

# Language Usage DesCartes: Rhetoric

## Skills: Design

<b>Students:</b>	<b>DesCartes Skills:</b> (Highlight the skills related to your chosen standard/concept)		
	<b>RIT Above 241:</b> • Identifies the four main types of forms of writing		<ul style="list-style-type: none"> <li>• Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing</li> <li>• Identifies the pattern of organization used in a writing sample (deductive)</li> <li>• Identifies the pattern of organization used in a writing sample (inductive)</li> <li>• Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>• Identifies cause/effect organizational patterns</li> <li>• Chooses the best transition word for cause/effect paragraphs</li> <li>• Explains how to best organize directions</li> </ul>
	<b>RIT 231-240:</b> • Defines thesis statement • Uses evidence in support of a thesis statement • Identifies the method of organization used in a multi-paragraph composition (chronological)		
	<b>RIT 221-230:</b> • Identifies the thesis statement for a given passage • Distinguishes examples of thesis statements from other written text • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing • Identifies the pattern of organization used in a writing sample (sequence)		<ul style="list-style-type: none"> <li><b>RIT 201-210:</b></li> <li>• Explains how syntax (term not used) affects meaning of a sentence</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences by rephrasing adjective clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adjective clauses (term not used)</li> <li>• Arranges word order of sentences by changing the placement of a direct quote within a sentence</li> <li>• Arranges sentences into alternate forms with correct syntax (term not used)</li> <li>• Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Evaluates the syntax (word order, form) of sentences</li> <li>• Determines the most appropriate thesis statement for a given scenario</li> <li>• Uses multi-paragraph organization to develop ideas</li> <li>• Identifies the main idea for a given passage (not thesis statement)</li> <li>• Identifies the topic sentence in a passage of content area writing</li> <li>• Identifies the topic sentence of a paragraph</li> <li>• Identifies supporting details</li> <li>• Determines which details do not support the topic after determining the topic of a paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Evaluates the best way to develop a given topic with supporting details</li> <li>• Orders sentences logically to form clear paragraphs</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Identifies how to develop a paragraph with a main idea and supporting details</li> <li>• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)</li> <li>• Describes the characteristics of paragraphs</li> </ul>
	<b>RIT 211-220:</b> • Describes the characteristics of effective multiple-paragraph compositions • Writes an introductory paragraph to introduce the main topic • Identifies combining sentences as a revision technique • Combines sentences to improve clarity by using a compound sentence (term not used) • Rewrites sentences in question form • Changes word order of sentences from first person to third person point of view • Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used) • Evaluates the syntax (word order, form) of sentences • Determines the most appropriate thesis statement for a given scenario • Analyzes writing to revise multiple-paragraph compositions • Evaluates which sentence will best serve as a topic sentence for a given subject • Selects the best topic sentence for a given paragraph • Identifies how to make a topic sentence • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Identifies the topic sentence of a paragraph • Determines which details do not support the topic after determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Recognizes transitional words and phrases		

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<ul style="list-style-type: none"> <li>• Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose</li> <li>• Identifies cause/effect organizational patterns</li> <li>• Identifies how details are arranged when using sequential organization</li> <li>• Chooses process/sequence essays as the most effective form to achieve the given purpose</li> </ul>	<ul style="list-style-type: none"> <li>alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Identifies the topic sentence in a passage of content area writing</li> <li>• Identifies the topic sentence of a paragraph</li> <li>• Identifies supporting details</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Evaluates the best way to develop a given topic with supporting details</li> <li>• Orders sentences logically to form clear paragraphs</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)</li> <li>• Uses strong concluding sentences</li> <li>• Recognizes examples of compare and contrast essays</li> <li>• Selects cause/effect as the most appropriate organizational form</li> </ul>
<p><b>RIT 191-200:</b></p> <ul style="list-style-type: none"> <li>• Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> <li>• Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)</li> <li>• Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)</li> <li>• Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)</li> <li>• Identifies run-on sentences that need revision</li> <li>• Changes word order of sentences from present to past tense</li> <li>• Arranges word order of a sentence into an alternate form by changing verb placement (term not used)</li> <li>• Arranges word order of sentences into</li> </ul>	<p><b>RIT 181-190:</b></p> <ul style="list-style-type: none"> <li>• Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> <li>• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)</li> <li>• Combines sentences to improve clarity using a compound predicate (term not used)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)</li> <li>• Recognizes that sentences in a paragraph all relate to one central idea</li> <li>• Recognizes that topic sentences often begin paragraphs</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Identifies sentence order to form a paragraph</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)</li> <li>• Uses strong concluding sentences</li> </ul>
	<p><b>RIT 171-180:</b></p> <ul style="list-style-type: none"> <li>• Arranges words into sentences</li> <li>• Identifies ending sentences for paragraphs appropriate to topic</li> <li>• Identifies beginning sentences for paragraphs appropriate to topic</li> <li>• Recognizes that topic sentences often begin paragraphs</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> </ul>
	<p><b>RIT Below 171:</b></p> <ul style="list-style-type: none"> <li>• Arranges words into sentences</li> </ul>

**Lesson Title:**

**Standard/Concept for All:**

**Introduction:** (Get Attention; Connect to Prior Knowledge)

**For Students Ready for a Challenge:**

Lesson/Activity:

Resources:

Means of Assessment:

**For Most Students:**

Lesson/Activity:

Resources:

Means of Assessment:

**For Students Needing Extra Support:**

Lesson/Activity:

Resources:

Means of Assessment:

**Closure/Summary for All:**

