

# IMPROVING ENGLISH SCORES ON THE ACT

by

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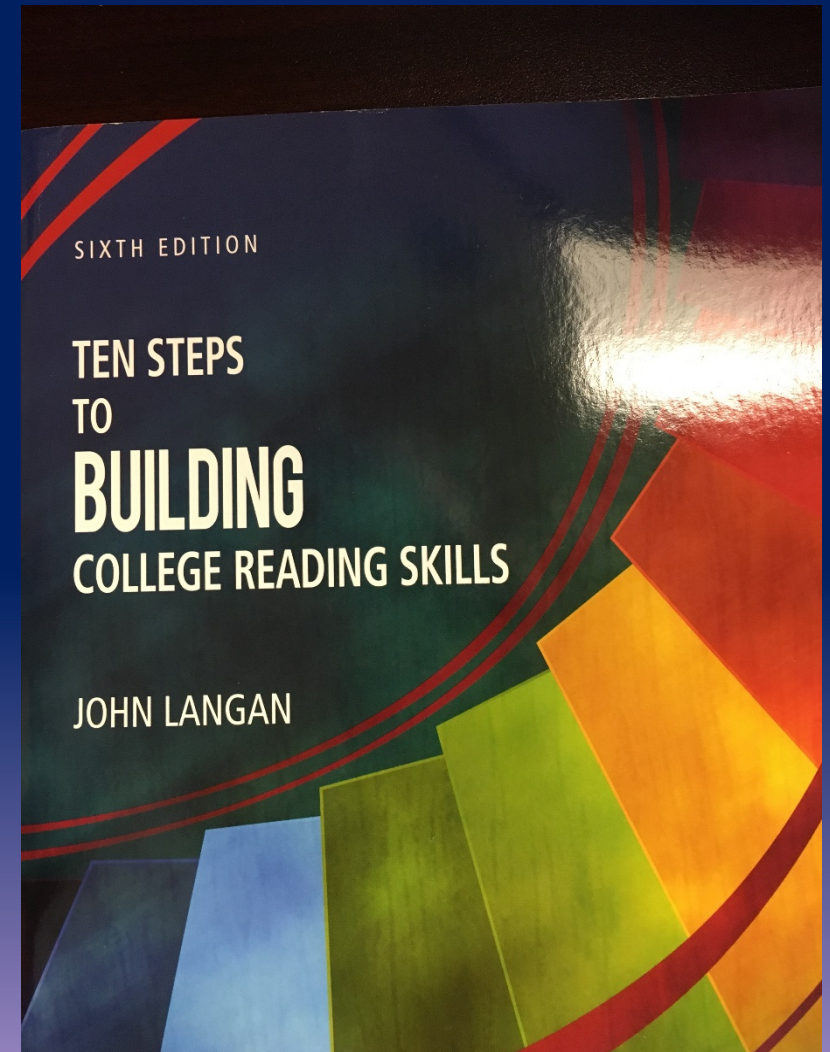
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Alabama Institute for the Deaf Blind  
Talladega, AL

