Rhetorical Grammar in ERWC: A User's Guide

Developed by Roberta J. Ching

Since Cicero, rhetoricians have recognized that the ability to craft effective sentences is a critical part of convincing an audience of an argument's validity. How writers form sentences is part of their ethos. Even more important is logos. An argument is based on the logic and coherence of its sentences, and that logic and coherence depend to an important extent on grammar. The sequence of events is conveyed through the verb tense system. The nuances of a writer's position are presented through the use of active and passive verbs, modals, and qualifying words and phrases. The logical relationships among ideas are expressed through coordination, subordination, and the use of transitions and parallel structures. The logic of an argument can be strengthened by supplying additional information, and appeals can be made to pathos through the use of adjective clauses, participial phrases, appositives, dashes, and colons. Effectively and accurately integrating the texts of others into one's writing provides evidence for the argument. Rhetorically effective verbs introduce evidence. And following the conventions of the intended discourse community provides clarity while contributing to the writer's credibility (for more on this rhetorical approach to teaching grammar, see Kolln and Gray, and Micciche).

For grammar instruction to be worthwhile, you will want to make strategic decisions about what to teach and how to teach it. Writing that students do in your class can be used formatively to help you make these decisions. Some students may benefit from more basic instruction about sentence structure, subject-verb agreement, sentence boundaries, and verbs while all students can benefit from exploring more deeply the interface between grammar and rhetoric, including the ways writers qualify their assertions, logically connect their ideas, add information to sentences, and incorporate the texts of others into their writing.

California English Language Development Standards

California adopted the California English Language Development Standards: Kindergarten Through Grade 12 in 2014. These standards represent a shift in how teachers approach grammar from teaching "grammar as syntax, separate from meaning, with discrete skills at the center" to "an expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning" (164). In ERWC modules, rhetorical grammar activities highlight the relationship between meaning and grammar and provide opportunities for students to learn how to use English to accomplish their rhetorical purposes.

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Modules labeled ELA-ELD contain activities focused on language and aligned with the CA ELD Standards for ELA classes with Integrated ELD and for Designated ELD classes. They are designed to encourage students to notice and analyze particular grammatical features in the texts they read and then apply what they have learned to their own writing as they learn how English works at the word, phrase, and sentence level, and over stretches of discourse as specified in the ELD Standards.

Multilingual students, whatever their level, are entitled to this language-focused instruction integrated into their ELA classes, and all students can benefit from attention to academic language. You may, therefore, decide that you want to supplement other ERWC modules with additional language-focused instruction to support your students' development of academic literacy. ERWC offers a variety of resources to help you do this, including the rhetorical grammar instruction provided with ERWC 2.0 modules, the High Impact Strategies Toolkit to Support English Learners in ERWC Classrooms, and this User's Guide.

Sustaining Language and Culturally and Linguistically Responsive Instruction

ERWC is designed to cultivate linguistic dexterity so students can read texts written for a variety of purposes critically and write texts tailored for their rhetorical situation. As educators charged with teaching our students how English works (*California ELD Standards*), we have to be mindful of the many languages and varieties of English that students bring to our classrooms.

Essential Pedagogies for Integrated and Designated English Language Development in ERWC advocates "teaching about the relationship between language and power" and "supporting the development of academic English while promoting pride in students' home

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languages." At the sentence level, a rhetorical approach to teaching English grammar invites us to take an assets-based approach as we value these languages and varieties of English while inviting students to further develop their ability to enter disciplinary conversations about topics that matter to them.

Encouraging students to use all the language—as well as other multimodal resources—available to them means keeping the focus on meaningful communication rather than correctness for its own sake. We can invite students to incorporate words, phrases, or entire sentences in their language or variety of English into their own writing while at the same time asking them to be clear about their rhetorical purpose for doing so. We can let them know that they are welcome to use translation apps and bilingual dictionaries and take notes or write early drafts in their home language. We can select texts that include other languages, such as *The Distance Between Us*, and consider Reyna Grande's rhetorical purpose for using Spanish in a memoir intended for an audience of mainly English speakers. We can introduce uncomfortable questions about whether the use of academic English is a way of performing "Whiteness," an issue raised by Vershawn

Ashanti Young in "Prelude: the Barbershop" in the 12th grade Language, Gender, and Culture module. We can draw on multilingual students' own experiences moving among languages and identities tied to language and acknowledge their remarkable accomplishments. Approaching grammar from the rhetorical perspective rather than the traditional rules-based prescriptive approach is, Micciche asserts, "emancipatory teaching" (717). For further discussion of this assets-based approach to language instruction, see *Improving Education for Multilingual and English Learner Students: Research to Practice,* Chapter 6.

The language of ERWC texts provide rich opportunities to explore the information-dense complex sentences that are typical of disciplinary English (Schleppegrell). ERWC encourages students to ask not what makes a sentence correct, but what makes it work and why. As students observe how skilled writers make use of these language resources—or choose to use simpler language—they can develop their capacity to better understand the arguments embedded in the language of the texts they are reading. At the same time, they can observe how and why writers use more familiar language, other dialects, and other languages for rhetorical purposes. When students turn to their own writing, they can apply what they have learned to create varied sentences that are effective for their purposes. Most students who are learning to create complex texts will only be able to do this if we help them develop the tools of the craft. Our job is to guide their inquiry into how English works and help them transfer what they have learned to their own writing with the questions "What did you observe? And how can you apply it to your own writing?"

