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GRADES 9-12**

correlated to

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



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**NEW GENERATION WRITE SOURCE © 2007
GRADE 9
correlated to
College Readiness Standards
for the ACT English Test**

Score Range 13 - 15

Standard – Grammar/Usage, Sentence Structure	Write Source, Grade 9
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. <i>then, this time</i>)	pp. 103, 592, 618.2
Revise sentences to correct awkward and confusing arrangements of sentence elements	pp. 50-51, 116-117, 172-173, 738-741
Revise vague nouns and pronouns that create obvious logic problems	pp. 534, 536, 700-713
Use conjunctions or punctuation to join simple clauses	pp. 546-54, 608-613, 734-735
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	pp. 718-723
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. 726-727, 728-729
Delete commas that create basic sense problems (e.g., between verb and direct object)	pp. 608-617

Score Range 16 - 19

Standard - Sentence Structure, Grammar/Usage	Write Source, Grade 9
Identify the basic purpose or role of a specified phrase or sentence	pp. 550-560
Delete a clause or sentence because it is obviously irrelevant to the essay	pp. 164-166, 218-221
Select the most logical place to add a sentence in a paragraph	pp. 221, 562-579
Delete obviously synonymous and wordy material in a sentence	pp. 114-115, 170-171, 224-225, 280-281
Revise expressions that deviate from the style of an essay	pp. 280-281, 340-341, 600-601, 672-677
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	pp. 176, 557, 558, 605-645

Standard - Sentence Structure, Grammar/Usage	Write Source, Grade 9
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	pp. 180-181, 282, 538, 718-72
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. 121, 718, 752-757
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. 678-699
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	pp. 608-611
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	pp. 170-171, 559, 608-617

Score Range 20 - 23

Standard – Organization/Sentence Structure	Write Source, Grade 9
Identify the central idea or main topic of a straightforward piece of writing	pp. 17, 594-595
Determine relevancy when presented with a variety of sentence-level details	pp. 21, 96-97, 569, 738-751
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. <i>first</i> , <i>afterward</i> , <i>in response</i>)	pp. 618.2
Decide the most logical place to add a sentence in an essay	pp. 172-173, 220-221
Add a sentence that introduces a simple paragraph	pp. 563, 571-579
Delete redundant material when information is repeated in different parts of speech (e.g., “ <i>alarmingly startled</i> ”)	pp. 114-115, 280-281
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	pp. 48-49, 59, 114-115, 170-171, 224-225
Determine the clearest and most logical conjunction to link clauses	pp. 734-735
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. 557-559
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)	pp. 544-545, 732-733
Ensure that a verb agrees with its subject when there is some text between the two	pp. 752-755
Use commas to set off simple parenthetical phrases	pp. 612.1
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. 608-613

Score Range 24 - 27

Standard - Writing, Grammar / Usage, Punctuation	Write Source, Grade 9
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. 145-184
Delete material primarily because it disturbs the flow and development of the paragraph	pp. 24-25, 220-221, 226-228
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	pp. 158-162, 212-216
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	pp. 618.2
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	pp. 568, 571, 750-751
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	pp. 577, 746-751
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	pp. 164-165, 226-227, 742-751
Identify and correct ambiguous pronoun references	pp. 704-711
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	pp. 48-49, 112-113, 114-115, 168-169
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	pp. 20, 172-173, 226-227
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentences	pp. 706.1, 718-723
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	pp. 121, 756
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. 718-721
Use punctuation to set off complex parenthetical phrases	pp. 612-613
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. 608
Use apostrophes to indicate simple possessive nouns	pp. 628.2
Recognize inappropriate uses of colons and semicolons	pp. 618-621

Score Range 28 - 32

Standard - Writing, Grammar /Usage, Punctuation	Write Source, Grade 9
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. 202-238, 412-413, 448-449
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	pp. 115, 281, 569-570
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	pp. 618.2
Rearrange sentences to improve the logic and coherence of a complex paragraph	pp. 562-563, 592-593
Add a sentence to introduce or conclude a fairly complex paragraph	pp. 550-560, 568-579
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. 114-115, 171, 280-281, 534, 538
Correct vague and wordy or clumsy and confusing writing containing sophisticated language	pp. 115, 174-175, 178, 191
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	pp. 176-177, 738-757
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. 704-709, 718-723
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. 630, 704-706, 710
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. 752-755
Use commas to set off a nonessential/nonrestrictive appositive or clause	pp. 610
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	pp. 608-613
Use an apostrophe to show possession, especially with irregular plural nouns	pp. 628-631
Use a semicolon to indicate a relationship between closely related independent clauses	pp. 618.1

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

Standard - Writing, Grammar /Usage, Punctuation	Write Source, Grade 9
Determine whether a complex essay has accomplished a specific purpose	pp. 201-238, 234-235, 236-238, 388
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	pp. 159-162, 203-206, 554
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. 230, 553, 594-595
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	pp. 271, 280-281
Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	pp. 116-117, 172-173, 287, 550-560
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	pp. 544-545, 732-733, 744-745
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	pp. 718, 752-755
Use a colon to introduce an example or an elaboration	pp. 620-621



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GRADE 10
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Score Range 13 - 15