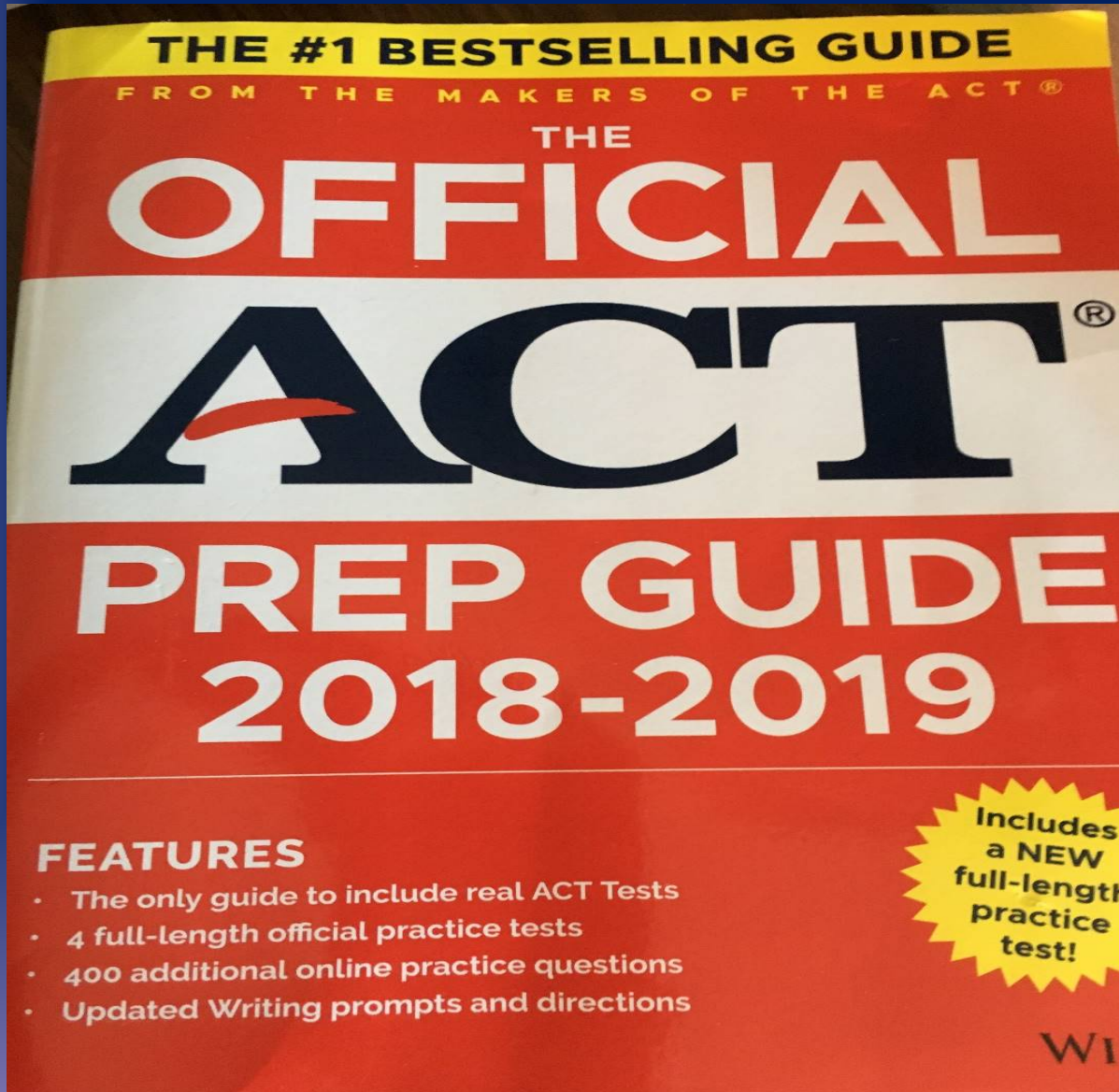
# This is the book you want for the Reading portion of the ACT!!

It has wonderful ideas you can use from elementary – to high school to teach:

- ▶ **main idea**
- ▶ **supporting details**
- ▶ context clues
- ▶ inference.



# This is the ONE book you want!!



ISBN 978-1-119-50806-9

It is available as an e-book.  
It has FOUR full length practice tests with answers and explanations, as well as, writing prompts for the writing portion.

The writing portion of the test DOES NOT effect your composite score.

# FIVE Parts to ACT Training

SEVEN basic strategies

Lists that MUST be memorized

Grammatical structures that must be learned and  
basic rules for using these structures

Vocabulary that must be taught in relation to  
questions on the ACT

Practice tests- you MUST do several practice tests



# ACT English

- There are FIVE essays/passages.
- Each essay/passage has four-six paragraphs.
- Each essay has 15 questions –  
75 questions total

# Questions on the ACT

- NO CHANGE – 25-30% or your answers will be NO CHANGE -18-20 questions
- SENTENCE STRUCTURE/ COMMA RULES -
- 18 questions

REDUNDANCY –KEEP OR DELETE/OMIT  
8 questions

# Questions on the ACT

- Keep It Simple – 10-12 questions
- Who – Verb – What happened – 2-3
- Informal language – 2
- Pronouns – 3-5
- Equals 60 of 75 questions on the English part of the ACT

# STRATEGIES

- NO CHANGE
- KEEP IT SIMPLE
- ODD Man Out
- REDUNDANCY – RE means again
- WHO-VERB- WHAT DID DO
- SLANG/INFORMAL LANGUAGE
- POE – Process of elimination

# NO CHANGE

- NO CHANGE – 25-30% or your answers will be NO CHANGE -18-20 questions
- Many times the answer to two questions – # 18,19- will BOTH be NO CHANGE
- On one test, of the first seven questions,
  - #2
  - #5
  - #7

three of the seven answers were NO CHANGE.