Identifying Rhetorical Grammar Topics for a Class

Deciding which grammatical features merit class time depends on formatively assessing your students' capacities as users of English, considering which ELD Standards you want to address, and determining the affordances of the text you are teaching. For example, PII.7 of the ELD Standards specifies that students learn to "condense ideas in a variety of ways" including nominalization. If students are reading a government document such as "Responding to Climate Change" from NASA, they will find multiple examples of nominalization (when a verb is turned into an abstract noun as a way of creating information-dense sentences). Teaching students about nominalization provides a key as they read the text and, when they turn to their own writing, nominalization can shrink two wordy sentences into a concise single sentence.

Another factor to consider is how portable the grammatical knowledge will be. Will students be able to transfer what they are learning about the language in the texts they are reading to their own writing? And will they be able to transfer it to reading other texts and to other writing tasks? Teaching how clauses are structured and how to join clauses so they form complete sentences is both practical and likely to result in concrete improvements in student writing while learning about participial modifiers is not likely to transfer as readily but once acquired can increase the descriptive power of sentences.

> **Nominalization:**
>
> People **will adapt** to life in a changing climate.
>
> This will involve adjusting to actual or expected future climate change.
>
> **Adaptation**—**adapting** to life in a changing climate—involves adjusting to actual or expected future climate change.

A common dilemma teachers face is deciding the order in which to teach various language features. Part II of the ELD Standards implies an order. Part A begins with the text as a whole, how it is structured and how the parts are connected to form a cohesive whole. Part B deals with words and phrases—verbs and verb phrases, nouns and noun phrases, and modification to add details. Part C looks at how we can use these building blocks to combine and condense ideas in well-crafted sentences. However, you will probably want to zoom in and zoom out as you plan how to build your course and as you determine where instruction will have the most impact in supporting students as they read and write increasingly complex texts.

Deciding How to Use the Materials

Once you determine which topics to focus on, the next decision is how to create activities based on the texts students are reading. The goal is to create activities that are engaging and will not only prepare students to be successful on the culminating task in the module but will transfer to other writing situations. Experienced teachers find the best way to keep grammar instruction from being sterile and boring is to provide explanations and models in class in the form of mini-lessons and then ask students to work collaboratively on activities in pairs or small groups. The most important learning occurs as students articulate their understanding in their own words and negotiate the answers among themselves and in consultation with you. Rhetorical grammar, like ERWC as a whole, is best taught when it is inquiry-based and student-centered.

Approaching grammar in this way has multiple benefits. Mini-lessons are brief enough not to become boring and ensure that instruction is spaced so students have time to process the new information. Following up immediately with an activity based on that instruction enables students

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to cement what they have learned, and you can clarify any confusion immediately. At the end of the day, you walk out of the classroom without a stack of grammar homework to correct, and your students have learned to associate grammar with meaning, not with red check marks.

Supplementing ERWC 3.0 Modules with Additional Language-Focused Activities

ERWC rhetorical grammar is completely text-based as the ELD Standards suggest, acknowledging that "developing full proficiency in English cannot occur in isolation from content learning" (*California ELD Standards*, Chapter 5, p. 167). The closer the link between texts that students are reading and discussing and the language they are analyzing and practicing, the greater the transfer will be to their own writing both during the module and beyond. We know that

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teaching grammar out of context is almost completely ineffective. The skill-and-drill approach has given grammar instruction a bad name, but when grammar instruction is connected to meaning and its usefulness is immediate, students have a reason to learn how to unpack and create the complex and information-dense sentences which will be required in college and the world of work. See *California ELD Standards*, Chapter 5, pp. 167-71 for further examples of ways to teach English at the sentence, phrase, and word level so students learn "how sentences are constructed in particular ways to convey meaning effectively in different contexts" (171).

ERWC Rhetorical Grammar was created for ERWC 2.0 modules and was written based on those topics and texts. Many ERWC 2.0 modules have been revised for ERWC 3.0, including What's Next? Thinking About Life After High School; The Rhetoric of the Op-Ed Page; The Value of Life; Good Food/Bad Food; Juvenile Justice; Language, Gender, and Culture; and 1984. Even if some of these module texts have changed, many of the grammar activities can easily be repurposed for use with the revised modules since the topics remain the same.

The eighteen ELA-ELD modules in ERWC 3.0 all include rhetorical grammar and have been specifically designed for classrooms with ELD students and long-term English learners (LTELs). But for variety and to create year-long courses, you will want to select other modules and may want to create additional integrated language instruction that meets the ELD Standards and the needs of your students. Writers at all levels of proficiency, multilingual or not, are continually refining their understanding of how to craft effective sentences for rhetorical purpose, so adding additional rhetorical grammar can support all students as they continue to develop their proficiency in disciplinary English. It will also enable you to recycle activities in new modules to provide additional practice and demonstrate how writers may use the same features—perhaps transition words or modals—in different kinds of texts.

Fortunately, ERWC offers many resources to enable you to tailor text-based, contextualized instruction for all modules and for other texts that you may be teaching. In addition to the protocols in the High Impact Strategies Toolkit and the activities in ELA-ELD modules, each of the ten ERWC 2.0 Rhetorical Grammar chapters provides instructional background on grammar topics and useful charts that can be used as designed or adapted (see Appendix A for an outline of topics, charts, and activities for each of these chapters). The activities themselves can serve as

models for how to create activities based on the texts your students are reading and writing. As you use these already-developed activities, you will develop a repertoire of protocols such as text scramble for transition words and sentence combining for sentence variety that you can readily adapt for other modules.

