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correlated to

**College Readiness Standards
for the ACT English Test**



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Score Range 13 - 15

Standard - Grammar/ Usage, Sentence Structure	Writers INC © 2006
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. <i>then, this time</i>)	pp. 95, 102, 494.1
Revise sentences to correct awkward and confusing arrangements of sentence elements	pp. 4-8, 28-29, 60-72, 89-98, 555.1
Revise vague nouns and pronouns that create obvious logic problems	pp. 116, 533-534, 535-538
Use conjunctions or punctuation to join simple clauses	pp. 294, 489, 490-491, 493, 548,
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	pp. 86, 542-544
Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives	pp. 540-544
Delete commas that create basic sense problems (e.g., between verb and direct object)	pp. 81, 82, 489-493

Score Range 16 - 19

Standard - Sentence Structure, Grammar/ Usage	Writers INC © 2006
Identify the basic purpose or role of a specified phrase or sentence	pp. 95-98, 552-553, 554-560
Delete a clause or sentence because it is obviously irrelevant to the essay	pp. 60-72
Select the most logical place to add a sentence in a paragraph	pp. 105-109
Delete obviously synonymous and wordy material in a sentence	pp. 89-90
Revise expressions that deviate from the style of an essay	pp. 127, 128, 202, 255
Determine the need for punctuation and conjunctions to avoid awkward -sounding sentence fragments and fused sentences	pp. 487-506
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	pp. 541, 542.3
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun antecedent agreement, and which preposition to use in simple contexts	pp. 117, 539-544, 545, 546, 467
Recognize and use the appropriate word in frequently confused pairs such as <i>there and their</i> , <i>past and passed</i> , and <i>led and lead</i>	pp. 523-5532
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	pp. 487-506
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	pp. 81, 489-493

Score Range 20 - 23

Standard – Organization/Sentence Structure	Writers INC © 2006
Identify the central idea or main topic of a straightforward piece of writing	pp. 5-7, 10-11, 22, 100, 119, 123, 127, 128, 176
Determine relevancy when presented with a variety of sentence-level details	pp. 46, 52, 65, 103-109, 127,
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. <i>first</i> , <i>afterward</i> , <i>in response</i>)	pp. 95, 494.1
Decide the most logical place to add a sentence in an essay	pp. 22, 23, 67-68
Add a sentence that introduces a simple paragraph	pp. 55, 67, 178
Delete redundant material when information is repeated in different parts of speech (e.g., “ <i>alarmingly startled</i> ”)	pp. 70, 92
Use the word or phrase most consistent with the style and tone of a fairly straightforward	pp. 16-17, 22, 24, 26, 111-120
Determine the clearest and most logical conjunction to link clauses	pp. 548
Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	pp. 90, 95, 128, 535, 536.2, 552.1, 559.3
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)	pp. 547, 553
Ensure that a verb agrees with its subject when there is some text between the two	pp. 81, 553-559
Use commas to set off simple parenthetical phrases	pp. 490.1
Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	pp. 489-491

Score Range 24 - 27

Standard - Writing, Grammar / Usage, Punctuation	Writers INC © 2006
Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal	pp. 127, 186, 188, 191, 194, 199, 208-210, 212, 214, 217, 223, 226-227
Delete material primarily because it disturbs the flow and development of the paragraph	pp. 22-23, 52, 60-72
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	pp. 56, 224
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	pp. 95, 494.1
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	pp. 52, 67-68, 202, 477-478
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	pp. 554-555
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	pp. 71, 95, 552-553
Identify and correct ambiguous pronoun references	pp. 499.2, 536.3, 559.2
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	pp. 69, 70, 72
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	pp. 64-72
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentences	pp. 539-544
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	pp. 81, 535-538, 560
Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>	pp. 543
Use punctuation to set off complex parenthetical phrases	pp. 490.1

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Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)	pp. 489-491
Use apostrophes to indicate simple possessive nouns	pp. 498-499
Recognize inappropriate uses of colons and semicolons	pp. 493-495

Score Range 28 - 32

Standard - Writing, Grammar /Usage, Punctuation	Writers INC © 2006
Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material	pp. 179, 186, 188, 191, 194, 214, 217-218, 227
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	pp. 554-555
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	pp. 95, 494.1
Rearrange sentences to improve the logic and coherence of a complex paragraph	pp. 97, 105-109, 119-120
Add a sentence to introduce or conclude a fairly complex paragraph	pp. 91-98, 100-109
Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)	pp. 22, 24, 26, 70, 71
Correct vague and wordy or clumsy and confusing writing containing sophisticated language	pp. 89-92

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Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	pp. 87-98, 558-559
Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole	pp. 537.2, 542.3
Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i>	pp. 95, 535, 536.2, 559.3
Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)	pp. 558, 559
Use commas to set off a nonessential/nonrestrictive appositive or clause	pp. 81, 490.2, 491.2
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	pp. 487-501
Use an apostrophe to show possession, especially with irregular plural nouns	pp. 498-499
Use a semicolon to indicate a relationship between closely related independent clauses	pp. 493.5, 494.2, 494.2

Score Range 33 - 36

Standard - Writing, Grammar /Usage, Punctuation	Writers INC © 2006
Determine whether a complex essay has accomplished a specific purpose	pp. 119, 182, 184, 206, 231, 255
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	pp. 127-128, 552.1, 554-555
Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay	pp. 109, 128, 554.2, 555.1
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	pp. 26, 60-61, 70, 72
Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	pp. 548, 550-555, 558, 559
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	pp. 124-126, 547, 553,
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	pp. 558-559
Use a colon to introduce an example or an elaboration	pp. 494-495



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