# Keep It Simple

If you have the **same words** in **all four** of your answer choices, pick the **shortest** answer.

# KEEP IT SIMPLE

- If you have the same words in all four of your answer choices, pick the shortest answer.
- #6
  - However, my grandpa
  - Additionally, Grandpa
  - Conversely, my grandpa
  - Grandpa
- # 60
  - like
  - just as
  - as like
  - such as
- #s 6, 8, 12, 17, 33, 38, 59, 60, 64, 66, 68

associated and connected  
connected by some of them  
linked by association  
associated

associated

balk, refuse, and hesitate  
balk  
balk and hesitate  
refuse and balk

balk

process, which is guided by authority figures  
process which has undergone changes  
process.  
process, a process we all know well

process.

when wearing  
wearing  
by wearing  
having worn

wearing

popular for  
popular, one might say, for  
really quite popular for  
popular for the duration of

popular for

IF TWO of the answers are the same length, look for subject-verb agreement or correct verb tense.

- The collective **sound** of wolves howling in various keys also
  - make
  - make have the effect of making,
  - are intended to make,
  - **makes**
- 
- The results indicat**ed** a problem that threatened to postpone and delay the topping out ceremony
  - fireflies flashing
  - fireflies, which flashed
  - fireflies that flashed
  - fireflies flash**ed**

- #6
- During the flake's descent from Earth's upper atmosphere, other water molecules bump into the hexagonal structure
- bumps
- has bumped
- bumped
- bump
- #8
- triangular snowflakes begin with the same process of chemical bonding and form a hexagonal shape
- forms
- were they to form
- If they formed
- form



# REDUNDANCY- RE- means again

- When you have words in the passage which are synonyms/ saying the same thing again, **DELETE/OMIT** one of them.
- **decade / ten** years
- **business** trip/related to **work**
- In **San Antonio, Texas, where** Mendoza made her first album..
- In **San Antonio, Texas**, Mendoza made her first album.
- It already tells you **where**, so you would **delete/omit** the underlined portion.

- Tara began to calculate annual tables of yearly sets of astronomical data, which is to become the basis for his publication.
  - NO CHANGE
  - covering a year's worth
  - about twelve months
  - DELETE
- 
- Finally, her mother acquiesced, when she thought about it and gave in, allowing him to pursue his dream.
  - NO CHANGE
  - in that she gave in
  - By finally agreeing,
  - OMIT

# REDUNDANCY

- Over many weeks, **as time goes by**, the potter's collection grew.
- NO CHANGE
- with the passing of time
- Gradually
- DELETE
- My mother told me she had to go on a business trip **in connection with her work** and she would be gone for three days.
- NO CHANGE
- having something to do with her job
- that involved traveling to another city
- OMIT

# Redundancy

- Over three decades and **more than thirty years** my father worked as a coal miner.
- NO CHANGE
- three decades amounting to thirty years
- three decades – over thirty years –
- **OMIT**

**Over three decades,** my father worked as a coal miner.

- The results indicated a problem that threatened to postpone and **delay** the topping out ceremony.
- **OMIT/DELETE delay – the two words mean the same**
- The results indicated a problem that threatened to **postpone** the topping out ceremony.

- Sometimes **R**edundancy and Keep It Simple are based on the same principle “**p**ick the **s**hortest”.



- In due course, after waiting for awhile, my neighbor signaled for the waitress and asked her why he still had not received his calamari.
- NO CHANGE
- While waiting and after awhile
- After waiting a while
- After a due course of time while waiting
  
- My two views of the world provide varied and different reactions to more than just politics.
- NO CHANGE
- difference in their varying
- different
- variously different

- Ketrez's view of the world is more optimistic and positive than most people I know.
  - NO CHANGE
  - optimistic
  - Optimistically positive
  - Positive and more optimistic
- 
- In the glacial fjords of Norway, long considered to be too frigid and cold for humans to inhabit, many small towns now survive.
  - NO CHANGE
  - Uninhabitably frigid and cold
  - way too frigid and cold
  - cold

# ODD MAN OUT

This is used frequently in the English Test.