Not all texts work equally well in every situation. You will have to consider the affordances of the text or texts you want to base your activity on as well as what you have determined will be most impactful for your students. For example, an argumentative essay might be well suited to teaching the language of incorporating evidence from sources. An expository text that narrates an event in the past and makes observations about that event can be used to give students practice in choosing verb tenses. A more literary text can be used to teach participial modification. See Appendix B for an example of how to match the needs of students with the affordances of a text and create new activities by adapting rhetorical grammar activities from ERWC 2.0.

One of the richest sources of texts for teachers to use to develop grammar activities is student writing. Most modules that were revised from ERWC 2.0 include scored sets of student writing that can be the basis for creating activities including editing activities. Selected ERWC 3.0 modules also include student writing to be used as mentor texts not only for rhetorical but also for grammatical purposes. In addition, teachers can make use of their own students' writing. Once you have decided on your focus, consider choosing a piece of writing that is particularly interesting or particularly well-written so it can be a model of good writing for your students. Then create activities such as a cloze passage (where words are deleted and your students fill in the correct form) or a sentence boundary activity (where you

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Identifying Affordances of Texts

- **A Text that Incorporates the Texts of Others:**

  But **Dr. Gortmaker and his co-authors noted, "**Almost all food policies recommended as priority actions, including front-of-pack traffic light labeling, have been heavily contested by the food industry**"** (Jane E. Brody, "Attacking the Obesity Epidemic by Figuring Out Its Cause").

- **An Expository Text that Switches Between the Present and Past Tense**

  Self-affirmation conditioning studies **find** that if, before you **start** to try to change somebody's mind, you first **ask** them to remember something that **gave** them a positive view of themselves, they**'re** more likely to be open to facts and to change their opinions. People who feel good about themselves **are** more likely to be open-minded! (David Ropeik, "Why Changing Somebody's Mind, Or Yours, Is Hard to Do").

- **A Literary Text that Uses Participial Modifiers**

  Julia wandered about the room, **glancing** indifferently at the bookcase, **pointing out** the best way of repairing the gateleg table, **plumping** herself down in the ragged armchair to see if it was comfortable, and **examining** the absurd twelve-hour clock (George Orwell, *1984*, Section Two, Chapter V).

- **A Report That Uses a Numbered List and Parallel Structure**

  Solutions Exist

  1. **Eliminate** the practice of charging youth as adults under any circumstance.

  2. **Require** that system professionals undergo additional hands-on training . . . by formerly incarcerated people . . . .

  3. **Implement** community-oriented and problem-oriented policing. . . .

  (Human Impact Partners, *Juvenile InJustice: Charging Youth as Adults Is Ineffective, Biased, and Harmful – Executive Summary).*

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remove the end punctuation and ask students to fill it in). If sentence-level problems do occur in the text, edit them so students focus on the form you are teaching.

Sentence editing activities based on your students' own writing can be useful too, but consider choosing ten sentences or paragraphs from ten different drafts rather than ten from one draft. That way no student feels singled out. Once you've selected the sentences, modify them so

students focus on the specific grammatical feature you want to emphasize. Once you've created the editing activity, ask students to work in groups or as a class to edit the sentences. You will be delighted by students' level of engagement when they know that they are improving their own and their classmates' sentences. Then give them a chance to edit their own sentences in the light of what they have learned before turning their final drafts in to you.

Grammar can be fun if taught interactively with students collaborating on most of the activities in class—in pairs or small groups. Making grammar a classroom activity reduces your paper load and ensures you can provide immediate feedback. At the same time, collaborative work is a way to painlessly meet the ELD Part 1.A Standard: Interacting in Meaningful Ways that asks that students exchange information and ideas, interact via written English, offer opinions, and adapt language choices as they consider the rhetorical reasons for the forms they are adding to their repertoire (see *California ELD Standards*, Chapter 3, p. 68). And at the end of each module, you can still assess their ability to edit their own writing for the grammar features that you have taught and decide what you want to teach next.

Providing Editing Feedback That Makes a Difference

Feedback plays a crucial role in learning a language. As students struggle to express increasingly sophisticated ideas in writing, they will want to know if they were successful. The dilemma for the teacher is how to provide feedback that is cost-effective—in other words, where the teacher's time and effort and the student's progress are in balance. Teachers can spend large amounts of time marking students' papers, but if the feedback doesn't result in improved writing, it's a waste of time. And it is worse than a waste of time if it causes a paper to bleed red ink. At the same time, because meaning is inextricably tied to grammar, helping students find effective ways to communicate ideas at the sentence level is essential. Therefore, teachers need to get the most out of a relatively modest amount of time invested in addressing sentence-level features because they will also want to give the students feedback on the global aspects of their writing: their ideas and the ways in which their arguments are organized and developed. What follows are some suggestions for responding efficiently and effectively to students' writing at the level of word, phrase, and sentence.

