	increase/decrease	reconcile
accept/reject	decide	indicate	rectify
acknowledge	demand	inspire	reduce
add/eliminate	demonstrate	instill	refrain
adjust/maintain	deny/permit	justify	relinquish
admit	detect	limit	represent
allow/prohibit	eliminate	maintain	resent
analyze	embedded	neglect	restrict/encourage
anticipate	encourage/discourage	obey/disobey	scrutinize
approve/disapprove	endorse/reject	overcome	study
argue/support	entrust	overlook	submit
avoid/allow	eradicate	permit/restrict	suggest
blame	establish	prevent/promote	sustain
cajole	examine	proceed	terminate
<b>To Say Yes</b>			
agree	approve	endorse	we must subscribe
support	condone	promote	to
favor	allow	proceed	proclaim
affirm	permit	allow that	favor
accept	encourage	in support of	sanction
<b>To Say No</b>			
disagree	abstain	disparage	dispose of
oppose	avoid	block	do away with
reject	blame	stymie	refrain from
object	prevent	thwart	concur
restrict	forbid	deride	terminate
prohibit	disobey	denigrate	not bow to
ban	object	debase	not yield to
abolish	reject	eradicate	dismiss
<b>To Change</b>			
alter	adjust	reduce	raise
fix	limit	increase	lower
<b>To Express Strong Conviction</b>			
beg	acknowledge	proceed	succumb to
urge	demonstrate	invite	surrender to
demand	inspire	relegate	call upon
avoid	promise	accede to	act upon
deny	instill	yield to	
<b>To Examine Closely</b>			
argue	comprehend	propose	sanction
analyze	understand	relinquish	concede
consider	overlook	neglect	confer
conceive	anticipate	decide	bestow
study	detect	hope	speculate

## Adjectives

acceptable	humane	likely	sensible
balanced	ignorant	logical	serious
beneficial	illegal	naive	significant
coherent	illogical	necessary	simple
complex	important	popular	troublesome
complicated	incoherent	pleasant	unanimous
controversial	inhumane	practical	unlikely
convincing	intelligent	precise	unnecessary
difficult	inefficient	problematic	unpleasant
doubtful	inherent	reasonable	unpopular
dubious	insignificant	reckless	unreasonable
easy	irresponsible	responsible	useful
efficient	ironic	safe	useless
exact	legal	senseless	vital
<b>On the Negative Side</b>			
apprehensible	grievous	indifferent	repulsive
baseless	fallacious	inhumane	unseemly
cruel	ill-advised	offensive	vain
depraved	ill-conceived	oppressive	vile
disastrous	inconsequential	reprehensible	wretched
<b>On the Positive Side</b>			
advantageous	deserving	laudable	promising
beneficial	effective	logical	sensible
coherent	humane	practical	thoughtful
commendable	honest	praiseworthy	useful



## Adverbs

<b>To Strengthen Your Position</b>			
thoroughly	absolutely	vehemently	Fervently
definitely	wholeheartedly	strongly	
<b>To Introduce A Counter-Argument</b>			
even though	although	in spite of	contrary to
<b>To Make Points Clearly</b>			
first of all	perhaps	nevertheless	for instance
while	moreover	nonetheless	yet another
at first glance	furthermore	indeed	not only
however	consequently	in fact	
initially	therefore	for example	
<b>All Purpose Adverbs</b>			
arguably	thoughtfully	ideally	clearly
assuredly	thoughtlessly	incredibly	nearly
practically	supposedly	obviously	accordingly
possibly	undoubtedly	responsibly	guardedly
legally	morally	effectively	entirely
illegally	easily	ineffectively	supposedly
certainly	essentially	statistically	rightly
honestly	constantly	precisely	seemingly
truthfully	logically	exactly	presumably
			necessarily
<b>To Summarize Or Conclude</b>			
<i>(includes adverbs &amp; phrases)</i>			
ultimately	without question	need I say more	in many respects
above all	without exception	there is something to	we must prevail upon
most importantly	without a doubt	be said for	common sense
in the end	without reservation	we must rail against	it would be wise to
in the future	in every respect	wage a battle for	put an end to
obviously	in no uncertain terms	it is inevitable	in no uncertain
clearly	by no means	it would seem	manner
surely	categorically one	a foregone conclusion	at last
undoubtedly	should reject	it should be	without question
indeed	invariably there will be	abundantly clear	as yet
to be sure	those	decidedly	so much
certainly	we must come to	genuinely	reflecting upon
most assuredly	terms with truth be		
	told		

### Common Core Connections:

Use Precise Language and Domain Specific Vocabulary W.9-10.1d, WHST.9-10.1d, W.11-12.1d, WHST.11-12.1d

**To Make Points Clearly**

in considering the options	indeed	the most compelling
after carefully examining	as long as	argument
as can be seen	not only	as long as
according to a recent survey	what would	most often
one plausible alternative	one inescapable fact	one plausible alternative
when we carefully examine	since so many	to meet this goal
considering the alternatives	no one disputes	to support my position
following that thinking	if one carefully examines	to reject this notion
to meet this objective	despite	for good measure
at first observance	of course	by virtue of
it is easy	the fact remains	we must honor
it is often difficult	how effective it would be	worthy of note
to be sure	too often	central to
		deserving special mention

**Addressing Counterarguments**

to advance their beliefs	fails to	a moot point
not only is their reasoning	although opponents feel	of little consequence
_____	by virtue of that	lacking credible _____
one obvious shortcoming	but here again	never have I
following that thinking	their beliefs run contrary to	why would anyone think this
after examining the position of	their beliefs are inconsistent	call into question
my opponents	there is no data to support	in lieu of the facts
with/on careful analysis	their beliefs may pose serious	rather than
upon examining the issue	problems	as opposed to
by studying the issue	of little merit	those who adhere to such
by analyzing the opposing view	take a dim view of	ideas/notions
in considering the options, the		a tragic flaw
opposition		we must confront

**Common Core Connections:**

Use Appropriate Transitions to Clarify Relationships W.9-10.1c, WHST.9-10.1c, W.11-12.1c, WHST.11-12.1c

**Step 1 - List the persuasive prompt in the space below.**

---

---

---

---

---

---

---

---

**Step 2 - A Brainstorm List/Steps Involved**

Reasons for Supporting a Position	Reasons for Opposing a Position
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**Step 3 - Choose which side you can support. Use Step 2 to make this decision clear.**

**Common Core Connections:**  
Introducing a Topic W.9-10.1a, WHST.9-10.1a, W.11-12.1a, WHST.11-12.1a  
Developing the Topic W.9-10.1b, WHST.9-10.1b, W.11-12.1b, WHST.11-12.1b

**PERSUASIVE ORGANIZER # 2 – POWER WORDS**

Use this chart to record the power nouns, verbs and adverbs you will use in your writing.

