

WRITE FOR COLLEGE © 2007

correlated to

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



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Score Range 13 - 15

Standard - Grammar/Usage, Sentence Structure	Write for College © 2007
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. <i>then, this time</i>)	pp. 88, 515.5, 516.2, 578.3
Revise sentences to correct awkward and confusing arrangements of sentence elements	pp. 40-42, 48, 64-74, 122-123
Revise vague nouns and pronouns that create obvious logic problems	pp. 47, 118
Use conjunctions or punctuation to join simple clauses	pp. 513, 516, 578
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	pp. 567.2, 570.1, 571.1
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. 571.1, 582.1
Delete commas that create basic sense problems (e.g., between verb and direct object)	pp. 511-513

Score Range 16 - 19

Standard - Sentence Structure, Grammar/Usage	Write for College © 2007
Identify the basic purpose or role of a specified phrase or sentence	pp. 64-74
Delete a clause or sentence because it is obviously irrelevant to the essay	pp. 64-74
Select the most logical place to add a sentence in a paragraph	pp. 75-79
Delete obviously synonymous and wordy material in a sentence	pp. 68-69, 124
Revise expressions that deviate from the style of an essay	pp. 124, 545-550
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	pp. 122-123, 578, 584-585

Standard - Sentence Structure, Grammar/Usage	Write for College © 2007
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	pp. 567.2, 570.1, 571.1
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. 88-89, 588-590
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. 551-560
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	pp. 511-512
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	pp. 511-514

Score Range 20 - 23

Standard – Organization/Sentence Structure	Write for College © 2007
Identify the central idea or main topic of a straightforward piece of writing	pp. 22-24, 76-78, 92-93, 319
Determine relevancy when presented with a variety of sentence-level details	pp. 44, 68-69, 74, 82-87, 118-119
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. <i>first</i> , <i>afterward</i> , <i>in response</i>)	pp. 515.5, 516.2, 518.3
Decide the most logical place to add a sentence in an essay	pp. 92-102
Add a sentence that introduces a simple paragraph	pp. 33, 37, 76-78
Delete redundant material when information is repeated in different parts of speech (e.g., “ <i>alarmingly startled</i> ”)	pp. 69
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	pp. 92-102, 118-119, 551-560, 591-593
Determine the clearest and most logical conjunction to link clauses	pp. 578
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. 64-74, 582, 585, 589
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)	pp. 577, 583
Ensure that a verb agrees with its subject when there is some text between the two	pp. 588-590
Use commas to set off simple parenthetical phrases	pp. 512.1
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. 512-513

S c o r e R a n g e 2 4 - 2 7

Standard - Writing, Grammar/Usage, Punctuation	Write for College © 2007
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. 42, 66-67, 92-102
Delete material primarily because it disturbs the flow and development of the paragraph	pp. 48, 76-79, 88-89
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	pp. 33-38, 48, 584-585
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	pp. 516.2
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	pp. 42, 64-65, 66-67, 70-72, 90
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	pp. 33, 37, 45, 48, 88-89
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	pp. 69
Identify and correct ambiguous pronoun references	pp. 563-566
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	pp. 47, 68-69, 118-119, 545-551, 551-560, 591-593
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	pp. 582-583
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentences	pp. 563.2, 589.3, 590
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	pp. 563.2, 589.3, 590
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. 570-571
Use punctuation to set off complex parenthetical phrases	pp. 512.1
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. 511-513
Use apostrophes to indicate simple possessive nouns	pp. 521
Recognize inappropriate uses of colons and semicolons	pp. 516-517

Score Range 28 - 32

Standard - Writing, Grammar/Usage, Punctuation	Write for College © 2007
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. 45, 64-65, 68-69, 92-97, 585
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	pp. 25, 44, 82-87, 116-119
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	pp. 45, 88-89, 516.2
Rearrange sentences to improve the logic and coherence of a complex paragraph	pp. 33-37, 76-90
Add a sentence to introduce or conclude a fairly complex paragraph	pp. 33-37, 76-90
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. 47, 69, 118-119, 124, 591-593
Correct vague and wordy or clumsy and confusing writing containing sophisticated language	pp. 47, 118-119, 124, 591-593
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	pp. 64-65, 122, 584
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. 565.2, 566.1, 590
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. 563.3, 564.1, 564.2, 566.1
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. 570-571, 588-589
Use commas to set off a nonessential/nonrestrictive appositive or clause	pp. 511-513
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	pp. 512-513
Use an apostrophe to show possession, especially with irregular plural nouns	pp. 520-522
Use a semicolon to indicate a relationship between closely related independent clauses	pp. 516.1

S c o r e R a n g e 3 3 - 3 6

Standard - Writing, Grammar/Usage, Punctuation	Write for College © 2007
Determine whether a complex essay has accomplished a specific purpose	pp. 93-97, 115, 189-225
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	pp. 76-77, 94-95, 100, 116, 117, 136-137, 582-583
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. 33, 88-89,
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	pp. 66-69
Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	pp. 70-72, 511.1, 513.1, 583.1, 585
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	pp. 545-550, 577, 579, 583
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	pp. 572
Use a colon to introduce an example or an elaboration	pp. 517



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