- **Distinguish between rhetorical revision and editing.** The ERWC Assignment Template makes clear that rhetorical revision focuses at the macro level on the arguments students are making and the best way to communicate those arguments to the chosen audience to achieve their rhetorical purpose. Editing, on the other hand, focuses at the micro level on sentence-level modifications to make the writing more rhetorically effective. While professional writers edit as they revise in a continuous process—and then again before publication—students may become overly focused on grammatical correctness before they have fully communicated their argument. By saving editing to the end of their process, they can make substantive improvements to their writing before diving into the sentence-level weeds.

- **Plan a time for editing.** In an out-of-class writing situation, it's a good idea to suggest that students set their papers aside and come back to them later with fresh eyes. When they write on demand, students can reserve the last few minutes for editing.

- **Explain the role of editing.** Help students keep sight of editing as a rhetorical tool that they can use to make their arguments clearer and more persuasive. Make sure they don't view it simply as busy work, or worse, a punitive process. Help them set their own editing goals. The real-world genres called for by ERWC modules ask students to consider their audience and what that audience needs in order to be persuaded; clarity at the sentence level is part of that process while they also come to recognize that the skills they are learning will serve them well in college and on the job. From government offices to retail stores, employers ask applicants to provide a sample of their writing since being able to communicate effectively in writing is integral to jobs of all varieties.

- **Target key language features.** As you select what to mark, consider how easy it will be for the student to learn to improve their sentences and apply what they have learned in other situations. Help students identify the features of English that they consistently have problems with and encourage them to edit systematically for them. Limit your marking of other sentence-level problems. This will help speed up the process and help students focus on their new learning.

- **Don't do the work for students.** You can identify places where students can strengthen their writing by editing, but don't make corrections (or only once, as an example). You can decide whether to label a problem, for example, S-V for subject-verb agreement, but make students responsible for deciding how to address the problem. Once students are familiar with their personal patterns, you can simply underline or highlight places where they need to direct their attention. Help students to set a goal of becoming independent editors of their own writing.

- **Offer help with lexical problems.** Sometimes you may want to provide students with words or phrases, including idioms, that are not yet in their active lexicon. These are not governed by rules and it isn't helpful to tell students they have used a wrong word when they have no way to figure out the right word. Providing a sentence starter so a student can rethink the entire sentence may be effective when an entire sentence has gone off the tracks instead of writing "awk" for awkward which leaves students with no idea where to begin.

- **Teach students how to use a dictionary for editing.** Dictionaries, particularly those designed for English learners, provide valuable information about the language beyond definitions, including sample sentences. Students can find synonyms with both definitions and examples, check if a noun is count or non-count, or find out what preposition follows a particular verb, but they will benefit if you model how to use a dictionary in this way. Bilingual dictionaries and translation apps can also help, especially with phrases and idioms.

- **Systematically mark features for editing in one or two paragraphs.** If students have trouble identifying where editing would be helpful, label a section of their papers and then give them class time to edit when you return their drafts. After reviewing the paragraphs you have marked, students can apply what they have learned to the rest of their draft, and you can answer questions on the spot as they arise.

- **Give students feedback about their editing.** Even when students make their best effort, they may produce new and different problems when they edit. This is the point where providing a well-formed version will be most helpful.

- **Give time for reflection.** As part of students' reflection on their writing process, ask them about the editing strategies they used and what they would do differently next time. Before their next writing task, ask students to recall what they learned the last time.

A Very Short List of Editing Labels

The ERWC Assignment Template 3.0 concludes the Writing Rhetorically section with "Preparing Your Text for Publication" (before students reflect on their writing process). Because students write real-world genres for real and hypothetically real audiences, at this stage in the writing process, students learn that "the appearance of a published work significantly impacts its effectiveness." Editing is a crucial part of the final polishing of a work for publication. Everyone benefits from feedback at this stage, but English learners in particular may need teacher support to identify problems at the level of word, phrase, and clause that might distract or confuse their intended audience.

Labeling language features to edit can help students identify consistent problems and learn how to address them. Using a minimum number of labels makes it easier for the students to remember what they mean and also speeds up your job of marking. The following labels are used in the activities in the ERWC 2.0 rhetorical grammar modules. Using them consistently in marking student writing can help students locate the features that will benefit from editing and identify consistent patterns that they can pay attention to.

Noun	All problems in the formation of nouns; plurals and singulars
	The growing obesities in children is leading to a health crisis.
Verb	All problems with verb form (endings) and verb tense
	Obesity use to be under control in the United States.
S-V agree	Subject-verb agreement
	The eating habits of children today contributes to the problem.
Run-on	Run-on sentence
	The solution includes improving what kids eat at school, better options need to be available.

Frag   Sentence fragment

                Serving fruits and vegetables instead of fried food.

Word choice   Problems related to the use of vocabulary, including words and phrases

                Parents have responsibility of what their children eat.

Punct   Punctuation problem

                We should tax junk food, and subsidize healthy food.

Sp   Spelling error

                Subsidicing healthy food could help more people eat better.

Sent   Sentence problem; problem with how clauses are formed and joined

                Although not everyone can buy healthy food because there aren't grocery stores in poor neighborhood.