<b>Nouns</b>	<b>Verbs</b>	<b>Adverbs</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Common Core Connections:**  
**Use Precise Language and Domain Specific Vocabulary W.9-10.1d, WHST.9-10.1d, W.11-12.1d, WHST.11-12.1d**

**PERSUASIVE ORGANIZER # 3 – DEFENDING WORKSHEET**

**Step One: My position statement (Use a power verb to state your position and an adverb to make your position more effective)** \_\_\_\_\_

---

---

*Examples:*

whole heartedly support \_\_\_\_\_  
vehemently oppose \_\_\_\_\_

**Step Two: Counter Argument (Begin your counterargument with an effective transition. Refer to Transition List.)**

---

---

*Examples:*

Even though \_\_\_\_\_, it should be  
Although \_\_\_\_\_, yet  
Opponents may argue \_\_\_\_\_, however.

**Step Three: Supporting ideas, examples or details (list at least three)**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**Common Core Connections:**

**Introducing a Topic W.9-10.1a, WHST.9-10.1a, W.11-12.1a, WHST.11-12.1a**

**Developing the Topic W.9-10.1b, WHST.9-10.1b, W.11-12.1b, WHST.11-12.1b**

**Step 4:**

1. Circle your top three reasons from Step Three.
2. Decide the order for your details. Arrange list in order:
  - strongest to weakest
  - most to least predictable
  - simple to difficult
  - weakest to strongest

**Step Five: Concluding Thought**

Topic Sentence for Concluding Paragraph:

*Examples:*

- Most importantly
  - Ultimately
  - Above all
  - Most assuredly
- 
- 
- 

**Step Six: Ending Structures**

*Examples of concluding sentence:*

- We have no other choice.
- Our future depends on it.
- We must choose wisely.
- Take action now.



- Make it short and sweet!

**Common Core Connections:**

**Developing the Topic W.9-10.1b, WHST.9-10-1b, W.11-12.1b, WHST.11-12.1b**

**Use Appropriate Transitions to Clarify Relationships W.9-10.1c, WHST.9-10.1c, W.11-12.1c, WHST.11-12.1c**

## CREATIVE INTRODUCTIONS

**The Basic Format**

- thesis statement
- brief introduction to three major points/arguments/reasons/examples
- provide some background

However, there are many more compelling ways to engage readers in the first creative paragraph. They include:

**1) A surprising fact:**

A baby kangaroo is the size of a thumb.

Most of the jobs that this generation will hold have not been created yet.

America's graduation rate has dropped to \_\_\_\_\_.

**2) Data**

Over 50% of moms admit that they text while they drive.

One out of three adults will develop Type 2 Diabetes.

**3) Begin with an anecdote - something that already happened**

Guilt. It relentlessly scares a path straight to the soul. Sixteen-year-old Cameo never thought about what guilt could do when she began replying to a text message her boyfriend sent her. Fifty miles per hour... Sixty miles per hour... Soon her small Toyota was zooming through a school-crossing zone, paying no attention to the crossing guard ushering elementary children across the crossing way.

**4) Begin with a scenario - something that might happen**

Becka lay curled up on her bed, hiding away from the world. Recently, her boyfriend had violently abused and raped her. At the age of sixteen, Ben could only be tried as a minor. Five years is the longest sentence in a juvenile facility. How is it possible that Ben would be on the streets again in five years, possibly going to harm others? I reverently support the motion to treat teenagers as adults in the criminal justice system.

**5) Start with a famous quotation**

"Nobody can make you feel inferior without your consent." - *Eleanor Roosevelt*

"Life shrinks or expands in proportion to one's courage." - *Anais Nin*

## 6) Ask a question

What would happen if...?

Can imagine imagine...?

## 7) Show strong feelings or emotions

It is outrageous

It is unacceptable

## 8) Begin with a qualifier

Even though

If we do not change

In spite of ...

Although

Some may believe that

## MIGHTY MIDDLES

Once three key points are determined the writer must order the ideas. Ways to organize key points:

- strongest to weakest
- most to least predictable
- simple to difficult
- weakest to strongest

## EFFECTIVE ENDINGS

What action do I want my readers to take? How can I restate my purpose with power?

- bring closure
- refer to beginning
- use examples
- refers back to beginning anecdote, scenario, or statistic
- look to the future
- elicit a new viewpoint
- call for some action



We use these suggestions when students are writing in a tightly-timed session. Some National Tests like the ACT require students to produce a persuasive essay in thirty minutes and expect students to defend one position. We have created these suggestions for the current ACT Exam. These requirements could change in the near future.

### Do

- Write about the topic or prompt given
- Take a clear position about the topic
- Write persuasively to convince the reader that your position is well informed
- Use strong verbs and adverbs in your writing
- Include details, examples, or provide relevant data to support your position
- Include an introduction, supporting paragraphs, strong concluding paragraph
- Use transition words to guide your work
- Use correct grammar and spelling
- Write legibly and clearly if prompt is hand-written

### Don't

- Present both sides of an issue; choose one side and defend it well
- Change the topic in any way
- Use techniques that work in creative writing
- Try to show off by using fancy words or by injecting dialogue
- Try to write too much
- Write too large on the space provided
- Write in cursive if your handwriting is not easy to read. Printing is permitted
- Skip lines in test booklet

I have worked with Sharon Spencer for five years; in throughout the year. It is clear to me that the Blueprints on each and every one of my student's writing abilities teaching of effective writing simple, but are also aligned this program to any school district looking to enhance scores!