- **three wrong** –one right
- **three right** - one wrong
- **three all have commas/punctuation** – one doesn't.

Pick the one with NO punctuation.

PICK THE ONE THAT IS DIFFERENT!!

it's having

**its**

it's

its'

**PICK THE ONE THAT'S DIFFERENT!!**

# ODD MAN OUT

- #2 –

He says,

says

says, that

says, that,

#4 –

convenient when

NO Change

convenient ,when

convenient. When

convenient ; when

# ODD MAN OUT

- #2 –

He says,

says

says, that

says, that,

#4 –

convenient when

NO Change

convenient ,when

convenient. When

convenient ; when



- #34
- boy named, Juan Quezada,
- boy named Juan Quezada
- boy, named Juan Quezada
- boy named Juan Quezada,
- #67
- She herself,
- She, herself
- She, herself,
- She herself

# ODD MAN OUT

- **Meaning** - pick the word that is not an exact synonym; the word that has a bit of a different meaning
- # 40-
  - contract
  - reduce
  - decrease
  - compress
- #49
  - across
  - among
  - over
  - on
- #40,44,49,

# SLANG/INFORMAL LANGUAGE

#29

it'll stick around awhile

causes it to be one of those enduring things  
with a timeless appeal

makes lots of people really like it  
ensures its continued vitality

Formal language NEVER has contractions.

# WHO –VERB – WHAT DID DO

- You will have four LONG sentences from which to choose. Pick the sentence that has
- Subject/who – verb - what/explains what happens.
- For him, **Grandpa says** what he wants his TV doing....
- Even when he sleeps, **Grandpa says** that to know his TV is doing what he wants is a source of both pleasure and power for him.
- Doing what he wants, even when he sleeps, is to know his TV is a source of both pleasure and power for him **Grandpa says**.
- **Grandpa says** that to know his TV is doing what he wants, even when he sleeps, is a source of both pleasure and power for him.
- #11

# Who-Verb-What did do

- The best sentence is subject – verb – what happened
- a discovery has revealed to scientists Kenneth Libberecht and Hannah Arnold the cause of this apparent variation
- the discovery of the cause of this apparent variation has been made by Kenneth Libberecht and Hannah Arnold
- Scientists Kenneth Libberecht and Hannah Arnold have discovered the cause of this apparent variation
- the cause of this apparent variation has been discovered by scientist Kenneth Libberecht and Hannah Arnold

# Things your students need to memorize for the English portion of the ACT.

- Verb “to be”
- Prepositions: 42
- Coordinating Conjunctions
- Subordinating Conjunctions
- Conjunctive adverbs
- Pronouns- Objective/Subjective

# VERB “to be”

is

are

am

was

were

be

been

# Your students MUST memorize this list of prepositions.

| A       |        | B       | D,F,I  | O       | N, T    | U, W       |
|---------|--------|---------|--------|---------|---------|------------|
| about   | around | before  | down   | of      | near    | under      |
| above   | as     | behind  | during | off     | through | underneath |
| across  | at     | below   | for    | on      | to      | until      |
| after   |        | beneath | from   | onto    | toward  | up         |
| against |        | beside  | in     | out of  |         | upon       |
| along   |        | between | inside | outside |         | with       |
| among   |        | by      | into   | over    |         | without    |



| A       |        | B       | D,F,I  | O       | N, T    | U, W       |
|---------|--------|---------|--------|---------|---------|------------|
| about   | around | before  | down   | of      | near    | under      |
| above   | as     | behind  | during | off     | through | underneath |
| across  | at     | below   | for    | on      | to      | until      |
| after   |        | beneath | from   | onto    | toward  | up         |
| against |        | beside  | in     | out of  |         | upon       |
| along   |        | between | inside | outside |         | with       |
| among   |        | by      | into   | over    |         | without    |

# FANBOYS: Coordinating Conjunctions

- For  
And  
Nor  
But  
Or  
Yet  
So

Use a comma and a **coordinating conjunction** to join two independent clauses

- An independent clause is a complete sentence ;it must have a subject and a verb.

# Subordinating Conjunctions

If these words BEGIN the sentence, comma.

If they are in the middle of the sentence, NO COMMA.