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Appendix A

Rhetorical Grammar for Expository Reading and Writing 2.0: Guide to Resources for Creating Your Own Rhetorical Grammar Activities

Chapter 1: Sentence Fundamentals: Complete and Incomplete Sentences

(from ERWC 2.0 What's Next? Thinking About Life After High School module)

ELD Standards: PII.C.6 Connecting Ideas

Rhetorical Grammar Concepts & Instructional Background	Charts and Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Identifying Verbs, Subjects, and Prepositional Phrases	• Identifying Verbs, Subjects, and Prepositional Phrases • Chart: Main and Helping/Modal Verbs • Chart: Common Prepositions	Activity 2: Identifying Verbs, Subjects, and Prepositional Phrases Activity 3: Identifying Subjects and Verbs in Your Own Sentences
Recognizing and Forming Complete Sentences	• Recognizing and Forming Complete Sentences	Activity 4: What Makes a Sentence Complete? Activity 5: Identifying Complete and Incomplete Sentences
Combining Sentences		Activity 6: Combining Sentences
Editing Student Writing		Activity 7: Editing Student Writing Activity 8: Editing Your Guided Composition Activity 9: Editing Your Own Writing

Chapter 2: Sentence Fundamentals: Complete and Incomplete Sentences

(from ERWC 2.0 The Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos module)

ELD Standards: PII.C.6 Connecting Ideas

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Run-On Sentences	• Run-on Sentences	Activity 2: Correcting Run-On Sentences Activity 3: Correcting Subject-Verb Agreement Errors
Combining Sentences	• Verb Forms that Need to Agree • Chart: Examples	Activity 4: Combining Sentences
Editing Student Writing		Activity 5: Editing Student Writing Activity 6: Editing Your Guided Composition Activity 7: Editing Your Own Writing

Chapter 3: Passives and Modals

(from ERWC 2.0 Racial Profiling module)

ELD Standards: PII.B.3 Using Verbs and Verb Phrases

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Passive Verbs	• Forming the Passive	Activity 2: Identifying Passive Verbs
Changing Active Verbs to Passive Verbs	• Changing Active Verbs to Passive Verbs	Activity 3: Changing Active Verbs to Passive Verbs
Modals	• Modals in Expository Writing • Modals and Their Meanings • Chart: Modals and Their Meanings • Chart: Phrasal Modals	Activity 4: Identifying Modals and Their Meanings Activity 5: Using Modals
Editing Student Writing		Activity 6: Editing Student Writing Activity 7: Editing Your Guided Composition Activity 8: Editing Your Own Writing

Chapter 4: Verbs in Expository Writing

(from ERWC 2.0 The Value of Life module)

ELD Standards: PII.B.3 Using Verbs and Verb Phrases

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Identifying Complete Verb Phrases	- Complete Verb Phrases - Chart: Timeline of Past and Present/Future Time Frame - Using Verbs in Basic Time - Chart: Main Verb Forms - Using Perfect Tense in Past Time and Present/Future Time Frame - Using Verbs in Perfect Time	Activity 2: Identifying Verbs, Subjects, and Time Frames Activity 3: Using Basic and Perfect Verb Tenses in Expository Writing
Using Progressive Tenses	Past, Present, and Future Progressive Tenses	Activity 4: Using Verb Tenses to Express Time Relationships
Choosing Time Frames for a Purpose		Activity 5: Choosing Time Frames for a Purpose
Editing Student Writing		Activity 6: Editing Student Writing Activity 7: Editing Your Guided Composition Activity 8: Editing Your Own Writing

Chapter 5: Connecting Ideas with Coordinating Words, Transitions, and Semicolons

(from ERWC 2.0 Good Food/Bad Food module)

ELD Standards: PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Connecting Words Using Coordination	• Connecting Words Using Coordination • Chart: Coordinating Words that Connect Words and Phrases in a Series	Activity 2: Coordinating Words that Connect Words and Phrases in a Series
Connecting Independent Clauses Using Coordination	• Connecting Independent Clauses Using Coordination • Chart: Coordinating Word and Meaning	Activity 3: Identifying Coordinating Words and Logical Relationships Activity 4: Joining and Beginning Sentences with Coordinating Words
Connecting Ideas Using Transitions and Semicolons	• Connecting Ideas Using Transitions and Semicolons • Chart: Using Coordination and Transitions to Express Logical Relationships	Activity 5: Using Transitions and Semicolons to Join Clauses
Combining Independent Clauses with Coordinating Words, Transitions, and Semicolons		Activity 6: Combining Independent Clauses with Coordinating Words, Transitions, and Semicolons Activity 7: Writing Sentences Using Connecting Words
Editing Student Writing		Activity 8: Editing Student Writing Activity 9: Editing Your Guided Composition Activity 10: Editing Your Own Writing

Chapter 6: Writing About What Others Say

(from ERWC 2.0 *Into the Wild* module)

ELD Standards: PII.A.2 Understanding Cohesion

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Paraphrase	• Paraphrase • Guidelines for Paraphrasing	Activity 2: Paraphrasing a Paragraph
Quotation	• Quotations • Guidelines for Quoting	Activity 3: Incorporating Quotations
Making the Speaker and Context Clear	• Making the Speaker and Context Clear • Chart: Verbs to Introduce Quotes and Reported Speech	Activity 4: Making the Speaker and Context Clear
Punctuating Quotations	• Punctuating Quotations	Activity 5: Punctuating Quotations
Editing Student Writing		Activity 6: Editing Student Writing Activity 7: Editing Your Guided Composition Activity 8: Editing Your Own Writing
Summary	• Summary	Activity 9: Using the Past Time Frame to Summarize *Into the Wild* Activity 10: Using the Present Time Frame (historical present) to Summarize *Into the Wild* Activity 11: Summarizing Part of a Chapter