### Paragraph One

- Introduce the prompt.
- Engage readers.
- Refer to creative introductions.

### Paragraph Two

- Counter-argument statement and reasons for opposing that viewpoint.

### Paragraph Three

- Transition
  - First of All
- Detail # 1

### Paragraph Four

- Transition
  - In addition
  - Another key element
- Detail # 2

### Paragraph Five

- Transition
  - Yet Another
- Detail #3



This is a suggestion for basic structure. The nature of the topic will always determine the length of the writing.

### Paragraph Six/Concluding Paragraph

- Concluding paragraph
  - All in all
  - Most importantly
  - Above all
  - It should be obvious

#### Common Core Connections:

Formal Style W.9-10.2e, WHST.9-10-2e, W.11-12.2e, WHST.11-12.2e

## TRANSITIONAL EXPRESSIONS FOR PERSUASIVE WRITING

Purpose	Expression
to add	also, and (then), as well, beyond that, last, in addition, besides, first (second, third, etc.), next, last, moreover, for one thing, what is more, furthermore
to compare	also, both/neither, likewise, in the same way, as well, similarly, stand as examples of, the/these two, can be likened to, in a similar manner, have close affinities with, bear a resemblance to
to contrast	but, however, in contrast, nevertheless, whereas, be that as it may, on the contrary, even though, on the other hand, yet, although, a far cry from that of, draw a distinction between, the very opposite of, diametrically opposed to
to concede (a point)	granted that, of course, to be sure, certainly, no doubt, in order for, some credit may be given
to refute a point	even though, some may say, opponents may feel, in spite of, contrary to popular opinion,
to provide a counter-argument	although, uninformed people may think, those who disagree may think, opponents may argue
to emphasize	especially, in particular, indeed, in fact, above all, most importantly, surely, furthermore, moreover, nonetheless
to give (a reason)	as, for, because, since, in any case, in any event, stems from, relates to, as a further matter, come to terms with
to illustrate	as an illustration, for example, as a case in point, in particular, one such, for instance, yet another, in doing so, an instance of
to place	beside, beyond, below, above, further, here, inside, outside, next to, nearby, on the far side, to the east, south, west, etc.
to place in time	initially, at present, at first glance, beforehand, formerly, eventually, soon, after a while, at last, finally, immediately, now, once again, here again, yet again, in the future, suddenly, over time, gradually, recently, currently, during, meanwhile, over the course of, in the aftermath, from then onwards, thereafter
to qualify	perhaps, possibly, will allow that, will grant that, come to terms with, as far as we know,
to admit	on the face of it, so far as it appears, to all appearances
to show a result	and so, as a consequence of, consequently, because of this, in due course, therefore, so, for this/these reasons, as a result, owing to, notwithstanding
to summarize	finally, in other words, to sum up, all in all, in brief, on the whole, ultimately, most assuredly, after having _____, in the aftermath, and there it rests, in time, to all appearances, from then onwards, thereafter, be ever mindful of
to conclude/end	in the wake of, further, after having, even beyond that, as a further matter, be ever mindful of, and there it rests
as far as	to the extent that, in so far as, in as much as, considering that, all things considered
at all	by any means, in the least, remotely, in the slightest degree, in any sense, not even for a moment

### Common Core Connections:

Use Appropriate Transitions to Clarify Relationships W.9-10.1c, WHST.9-10.1c, W.11-12.1c, WHST.11-12.1c

The English ACT Test measures how well students understand the conventions of standard written English. The English ACT Test includes five passages. Portions of each passage are underlined. Students must decide whether these phrases are correct as they are written, or if one of the other choices is better. Our manual is designed to provide all students regular practice with this format. Part Four in each lesson is written in an ACT-like format. However, there is a difference between practicing the format in a classroom and taking the ACT test.

The ACT test is timed. Students have 45 minutes to answer 75 questions. Knowing how to transition from classroom practice to a timed-test is essential. On the next few pages we offer you our best test taking tips.

Questions: 75 (15 per passage)  
Total Time: 45 minutes  
Passages: 5

Focus on the easier questions

**Step One:** Read a paragraph at a time.

**Step Two:** Focus on the questions with the underlined words and phrases, and make the best choice quickly.

**Step Three:** Guess - there is no penalty for not answering.

**Step Four:** Spend more time on Type Two questions if you have time left over.

**Step Five:** Make a guess even on Type Two questions.



- Many Type Two (boxed) questions that require rearranging the order of sentences or paragraphs within a passage require no change.

## WHAT STUDENTS NEED TO KNOW ABOUT BASIC GRAMMATICAL CONCEPTS

### Grammar and Usage

- Nouns
- Pronouns
- Verbs
- Parallel Construction
- Adjectives and Adverbs
- Idioms
- Common Errors

### Punctuation

- Commas
- Semicolons
- Colons
- Parentheses
- Apostrophes
- Periods
- Question Marks
- Exclamation Points
- Quotation Marks
- Dashes

### Sentence Structure

- Run-on Sentences
- Comma Splices
- Sentence Fragments
- Misplaced Modifiers
- Shifts in Construction

## TWO TYPES OF QUESTIONS

### Type One Questions

- The easier ones
- Certain words and phrases are underlined and numbered.
- In the right hand column are alternatives for the underlined part.
- Students must choose the one best answer for standard written English, or that fits the tone and style of the passage as a whole
- One choice is NO CHANGE. (NO CHANGE is appropriate about 20% of the time.)

### Type Two Questions

- These are the more difficult questions.
- A section of the passage (or the passage as a whole) is identified by a number or a number in a box.

## OUR STUDENTS NEED HELP!

They need to:

1. Learn the rules for speaking and writing
2. Recognize correct structure
3. Fix errors
4. Recognize when no error is present – NO CHANGE
5. Practice the test-taking format
6. Apply the rules to speaking and writing

## INDEFINITE PRONOUNS

Indefinite pronouns refer to people or things that are not clearly identified. These indefinite pronouns can be singular or plural, depending on the nouns to which they refer.