- when
- while
- after
- before
- since
- if
- until
- because
- although

- While I was in town, I went to the grocery store.
- Although the students want to go bowling, there isn't enough time.
- Since it is raining, we will not be able to go hiking.
- I always go to the bank before I go home on Friday.
- Since it is raining, we will not be able to go hiking.
- We will go to the beach because spring break is in April.

# Conjunctive Adverbs

besides

in addition

also

consequently

for example

for instance

instead

otherwise

moreover

as a result

nevertheless

however

therefore

thus

accordingly

- The words on the previous slide are basically just big words for the following words: **but**, **and**, **so**, **or**

**SO** - therefore

as a result

thus

accordingly

consequently

**but**- however

nevertheless

on the other hand

**and**- moreover

**or** - otherwise

also

furthermore

in addition

List five words that mean the same as “so”  
thus, therefore, accordingly, consequently, as a result

List the three words that mean “but”  
however, nevertheless, on the other hand

List the three words that mean “and”  
also, moreover, in addition

List the one word that means “or”  
otherwise

List four other words or phrases that need a semicolon.  
for instance, for example, besides, instead,

# PRONOUNS

- Subject/ Nominative
- I, you, he, she, it
- we, they , you
- Objective
- me, you, him her, it
- us, you, them

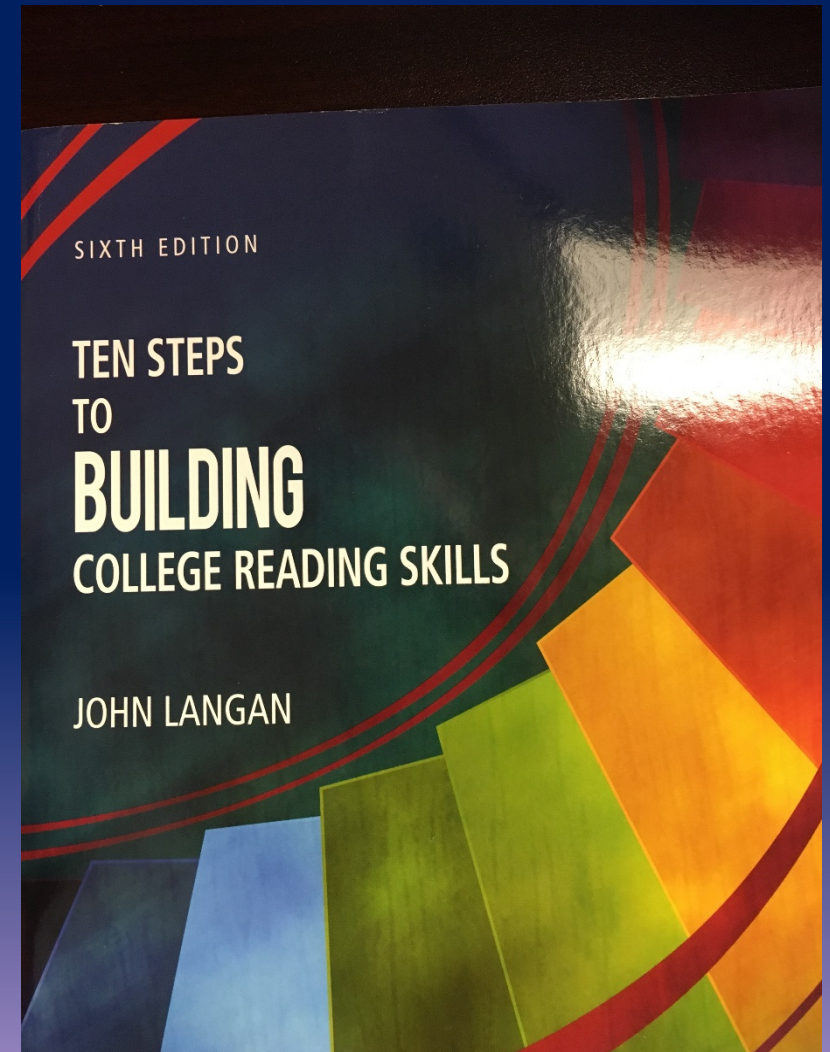


ACT READING

# This is the book you want for the Reading portion of the ACT!!

It has wonderful ideas you can use from elementary – to high school to teach:

- ▶ **main idea**
- ▶ **supporting details**
- ▶ context clues
- ▶ inference.