Chapter 7: Strengthening Verbs and Using Adverbial Clauses

(from ERWC 2.0 Juvenile Justice module)

ELD Standards: PII.B.3 Using Verbs and Verb Phrases; PII.B.5 Modifying to Add Details; PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Selecting Active Verbs	• Selecting Active Verbs	Activity 2: Selecting Active Verbs
Adding Information to Verbs	• Adding Information to Verbs	Activity 3: Adding Information to Verbs with Adverbs and Adverbial Phrases
Adding Information to Verbs Using Subordination	• Adding Information to Verbs Using Subordination • Punctuating Sentences with Subordinate Clauses	Activity 4: Identifying Subordinating Words and Logical Relationships
Adding Information and Making Logical Connections with Adverbial Clauses	• Chart: The Meaning of Subordinating Words/Phrases	Activity 5: Combining Sentences Using Adverbial Clauses Activity 6: Adding Information and Making Logical Connections
Editing Student Writing		Activity 7: Editing Student Writing Activity 8: Editing Your Guided Composition Activity 9: Editing Your Own Writing

Chapter 8: Adjectives, Adjective Phrases, Adjective Clauses, and Appositives

(from ERWC 2.0 Language, Gender, and Culture module)

ELD Standards: PII.B.5 Modifying to Add Details; PII.C.6 Connecting Ideas; PII.7 Condensing Ideas

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1 Guided Composition
Adjectives and Adjective Phrases	• Adding Information with Adjectives and Adjective Phrases • Chart: Structures that Modify Verbs; Structure that Modify Nouns	Activity 2: Identifying Adjectives and Adjective Phrases
Adjective Clauses	• Identifying Adjective Clauses	Activity 3: Identifying Adjective Clauses
Combining Sentences Using Adjective Clauses		Activity 4: Combining Sentences Using Adjective Clauses
Appositives	• Combining Sentences Using Appositives	Activity 5: Identifying Appositives Activity 6: Combining Sentences Using Appositives
Editing Student Writing		Activity 7: Editing Student Writing Activity 8: Editing Your Guided Composition Activity 9: Editing Your Own Writing

Chapter 9: Participial Modifiers and Special Punctuation

(from ERWC 2.0 *1984* module)

ELD Standards: PII.B.5 Modifying to Add Details; PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas

Rhetorical Grammar Concepts & Instructional Background	Charts & Instructional Preparation	Activities
Guided Composition		Activity 1: Guided Composition
Participial Modifiers	• Using Participial Modifiers	Activity 2: Identifying Participial Modifiers Activity 3: Combining Sentences Using Participial Modifiers Activity 4: Writing Sentences with Participial Modifiers
Special Punctuation for Adding Information	• Special Punctuation for Adding Information	Activity 5: Combining Sentences Using Special Punctuation—Dashes and Colons
Comparing Literary Language with Academic Language	• Comparing Literary Language with Academic Language	Activity 6: Comparing Literary Language with Academic Language
Editing Student Writing		Activity 7: Editing Student Writing Activity 8: Editing Your Guided Composition Activity 9: Editing Your Own Writing

Chapter 10: Parallelism and Bulleted Lists		
(from ERWC 2.0 Bullying: A Research Project module)		
ELD Standards: PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas		
Rhetorical Grammar Concepts & Instructional Background	**Charts & Instructional Preparation**	**Activities**
Guided Composition		Activity 1: Guided Composition
Connecting Ideas Using Parallel Structures	• Chart: Parallel Structure/Examples	Activity 2: Identifying Parallel Elements Activity 3: Editing to Make Structure Parallel
Using Parallelism to Create Bulleted Lists	• Using Parallelism to Create Bulleted Lists	Activity 4: Using Parallelism to Create Bulleted Lists
Editing to Create Information-Dense Sentences		Activity 5: Editing to Create Information-Dense Sentences
Editing Student Writing		Activity 6: Editing Student Writing Activity 7: Editing Your Guided Composition Activity 8: Editing Your Own Writing

Appendix B:

Creating Activities Based on 3.0 ERWC Module Texts Using Resources from ERWC Rhetorical Grammar 2.0

The activities below demonstrate how you can create new activities based on a text from a module you are teaching. The Guide to Resources in Appendix A allows you to identify which activities from ERWC 2.0 Rhetorical Grammar are potentially useful for your students. The Student Version allows you to cut and paste an activity to speed up the process of adapting them for your classroom.

When deciding what language feature to teach and selecting texts or parts of texts for this kind of language-focused instruction, you will want to select a passage with the following characteristics:

- Is rhetorically important

- Provides (or can be adapted to provide) clear examples of a particular feature of English

- Will support analysis that will have an impact on your students' reading and writing

Language features of the text

Rhetorical significance   Needs of students

These sample activities are adapted from the rhetorical grammar activities in Module 1: What's Next? Thinking About Life After High School. They are intended for students who are still learning the fundamentals of sentence boundaries in academic writing and working to increase sentence variety in their writing. A survey of the language features of Pirsig's text, *Zen and the Art of Motorcycle Maintenance*, confirms that the artfully crafted sentences, both long and short, provide ample materials for creating a sentence-combining activity and asking students to consider Pirsig's rhetorical purpose for varying his sentence length and use of modification.