Singular		Plural	Singular or Plural
another	much	both	all
anybody	neither	few	any
anyone	no one	many	more
anything	nobody	others	most
each	nothing	several	none
either	one		some
everybody	something		
everyone	somebody		
everything	other		
little			

I like to group them this way			
the <i>any</i> list	the <i>every</i> list	the <i>no</i> list	the <i>some</i> list
anybody	everybody	nobody	somebody
anyone	everyone	no one	something
anything	everything	nothing	

the rest of the singular bunch	the many	your choice
another	both	all
little	few	any
each	many	more
much	others	most
either	several	none
one		some
neither		
other		

**Pronouns from the *any, every, no and some lists* are always SINGULAR and are used with singular VERBS.**

Everybody *is* present today. The verb "*is*" is singular.

Something good *is* about to begin. The verb "*is*" is singular.

Someone *owns* a blue Jeep. "*Owns*" is a singular verb.

Something *seems* wrong. "*Seems*" is a singular verb.

**Pronouns from the *many lists* always refer to more than one. These plural pronouns are used with plural verbs.**

Both of the girls *were* absent. "*Were*" is a plural verb.

Many of the cars *are* now on sale. "*Are*" is a plural verb.

Several of the seniors *have* already enrolled in college. "*Have*" is a plural verb.

**The pronouns from the *your choice list* can be either singular or plural, depending on the noun used in the sentence.**

All of the cake *was* eaten. Since cake is singular, the singular verb *was* is correct.

All of the men *were* eligible to be drafted into the Army. In this sentence, "men" is plural. The verb "*were*" is the correct choice.

**The pronouns *either* and *neither* always take singular verbs, even though the word after the "of" can end in "s".**

Neither of the boys *is* home. ("*is*" not "*are*")

Either John or Jim *is* performing at the concert. ("*is*" not "*are*")



**Part One**

Underline all the indefinite pronouns. Circle all the verbs. All these sentences are written correctly.

*Example:* Both of my neighbors work for General Motors.

1. Everyone needs to be ready to begin basketball practice on time.
2. Someone is missing from graduation practice.
3. Can anyone tell me who is responsible for this project?
4. Both of the girls are great defensive rebounders.
5. Several teenagers work during the summer.
6. Some of the seniors are designing their own prom dresses.
7. Many of our teachers tutor students after school.
8. Both of the dogs guard Mr. Jones's property.
9. Something seems to be wrong with our computer.
10. Does anyone know when school will begin in the fall?
11. None of the pizza was left.

## Part Two

Choose the correct verb for the indefinite pronouns in the following sentences.

1. Everyone (is, are) responsible for his own behavior.
2. Someone (has, have) taken the keys to my mom's car.
3. Both of us (are, is) prepared for the ACT Exam.
4. Many of the children (go, goes) to the park during the summer.
5. None of the answers (was, were) correct.
6. Some of your questions (are, is) answered in the booklet.
7. All of the tickets (has, have) been sold.
8. A few of the chess pieces (is, are) missing.
9. Most of my friends (have worked, has worked) in fast food restaurants.
10. Many of her paintings (is, are) displayed in the art show.
11. Neither of the printers (is, are) working.
12. Nobody (knows, know) how to fix the computer modem.

### Part Three

Fix the mistakes in the following sentences. If there is no mistake write "No Change" on your paper.

1. Some of the boys is running in the 50-yard dash.
2. Many of our neighbors is concerned with our personal safety.
3. Everyone are going to the State Fair this summer.
4. Is anyone willing to deliver the food to the McDonald Senior Citizen Building?
5. Both Andy and Jimmy are volunteering to build homes for Habitat for Humanity.
6. Most of the research papers was turned in on time.
7. Everybody seems cranky when the humidity is too high.
8. Nobody knows what happened to the animals that disappeared from the zoo.
9. Many was anxious to hear the results of their final exams.
10. Can anybody tell me where the closest gas station is located?

## Part Four

Read the passage below. Certain words are underlined and identified with a number. If there is an error in the underlined words, you must choose the letter that shows the best way to fix the error. If there is no error in the underlined word, you must choose NO CHANGE as your answer.

### The Pronoun Grand Finale: American Idol

It seems that everyone wants to be a superstar. Perhaps that's why

1

thousands of teenagers and young adults try out for *American Idol*.

This extremely popular show began its' first season on June 11,

2

2002. Through a series of nationwide auditions, the program attempts to discover the nations' best young singer.

3

All of the contestants faces three judges who critique the

4

contestants' performances. The judges include record producer

5

and bass player Randy Jackson, former pop star Paula Abdul, and Simon Cowell, the shows producer and manager.

6

Each judge have his own style for evaluating the performances.

7

The winners from the first five seasons include Kelly Clarkson, Ruben Stoddard, Fantasia Barrino, Carrie Underwood, and Taylor Hicks. All five lives in the South. Jordin Sparks, the most recent

8

winner, lives in the southwestern part of our country.

- 1 A. NO CHANGE  
B. everyone want to be  
C. every one wanting to be  
D. everyone want too be

- 2 A. NO CHANGE  
B. it's first season  
C. its first season  
D. its First Season

- 3 A. NO CHANGE  
B. nation's best young singer  
C. Nations best young singers  
D. nations better young singers

- 4 A. NO CHANGE  
B. All of the contestants' face  
C. All of the contestants facing  
D. All of the contestants face

- 5 A. NO CHANGE  
B. contestant's performances  
C. contestants performances  
D. contestants performance's

- 6 A. NO CHANGE  
B. the shows producer  
C. the shows' producer  
D. the shows producers'

- 7 A. NO CHANGE  
B. Each judge has  
C. Each judge having  
D. Each judge's have

- 8 A. NO CHANGE  
B. All five live  
C. All five living  
D. All five's live

American Idol is televised on Fox's Network in the United States. The show, which usually is seen on Tuesdays' and Wednesdays' evenings, has millions of viewers.

9

Everybody who watches the show can participate in the outcome

10

by voting over the phone. Many thinks that the purpose of the

11

show is to discover young talent. Yet, Simon Cowell openly declared that the underlying purpose of the Idol franchise is economic.