# STRATEGY for READING

## POE: Process of Elimination

- The only strategy used in the reading part of the ACT is **POE : PROCESS of ELIMINATION**
- There is only **ONE right answer!!**
- All the answer choices will have something true about them; HOWEVER, **only ONE answer will be completely correct.**

- The reading part of the ACT has **FOUR** passages/essays.
- Passage I : Fiction
- Passage II: Social Science/ Informative
- Passage III: Humanities/Narrative
- Passage IV: Natural Science/ Informative
- Each passage has ten questions.

- If your students prefer to read **fiction**, they need to read and answer questions for **passages I and III FIRST**.
- If they prefer **nonfiction**, they need to read and answer **passages II and IV FIRST**.

# READ the QUESTIONS FIRST!!

- Reading the questions first will give you an idea of what the passage will be about.
- There are ten questions per passage.
- Two – four of the questions will tell you EXACTLY where to find the answer.
- #20 – In line 64 the term “mixed lines” most likely refers to
- Have the students find line 64 and put the number 20 beside it, so they will know the answer to that question comes from that line.

# Skills Needed for ACT READING

- ▶ The main reading skill students need is to be able to distinguish between main idea and supporting details.
- ▶ They also need to know that
  - main idea
  - theme
  - conclusion
  - summary

Basically mean the same thing – you are looking for a general statement about the passage.

If the answer choices state one specific detail, it can't be the main idea, theme, summary, or conclusion statement.

# MAIN IDEA





- summer
- winter
- spring
- fall
- \_\_\_\_\_

- Reese's
- Tootsie Roll
- Snickers
- Snickers
- \_\_\_\_\_

- grandmother
- brother
- uncle
- aunt
- \_\_\_\_\_

- Florida
- California
- North Carolina
- Tennessee
- \_\_\_\_\_

- steak
- hamburger
- ribs
- pork chops
- \_\_\_\_\_

- Hummer
- Toyota
- Honda
- Mustang
- \_\_\_\_\_

- Identify point of view
- Identify different types of writing
  - persuasive
  - explanatory
  - descriptive
  - narrative

# Persuasive

- Look for opinion words:
  - think
  - ought
  - should
  - believe
  - If you see these words – especially in the last or first paragraph – it is usually a persuasive essay.

# Explanatory

- If you notice several transition words in the passage such as the following:
- first
- then
- second
- OR
- words such as
- how
- why

# Descriptive

- If a passage is descriptive it will have
- **ADJECTIVES**

LOTS AND LOTS OF

**ADJECTIVES!!**

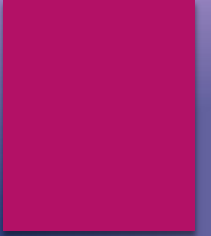
# Narrative

This is a passage that will talk about an event or situation that has happened in someone's life,

SO look for

PAST TENSE VERBS

# VOCABULARY



The vocabulary you need to focus on teaching is the vocabulary **students will encounter in the questions.**

- **except** means pick the **wrong answer**
- **describe** usually means you are looking for the answer which gives the most **detailed information** – usually has several **adjectives** or **facts** in the answer
- narrator
- passage
- infer
- context

# ACT TRAINING for Your STUDENTS IS FREE!!

- I can come to your school and provide ACT Training for students/teachers for FREE!!
- I like to have a two day time slot : 3 – 4 hour training per day.



# I also offer the following trainings:

- Test Taking Strategies: It Is Never Too Early to Start
- Aligning IXL and ACT
- ACT Strategies for Improving English, Reading, and Writing Scores

- NRSC: Who We Are and the Services We Offer
- STEM Resources
- English/Literacy Activities to Use with the DASH robot.
- STEM and Literacy: Activities and Ideas to Merge STEM Objectives and the Language Arts

- Teaching English to Deaf/Hard-of-Hearing Students: Where to Start?
- English Strategies for Teaching Deaf and Hard of Hearing Students
- Writing Activities for Developing Writing Skills

# Deaf Kids Code

- [Deaf Kids Code](#)

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<https://www.deafkidscode.org>

- [Edweb.net](#)

- 

<https://home.edweb.net/webinar/code20190523/>

- DEAF KIDS CODE
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# THANK YOU!!

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