Creating Additional Rhetorical Grammar for the 12th Grade ERWC 3.0 Module Is Boredom Good for You? Based on Robert M. Pirsig's, *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values* **(pp. 1-3)**

The following activities have been created to supplement the language-focused activities in the ERWC 3.0 12th grade module Is Boredom Good for You? They demonstrate how activities from ERWC 2.0 Rhetorical Grammar can be repurposed and applied to new texts in different modules. These activities form an instructional progression and are intended to be spaced out as students move through the module. Based on formative assessment of your students' capacity to read and write the long, information-dense sentences found in the essay and in other ERWC texts, you might choose to teach all four activities or focus on one or two that will be most appropriate for where your students are in their language development. The activities address a variety of ELD Standards from Part II, Learning About How English Works. If students complete the activities in pairs or groups, these activities also align with PI.A.1 Exchanging Information/Ideas. Several ask for analysis of language and therefore align with PI.C.8 Analyzing Language Choices.

- **Activity 1: Collaborative Composition.** This activity can serve as a prediction/questioning activity before students read Pirsig's text. If you decide the language is too complex, you may want to simplify it somewhat for this activity as a bridge to reading the original. Students listen as you read the paragraph, then take notes as you read it a second time, and refine their notes as you read it a third time. Afterwards, they collaborate in small groups to reconstruct the paragraph based on their notes.

- **Activity 2: What Makes a Sentence Complete?** This activity provides a review of what makes a sentence complete with examples based on Pirsig's sentences. It can follow Activity 10: Negotiating Meaning in which students further explore the vocabulary and discuss the river metaphor that dominates the last paragraph of the text. Using the text for the examples as well as the activities keeps the focus on meaning and deepens students' understanding of what they are reading. It can also be a time to reteach vocabulary as needed.

- **Activity 3: Sentencing Combining.** This activity deconstructs sentences from the paragraph into short, choppy sentences. Students combine them to create longer, more rhetorically effective sentences and then compare theirs to Pirsig's very long sentences. The last part of the activity asks students to consider the final sentence in Pirsig's text which invites the question of why he made it so short. This activity builds on Activity 7, a sentence unpacking activity, that already exists in Is Boredom Good for You?

- **Activity 4: Editing Your Own Writing.** The fourth activity asks students to apply what they have learned about creating sentences that are rhetorically effective as they edit their own sentences. It is designed to follow Activity 22 where they consider how best to revise their essay rhetorically.

The last half of the final paragraph in Pirsig's essay (paragraph 16) is the basis for these sentence-focused activities because of its long sentences and the variety of ways in which they are combined. It is also central to the meaning of the entire text, so the time spent exploring it in

more depth will be time well spent. The intended students for these activities are still developing their ability to connect and condense ideas in well-formed sentences.

Activity 1: Collaborative Composition (based on Activity 1 in Rhetorical Grammar Chapter 1: Sentence Fundamentals: Complete and Incomplete Sentences.)

ELD Standards PI.A.1 Exchanging Information/Ideas; PI.A.5 Listening Actively; PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas

The purpose of this activity is to engage students in active listening and to elicit a paragraph of student writing based on the exchange of information and ideas. You will read the paragraph to students several times as they take notes on what they hear. Students then work to reconstruct the paragraph that is read aloud to them based on their notes and their conversations with their classmates. Below is the paragraph to read aloud.

Excerpt from Pirsig's *Zen and the Art of Motorcycle Maintenance*

> "What's new?" is an interesting and broadening eternal question, but one which, if pursued exclusively, results only in an endless parade of trivia and fashion, the silt of tomorrow. I would like, instead, to be concerned with the question "What is best?," a question which cuts deeply rather than broadly, a question whose answers tend to move the silt downstream. There are eras of human history in which the channels of thought have been too deeply cut and no change was possible, and nothing new ever happened, and "best" was a matter of dogma, but that is not the situation now. Now the stream of our common consciousness seems to be obliterating its own banks, losing its central direction and purpose, flooding the lowlands, disconnecting and isolating the highlands and to no particular purpose other than the wasteful fulfillment of its own internal momentum. Some channel deepening seems called for.

(paragraph 16)

Activity 1: Collaborative Composition

This activity is based on the last half of the final paragraph of Pirsig's, *Zen and the Art of Motorcycle Maintenance*. The purpose is for you to reconstruct the paragraph. Your teacher will read the paragraph while you listen and then read it again while you take notes. A third reading will give you a chance to modify what you noted.

You will then work with a partner or a group to collaboratively write a paragraph based on what you heard, using your notes. When you are finished, compare what you wrote with what Pirsig wrote in paragraph 16 of his essay and talk about what you observe.

Your collaborative paragraph:

Activity 2: What Makes a Sentence Complete? (based on Activity 4 in Rhetorical Grammar Chapter 1: Sentence Fundamentals: Complete and Incomplete Sentences.)

ELD Standards PI.B.8 Analyzing Language Choices; PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas

The purpose of this activity is to use Pirsig's sentences to provide students with a review of what makes a complete sentence. After reviewing the "What Makes a Sentence Complete" chart, students work individually, with a partner, or in small groups to revise and rewrite each of the incomplete sentences provided to make them complete sentences. Students then compare their sentence revisions with Pirsig's original sentences from paragraph 16.

Activity 2: What Makes a Sentence Complete?