Him admitted that the show makes lots of money for 19

12

Entertainment, the company that produces the show. The show does discover new talent, but they also sign the winners into recording agreements with Sony/BMG (a major recording company). Both the Sony Corporation and 19 Entertainment make huge profits from winners. In fact, revenues from the

13

performers' recordings has already exceeded one hundred

14

million dollars. Simon also acknowledged that 19 Entertainment retains exclusive rights for the merchandising and management for all of it's contestants. While the show does indeed discover young

15

talent, huge profits are made for the companies that promote these young stars.

- 9 A. NO CHANGE  
B. Tuesdays and Wednesdays  
C. Tuesday's and Wednesday's  
D. tuesday's and wednesday's

- 10 A. NO CHANGE  
B. Everybody who watch  
C. Every body who watch  
D. Everybody who's watch

- 11 A. NO CHANGE  
B. Many thinking that  
C. Many think  
D. Many thought that

- 12 A. NO CHANGE  
B. Him admits that  
C. Hisself admit that  
D. He admitted that

- 13 A. NO CHANGE  
B. makes huge profits  
C. making huge profits  
D. make huge profits'

- 14 A. NO CHANGE  
B. performer's recordings have  
C. performers recording's has  
D. performers' recordings have

- 15 A. NO CHANGE  
B. for all of its contestants  
C. for all of its' contestants  
D. for all of its contestant's

## Part Five

### The Writing Connection

Write a paragraph about your favorite television show. Be sure to include at least three indefinite pronouns in your written response.

#### Examples

Everyone  
All  
Some

Someone  
Several  
Everybody

No-one  
Both  
Something

Many  
Most

My name is Lawrence Williams and I attend Southwestern High School, a school that you recently visited. On behalf of Ms. Shannon and the entire 11th Grade class, we thank you for your service in preparing us for the ACT/MME exams. The instruction that you have given us will surely be beneficial in every area of our lives. We thank you for your time and your willingness to instruct us. We thank you for your compassion and love, believing in us when so many let us down. Most of all, we thank you for your experience. [Your work] benefits not only the 11th graders of Southwestern High School, but every student in every high school, college, and university across America. Your skills and tactics allow many who are uninterested in English to step outside of their comfort zone. We hope to hear from you and most of all, to see you again!

*Lawrence Williams, 11th Grader  
Southwestern High School*

## Deadly Waves: The Power of a Tsunami

### The Day after Christmas [1]

Early Sunday morning, the day after Christmas a tragedy occurred

1

that literally shook the world. On December 26, 2004, the world witnessed the awesome power of a tsunami that devastated much of South Asia. The immediate impact of this disaster was widely recognized by the international community. The areas affected by

2

these deadly waves will definite require tremendous amounts of aid

3

to recover all that was lost that morning.

### What Causes a Tsunami [2]

On December 26, 2004, a massive earthquake shook the western coast of the Indonesian island of Sumatra. Two plates of the earths crust had begun to grind against each other. These two

4

plates, the Indian Plate and the Burma Plate, would not normally move too much. In fact, the Indian Plate usually moves only about

5

2.4 inches in a year. Scientists estimated that the two plates slid about 50 feet all at once. When the plates snapped, a huge amount

6

of water was displaced in the Indian Ocean. These shock waves are called tsunamis. The waves spread in every direction, sometimes moving as fast as 500 miles per hour. In the deepest parts of the oceans, these waves are barely noticed. These waves often slow down, but they can gain great height when they hit shallow water near the shore. The retreat of a tsunami from land is often as dangerous as its arrival. The waves often come in a series.

7

- 1 A. NO CHANGE  
B. Chrsitmas. A  
C. Christmas, a  
D. Christmas; a

- 2 A. NO CHANGE  
B. affect  
C. effected  
D. affecting

- 3 A. NO CHANGE  
B. will definitely  
C. won't definitely  
D. will be definite

- 4 A. NO CHANGE  
B. earths' crust  
C. earths crust's  
D. earth's crust

- 5 A. NO CHANGE  
B. move to much  
C. moves to much  
D. moving two much

- 6 A. NO CHANGE  
B. snapped, a  
C. snapping: a  
D. snapped; A

- 7 A. NO CHANGE  
B. it's arrival  
C. its' arrival  
D. it's arrivals

### The Magnitude of the Tragedy [3]

The initial death toll was estimated at 100,000. This number will surely grow. Whole villages was wiped out. Thousands of people

8

were missing, and millions of people have been left homeless.

The larger death toll was reported on the island of Sumatra. The

9

cities of Meulaboh and Banda Aceh reported tens of thousands dead. Large numbers of deaths were reported in Sri Lanka, Thailand, and India. Moreover, diseases can be easily spread in such conditions. Contaminated water can cause diarrhea. Standing pools of water are great breeding grounds for mosquitoes that carry malaria and dengue. Many relief workers fear outbreaks of diseases like cholera, gastroenteritis, and hepatitis B.

### The World Responds [4]

Immediately, people from all over the world began to contribute too the massive relief effort. Private relief agencies and

10

charities were awed by the level of generosity of individual donors.

In the first week after the tsunami, governments the world over pledged about two billion dollars in assistance to the devastated areas. While the immediate outpouring was substantial indeed, the true measure of need will depend on weather the assistance can be

11

sustained beyond the initial crisis.

### A Long Term Solution [5]

The regions wrecked by the tsunami will need hundreds of millions - - maybe even billions -- of dollars to truly recover. Rebuilding these areas will remain a long-term project.

The victims of this disaster will require help many years down the

12

road. Raymond Offenheiser, president of Oxfam America, has summed up the situation well, "People think, when you've got the

13

bodies off the beach, the job is over. But the job has just begun.

14

15, 16

Questions 15 & 16 ask about the passage as a whole.

©2020 BluePrints For Communication, Inc.