To be complete, a sentence must adhere to the following standards:

What Makes a Sentence Complete?	
Complete Sentence	**Incomplete Sentence**
• Can stand alone	• Is a fragment; needs a subject or a verb or both
• Expresses a complete thought	• Does not express a complete thought (needs to be completed)
• Contains a complete verb	• Does not contain a word that expresses an action or state of being; may contain part of a verb, but it is incomplete (-ed, -ing, to + verb)
• Contains a subject	• Does not have a noun or pronoun that answers the questions who or what about the verb

The following sentences are incomplete because they are missing an essential element, either the subject, or the verb, or both. As a result, the sentences do not express complete ideas. Rewrite each sentence to make it complete. The first is done as an example.

1. "What is new?" an interesting and broadening eternal question.

   "What is new?" asks an interesting and broadening eternal question.

2. Resulting in an endless parade of trivia and fashion, the silt of tomorrow.

3. A question which cuts deeply rather than broadly.

4. Eras of human history in which the channels of thought have been too deeply cut and no change was possible.

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5. Now the stream of our common consciousness obliterating its own banks.

6. Floods the lowlands, disconnects and isolates the highlands and to no particular purpose.

When you have finished rewriting these sentences, compare your versions to Pirsig's original sentences in paragraph 16.

Activity 3: Sentence Combining (based on Activity 6 in Rhetorical Grammar
Chapter 1: Sentence Fundamentals: Complete and Incomplete Sentences.)

**ELD Standards PI.A.1 Exchanging Information/Ideas, PI.A.8 Analyzing Language
Choices; PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas**

This activity provides students the opportunity to combine deconstructed sentences from
paragraph 16 into longer, more rhetorically effective sentences. Students discuss the rhetorical
effect of differing combinations and then compare their sentences to Pirsig's original sentences.

Activity 3: Sentence Combining

The sentence sets below are adapted from paragraph 16 of Pirsig's text, *Zen and the Art of
Motorcycle Maintenance*. They are complete sentences but are short and choppy. Combine
them to make one or more sentences that are longer and more interesting.

Make sure your new sentences are complete, that their subjects and verbs agree, and that
they contain all the ideas in the original sentences. Also check that they are punctuated
correctly and are not run-ons (complete sentences combined with a comma). There is more
than one way to combine the sentences.

The first set has been combined as an example.

1   What's new?" is an eternal question.

     It is an interesting and broadening question.

     If it is pursued exclusively, it results only in a parade.

     It is a parade of trivia and fashion.

     The parade is like the silt of tomorrow.

Examples of possible combined sentences:

- "What's new?" is an interesting and broadening eternal question, but if it is pursued
  exclusively, it results only in a parade of trivia and fashion like the silt of tomorrow.

- The eternal question "What's new?" is both interesting and broadening; however, it
  results only in a parade of trivia and fashion, which is like the silt of tomorrow if it is
  pursued exclusively.

- A question that is both interesting and broadening is the eternal question, "What's
  new?" But, pursued exclusively, it results only in a parade of trivia and fashion which
  is like the silt of tomorrow.

Notice that the word order and connective words are different in each combination. Discuss
with a partner about which combination is most effective. Why?

Now try combining the sentences in the sets 2-4 below.

2   I would like, instead, to be concerned with the question "What is best?"

           This question cuts deeply rather than broadly.

           The answers to the question tends to move the silt downstream.

3   The channels of thought have been too deeply cut in some eras of history.

           In those eras, no change was possible.

           Nothing new ever happened.

           The "best" was a matter of dogma.

           That is not the situation now.

4   Now the stream of our common consciousness seems to be obliterating its own banks.

           It is losing its central direction.

           It is losing its purpose.

           It is flooding the lowlands.

           It is disconnecting the highlands.

           It is isolating them.

           This flooding is to no particular purpose.

           It is the wasteful fulfillment of its own internal momentum.

When you have finished, compare your sentences with your partner's. Together, look back at the text, and observe how Pirsig composed his sentences. Why do you think the last sentence, which also closes the essay, is so short?

Activity 4: Editing Your Own Writing (based on Activity 9 in Rhetorical Grammar Chapter 1: Sentence Fundamentals: Complete and Incomplete Sentences.)

ELD Standards PI.A.1 Exchanging Information/Ideas; PII.C.6 Connecting Ideas; PII.C.7 Condensing Ideas

This activity asks students to apply what they have learned about rhetorically effective sentences to their own writing as they revise their essay draft. Selecting one or two paragraphs from their writing, students will analyze their sentences for clarity, structure, and rhetorical effect.

Activity 4: Editing Your Own Writing

Select a paragraph or two of your essay and check the sentences:

- Remember that sentence variety is important to keep readers engaged. Are there sentences that you can combine to pack in more information? Are there sentences that you want to keep short for maximum impact? Have you written a sentence fragment intentionally to surprise readers and emphasize your point? Revise your sentences, keeping your rhetorical purpose in mind.

- Make sure your sentences are complete (have both subjects and verbs) and are connected and punctuated correctly. Rewrite any sentences that you think are incomplete. Put a question mark in the margin next to anything that you are unsure about.

- Exchange your paragraph with a partner, and discuss your questions. Check with your teacher if you can't agree on an answer.

- Now check the rest of your essay to see whether you have created sentence variety with long and short sentences according to your rhetorical purpose. Revise your sentences as needed.

- Finish by editing the rest of your essay for missing subjects and verbs and for correct punctuation.