To print additional copies of this training packet, please visit

[www.ThePowerofThreeNow.com](http://www.ThePowerofThreeNow.com)

8 A. NO CHANGE  
B. wasn't wiped out  
C. were wiped out  
D. are wiped out

9 A. NO CHANGE  
B. the largest death toll  
C. the large death toll  
D. the most larger

10 A. NO CHANGE  
B. too contribute to  
C. to contribute to  
D. to contributes two

11 A. NO CHANGE  
B. in whether the assistant  
C. on whether the assistance  
D. from weather the assistant

12 A. NO CHANGE  
B. the victims' of this disaster  
C. the victims off this disaster  
D. the victims of these diasters's

13 A. NO CHANGE  
B. well. "People  
C. gooder. People  
D. better. Peoples

14 A. NO CHANGE  
B. have just begin.  
C. has just begun."  
D. have just begun.



15. Which of the following sequences of paragraphs will make this informative piece most logical?

- A. NO CHANGE
- B. 1, 2, 4, 5, 3
- C. 1, 2, 3, 5, 4
- D. 5, 1, 2, 3, 4

16. The last two sentences of this piece

- A. should be placed at the end of the first paragraph.
- B. should be omitted.
- C. should be moved to the beginning of paragraph 5.
- D. support the overall tone of this informative article.

## Keep the Pop Machines in the School Cafeteria

Can you believe that our school is actually considering removing the pop machines from our high school cafeteria? The thought of not drinking a coke at lunch is a possibility I don't even want too

1

imagine. Our parents has began to talk about this ridiculous idea.

2

I heard my mom talking to Mrs. Walker, our gym teacher, last week.

3

The adults might think that taking out the pop machines is acceptable, but we shouldn't be the ones to make this decision.

4

First of all, most of my friends and I drink pop at lunch. We purchase our favorite brands in the cafeteria every day. The school makes a whole lot of money from our purchases. It doesn't make

5

any economic sense for our high school to loose the revenue that

6

the sale of pop creates.

Second, the proceeds from our pop machine purchases are used wise. For example last year we used the money to purchase

7

8

athletic shoes for some members of the girls basketball team.

9

Latrice Johnson (our best defensive rebounder) would not have been able to play otherwise. I can't imagine what our scores would have been like without her skill.

1 A. NO CHANGE  
B. I doesn't even want to  
C. I does not never want to  
D. I don't even want to

2 A. NO CHANGE  
B. is beginning  
C. was beginning  
D. have begun

3 A. NO CHANGE  
B. I hears  
C. Me heard  
D. I will hear

4 A. NO CHANGE  
B. they shouldnt  
C. them shouldn't  
D. they shouldn't

5 A. NO CHANGE  
B. a hole lots of  
C. a hole lots off  
D. a whole lots off

6 A. NO CHANGE  
B. too lose  
C. to lose  
D. two loose

7 A. NO CHANGE  
B. is used wisely  
C. are used wisely  
D. are used wiser

8 A. NO CHANGE  
B. For example: Last year  
C. For example. Last year  
D. For example, last year

9 A. NO CHANGE  
B. girls' basketball team  
C. girl's basketball team  
D. girl basketball's team

10 10. The author decided to move this paragraph. Where these two sentences should be moved?  
A. to the beginning of Paragraph 1  
B. to the end of Paragraph 2  
C. to the end of Paragraph 3  
D. to the end of Paragraph 7

Third, there is not no support for this policy at our high school. A  
11

recent school-wide survey indicated that ninety percent of our students vehemently oppose removing our pop machines. Our voices must be heard.

Moreover, taking away the pop machine violates my individual rights. New rules would interfere with my freedom of choice. It is my individual right to make my own nutritional decisions. I strongly  
12

believe that everyone have the right to make this personal choice.  
13

Finally, our parents and some of our teachers do not seem to understand the implications of changing this policy. They need to face the fact that teenagers will continue to buy pop whether or not there are machines in school. The proceeds of  
14

buying pop should continue to benefit our school. I will continue to tell adults, "Keep the pop machines in our school cafeteria. Our school deserves to use the money we spend."  
15

16,17,18

11 A. NO CHANGE  
B. their is not no support  
C. there is not any support  
D. they're not any support

12 A. NO CHANGE  
B. mine own nutrition decisions  
C. my owns nutritional decisions  
D. myself nutrition decisions

13 A. NO CHANGE  
B. everyone has the right to make  
C. every one have the rights to make  
D. everyone has the right too make

14 A. NO CHANGE  
B. whether or not there is machines  
C. whether or not their are machines  
D. omit these words entirely

15 A. NO CHANGE  
B. the money we spending.  
C. the money we spend!"  
D. the money we spend"!

Questions 16, 17, and 18 ask about the passage as a whole.

16. Which of the following options best describes the author's purpose for writing this piece?

- A. To support the removal of pop machines from the high school cafeteria.
- B. To persuade students that drinking pop is harmful.
- C. To convince her readers that teenagers have a right to purchase pop in the school cafeteria.
- D. To explain both the advantages and disadvantages of removing pop machines from high school cafeterias.

17. Which of the following choices is the most likely audience for this essay?

- A. Executives of the soft drink industry.
- B. The faculty, the parents, and the students at the local high school.
- C. Teenagers involved in community projects.
- D. Students studying environmental issues.

18. The last two sentences of this piece

- A. are off topic.
- B. should be moved to the beginning of the paragraph.
- C. help support the writer's position.
- D. explain the counter-argument.

I got an 8 [*8 is proficient*] on the ACT!

*Ashley Ellison 11th Grader  
Standish-Sterling High School*

### ABOUT THE ACT READING TEST

#### Four Reading Passages

1. Natural Science (biology, chemistry, physics, and physical science)
2. Prose Fiction (excerpts from short stories and novels)
3. Social Science (history, economics, psychology, political science, and anthropology)
4. Humanities (art, music, architecture, and dance)

Questions: 40 - ten questions per passage

Total Time: 35 minutes

Time per article: About 8-9 minutes per article



- This is a timed test – do not obsess about understanding everything presented
- You can read the articles in any order but make sure to use answer key appropriately
- Eliminate obvious wrong answers immediately
- Answer questions without careful reading of the whole passage.
- Underline key words and phrases
- Make notes

### **1. Natural Science**

- Dry
- Lots of detail and technical descriptions
- Good news: fairly logical, does not require inferences

### **2. Prose Fiction**

- Contains many inferential questions
- Understand how characters think and feel
- Understand narrator (point of view, biases, likes and dislikes)
- Notice tone and style

### **3. Social Science**

- Political context
- Mix of detail and inference
- Pay attention key names, dates, concepts
- cause-effect relationships

### **4. Humanities**

- About culture – art and literature
- Could be taken from a personal essay
- Contains many inferential questions

### **A “Sacred” Mission**

The history of the Middle East has very few times as memorable as Anwar Sadat’s courageous journey to Israel in 1977. His first step on Israeli soil demonstrated a willingness to break through three decades of war, making the prospect of peace between Egypt and Israel a reality.

He called this his “sacred” mission and much of the international community recognized it as such. For this historic leap of faith, Anwar was named TIME Magazine’s Man of the Year in 1978, plus he and Menachim Begin, Prime Minister of Israel, were conjointly awarded the Nobel Peace Prize in 1978. Although full peace between Israel and its Arab neighbors has not yet become a reality, Anwar Sadat proved that ancient animosities can be dissolved. He was able to gain trust, not with demonstrations of force, but by a savvy blend of humility and pride. He built confidence one step at a time with his adversaries. Much of the world mourned his tragic death on October 6, 1981. Anwar Sadat became one of the world’s most admired peacemakers.

### **His Early Years**

According to Anwar Sadat’s daughter Camelia, her father’s personality was formed in his home town, the small village of Mit Abul Kum. Anwar was one of thirteen children. He was raised mostly by his grandmother. She encouraged him to be sincere, a person of honor who kept his word, and to be an Egyptian patriot. Anwar was born during the British occupation of Egypt. From his earliest childhood he heard stories about the injustices that the British inflicted on the people of Egypt. He was also influenced by his great-grandmother. She told him stories about Mahatma Gandhi, who was an important power for Indian independence from the British. Anwar attended a cuttab, a religious school, for his early education.

### **Anwar’s Political Career**

Upon completing high school, Anwar Sadat began his political career by joining Egypt’s military academy. This was the first time that the military academy had permitted members of the Egyptian middle class to join its ranks. Before May of 1936, attendance in the military academy was reserved for the sons of nobility. During his time in the academy, he was active in many political movements. He was involved with a secret military group called the Free Officers, which sought to liberate Egypt from British influence. He was a part of the “inner circle” when the Free Officers overthrew the monarchy in a coup on July 23, 1952. Over the next eight years, following his graduation from the military academy, he was jailed by the British several times because of his activities against British occupation.

### **Becoming President**

As time passed, Anwar Sadat became a much more well-known public figure. He wrote a number of books in the late 1950s that helped explain the revolution to the Egyptian public. Even though he was named Speaker of the National Assembly in 1959, and Vice-President in 1969, very few Egyptians considered him to be a major contender for political power. However, when Gamal Abdel Nasser died in 1970, Sadat

assumed the presidency of Egypt. Many thought his leadership would not last long. Yet, upon coming to power, Sadat acted quickly to secure his leadership. One of his most surprising early actions was turning to the United States for support in May of 1971. Sadat offered to form an alliance with the United States rather than maintain the previous alliance with the Soviet Union. In fact, he expelled thousands of Soviet advisors from Egypt in July, 1972.

### **The Quest for Peace**

Anwar Sadat clearly understood the importance of forming long term alliances in order to pursue long term goals. His two main goals included regaining the Sinai for Egypt and improving the Egyptian economy. Sadat's decision to land on Israeli soil forever changed the nature of the Arab-Israeli conflict. In this gesture, he granted to the Israelis the recognition that they had been demanding for decades. With this gesture, he was able to elicit an American commitment to help Egypt recover the lands that Egypt had lost in the wars with Israel.

Sadat's historic journey was made possible because another man of vision was at the helm of Israel. Like Sadat in Egypt, the Prime Minister of Israel, Menachem Begin, was also able to bravely overcome many of his ideological illusions about Egyptians. Thanks to their mutual open-mindedness, Menachem Begin and Anwar Sadat were able to work together for this historic reconciliation.

Anwar Sadat's journey to Jerusalem was indeed the most dramatic event of his entire life. This was truly an act of faith. Sadat firmly believed that through his recognition of Israel, the United States would become more of a partner. Sadat understood the value of gaining American economic assistance.

### **The Benefits of Peace**

Sadat's decision to seek peace with Israel brought enormous benefits to his country. Egypt now has peace on its Eastern border. His country faces no serious military threats from ANY direction. Furthermore, Egypt has been the recipient of tens of billions of dollars in US Aid. This aid has been used to modernize its army, and thoroughly improve its national infrastructure. Even small Egyptian villages are now connected to the electric grid. Egypt has also emerged as a leading state in the Arab world. Anwar Sadat truly laid the ground work for Egyptian prosperity.

Anwar Sadat is a figure who must be credited with reorienting Egypt toward the future. He moved Egypt to the framework of globalism. He definitely caught up with the spirit of the times.

### **Inner Guidance**

Sadat came to many of his important conclusions from guidance drawn from the depths of his soul. When he had a crucial choice to make, he would often withdraw to his village, Mit Abul Kum, so he could "listen to his inner voice." When he emerged with a decision, it was obviously of his own making. He became totally committed to its correctness. He also was not afraid of change. He truly understood when a radical transformation was required. He often used a quote that was a famous Islamic saying: "He who cannot change his thoughts will be unable to change his situation." He accepted change much more easily than



the others around him. He also believed that policies should be articulated in the context of the grand strategy.

### **In His Own Words**

Anwar beautifully expressed his decision to pursue peace with the following words. “Go around the world. We can win; we can lose - Israel can win; it can lose - but the conflict will never be resolved by force. Two: regardless of who is right and who is wrong, bygones are bygones. There are more and more Israelis who will appreciate the fact that we have to live together. There will be more and more Arabs, even if they are a minority today, who will appreciate the importance of an historic reconciliation. Therefore, the better we do it, the better everybody will be. That is why I made the decision.”

### **His Legacy**

The international community mourned President Anwar Sadat’s death on October 6, 1981. This courageous peacemaker was assassinated during an annual military parade that celebrated the successful campaigns of the 1973 Egypt-Israeli war. As Anwar was saluting the troops, he was killed when machine gun fire ripped through the parade. Twenty other people, including four American diplomats, were injured. Included in those close by, but not injured, was Hosni Mubarek, the future Egyptian President. Hosni was sitting just to the right of Anwar, and amazingly escaped any injuries.

Anwar Sadat became one of the world’s most admired leaders as the result of the Camp David Peace Accords. They were negotiated with Menachem Begin with the help of then President Jimmy Carter. Unfortunately, this peace was not universally accepted by all Egyptians or the Arab world in general. Furthermore, some Muslim fundamentalists did not accept the Peace Accord.

Those who knew Anwar well quoted him as saying that “There are two sets of forces in the Middle East. One is the set that wants to maintain conflict, sometimes under the rubric of pan-Arabism, and sometimes under Islam. Then there are the forces of peace. Every time the forces of peace hesitate, they are allowing the extremist to occupy center stage.”

## MULTIPLE CHOICE QUESTIONS

1. Why was Anwar Sadat's trip to Israel in 1977 considered historic?
  - A. The trip celebrated Israel's birth as a nation.
  - B. The trip marked the beginning of a peace process between Israel and Egypt.
  - C. The trip commemorated Egypt's victory over Israel in previous wars.
  - D. It was the year that Anwar Sadat was nominated for the Nobel Peace Prize.
2. Which of the following events happened first?
  - A. Menachem Begin and Anwar Sadat received the Nobel Peace Prize.
  - B. Anwar Sadat became President of Egypt.
  - C. Anwar Sadat traveled to Israel for the first time.
  - D. The Free Officers liberated Egypt from British rule.
3. Anwar's grandmother and great grandmother taught him
  - A. to be supportive of the British rule in Egypt.
  - B. to pursue a military career.
  - C. to understand the importance of gaining independence from British rule.
  - D. to attend a religious school.
4. How was it possible for Anwar Sadat to enroll in Egypt's military academy?
  - A. Anwar won a scholarship to the academy.
  - B. Anwar was selected by a military committee that reviewed applications.
  - C. Enrollment in the military academy was no longer restricted to members of Egypt's upper class.
  - D. Each village was allowed to send one candidate to the academy.
5. How did Anwar Sadat become President of Egypt?
  - A. He was elected by popular vote in 1970.
  - B. He was the Vice President of Egypt when the President of Egypt, Gamal Abdel Nasser, died in 1970.
  - C. He had support from the United States.
  - D. Egypt's alliance with the Soviet Union helped him win the presidential election.
6. A very important result of Anwar's historic trip to Israel in 1977 included
  - A. Establishing an immediate peace with Israel.
  - B. Helping Egypt gain American support to help reduce the territory Egypt had lost in its previous wars with Israel.
  - C. A stronger alliance with the Soviet Union.

D. An immediate friendship with the Prime Minister of Israel, Menachem Begin.

7. The benefits of peace with Israel included all of the following EXCEPT

- A. Egypt faces no serious military threats from anywhere in the world.
- B. Egypt has received billions of dollars in aid from the United States.
- C. Egypt has emerged as a leading political power in the Arab world.
- D. Peace in the Middle East has been achieved.

8. According to Anwar Sadat, it is important for the forces of peace in the world to

- A. Never give up in their quest for peace.
- B. To understand that human nature requires conflict.
- C. Make concessions when it is necessary.
- D. Follow whatever their political leaders suggest.

9. Anwar Sadat's ability to become a visionary for peace required him to

- A. Consult his top advisors for all important military decisions.
- B. To trust his inner wisdom and to not be afraid to change.
- C. To always consider the popularity of his ideas with the people of Egypt.
- D. To never question a decision already made.

10. What core democratic values is Anwar Sadat's willingness to seek peace most identified with?

- A. Diversity
- B. Individual Rights
- C. Patriotism
- D. Constitutional Government

EXAMPLES OF MULTIPLE-CHOICE WORDING FOR ACT READING QUESTIONS:

What is the main idea of this selection?

What is the main idea of the \_\_\_\_\_ paragraph?

The point of view from which the passage is expressed?

*Hint:* Who narrates this selection?

What is the purpose of this selection (to inform/explain, to share an experience, to compare/contrast, to persuade, to entertain)?

Which of the following most nearly paraphrases the author’s statement that \_\_\_\_\_?

One of the main points made in the \_\_\_\_\_ paragraph.

The \_\_\_\_\_ paragraph suggests that \_\_\_\_\_.

It can reasonably be inferred from lines \_\_\_\_ to \_\_\_\_ that \_\_\_\_\_.

According to the \_\_\_\_\_ paragraph (lines \_\_\_\_\_)

What can the reader infer from the ideas/information presented?

What would the author of this selection most likely support?

The \_\_\_\_\_ paragraph on lines \_\_\_\_\_ supports the following ideas EXCEPT

This text supports all the following statements EXCEPT

Which of the following ideas would the author least likely support?

Which of the following statements best represents the characters/ author’s attitude about \_\_\_\_\_?

According to the text which of these events happened first /last?

Which of the following best represents the author’s belief about \_\_\_\_\_?

According to the passage, one reason for \_\_\_\_\_.

One of the main points made in the \_\_\_\_\_ paragraph.

This passage states that \_\_\_\_\_.

This passage suggests that \_\_\_\_\_

On lines 24-31 the word/phrase \_\_\_\_\_ means

- Do not waste one second reading test directions- know the directions before the test
- Eliminate obvious wrong answers and make a choice quickly – do not leave any questions blank

#### **For ACT Writing**

- Clearly support one position
- Play the game – support the side with the strongest evidence
- Include a counter-argument early (first or second paragraph)
- Support your reasoning
- May include a scenario or anecdote
- Conclusion should reinforce position
- Most responses should be five paragraphs
- Use precise nouns, active verbs, adverbs, and transitional phrases

#### **For ACT English**

- No Change is the correct choice 20% of the time
- The boxed questions are sometimes more difficult:
  - Do not spend extra time on sequence questions
  - Tip: No Change is frequently the correct choice (20%)

#### **For ACT Reading**

- Choose which selections you will do first
- Scan the questions quickly
- Underline key words, phrases
- Use line number references

**NOTES**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



NOTES

A series of horizontal lines for taking notes, starting below the purple header and ending above the footer.