Standard - Grammar/Usage, Sentence Structure	Write Source, Grade 10
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. <i>then, this time</i>)	pp. 618.2
Revise sentences to correct awkward and confusing arrangements of sentence elements	pp. 116-117, 550-560, 746-751
Revise vague nouns and pronouns that create obvious logic problems	pp. 115, 534, 702-711
Use conjunctions or punctuation to join simple clauses	pp. 608-617, 734-735
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	pp. 714-723
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. 718-723, 726-727, 728-729
Delete commas that create basic sense problems (e.g., between verb and direct object)	pp. 608-617

Score Range 16 - 19

Standard - Sentence Structure, Grammar/ Usage	Write Source, Grade 10
Identify the basic purpose or role of a specified phrase or sentence	pp. 594-596, 746-751
Delete a clause or sentence because it is obviously irrelevant to the essay	pp. 164-167, 218-221
Select the most logical place to add a sentence in a paragraph	pp. 134-135, 244, 563, 568
Delete obviously synonymous and wordy material in a sentence	pp. 114, 170-171, 280-281
Revise expressions that deviate from the style of an essay	pp. 280-281, 600-601, 672-677
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	pp. 556-557, 608-611, 734

Standard - Sentence Structure, Grammar/ Usage	Write Source, Grade 10
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	pp. 538, 714-723
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. 534-548, 559, 714-733, 752-757
Recognize and use the appropriate word in frequently confused pairs such as <i>there and their, past and passed, and led and lead</i>	pp. 678-699
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	pp. 605-617
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	pp. 608-617

Score Range 20 - 23

Standard – Organization/Sentence Structure	Write Source, Grade 10
Identify the central idea or main topic of a straightforward piece of writing	pp. 15, 594-595
Determine relevancy when presented with a variety of sentence-level details	pp. 96-97, 569-570, 738-751
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. <i>first, afterward, in response</i>)	pp. 618.2, 730
Decide the most logical place to add a sentence in an essay	pp. 134, 172-173, 212-216
Add a sentence that introduces a simple paragraph	pp. 562-563, 571-579
Delete redundant material when information is repeated in different parts of speech (e.g., “ <i>alarmingly startled</i> ”)	pp. 280, 286, 543
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	pp. 48-49, 59, 114-115, 170-171, 224-225
Determine the clearest and most logical conjunction to link clauses	pp. 734-735
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. 550- 560, 738-753
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i>)	pp. 544-545, 732-733, 744
Ensure that a verb agrees with its subject when there is some text between the two	pp. 550, 559, 752-759
Use commas to set off simple parenthetical phrases	pp. 612.1
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. 608-613

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

Standard - Writing, Grammar/ Usage, Punctuation	Write Source, Grade 10
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. 145-184, 588-589, 590-591
Delete material primarily because it disturbs the flow and development of the paragraph	pp. 24-25, 220-221, 561-579
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	pp. 51, 158-162, 212-216, 234-235, 595-597
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	pp. 592-593, 618.2
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	pp. 172-173, 571, 750-751
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	pp. 17, 102, 158, 212-216, 552-560, 563, 746-751
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	pp. 170-171, 543
Identify and correct ambiguous pronoun references	pp. 536-537, 704-711
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	pp. 48-49, 114-115, 678-696, 742-744,
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	pp. 554, 610.3, 742-744
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentences	pp. 538, 704-711, 718-723
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	pp. 230, 704-711, 756-757
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. 718-723
Use punctuation to set off complex parenthetical phrases	pp. 612-613
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. 608-611
Use apostrophes to indicate simple possessive nouns	pp. 628.2
Recognize inappropriate uses of colons and semicolons	pp. 618-621

Score Range 28 - 32

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 10
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. 146-148, 164-174, 594-595
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	pp. 280, 562-563, 569-570
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	pp. 592-593, 618.2
Rearrange sentences to improve the logic and coherence of a complex paragraph	pp.110-111, 562-570, 571-579
Add a sentence to introduce or conclude a fairly complex paragraph	pp. 15, 96, 212-217, 220-221, 242, 562-563, 568
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. 170-171, 280, 286, 543-548
Correct vague and wordy or clumsy and confusing writing containing sophisticated language	pp. 170-171, 280, 286, 543-548
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	pp. 550-560, 608-617
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. 536-538, 559, 704-711, 714-723, 752-757
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. 230, 704-711
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. 538, 718-723, 752, 754
Use commas to set off a nonessential/nonrestrictive appositive or clause	pp. 610
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	pp. 608-617
Use an apostrophe to show possession, especially with irregular plural nouns	pp. 630-631
Use a semicolon to indicate a relationship between closely related independent clauses	pp. 618.1

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

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 10
Determine whether a complex essay has accomplished a specific purpose	pp. 204, 212-216, 268-273, 412-413
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	pp. 146, 600-601
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. 15, 96, 242-244, 271, 552, 592-595
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	pp. 170-171, 533-548
Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	pp. 551-560, 738-751
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	pp. 544-545, 732-733
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	pp. 538, 718, 752-755
Use a colon to introduce an example or an elaboration	pp. 620-621



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Score Range 13 - 15

Standard - Grammar/Usage, Sentence Structure	Write Source, Grade 11
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. <i>then, this time</i>)	pp. 618.2
Revise sentences to correct awkward and confusing arrangements of sentence elements	pp. 81-88, 116-117, 738-741, 746-751
Revise vague nouns and pronouns that create obvious logic problems	pp. 701-713
Use conjunctions or punctuation to join simple clauses	pp. 608-617, 734-735
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	pp. 718-723
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. 718-723, 726-727, 728-729
Delete commas that create basic sense problems (e.g., between verb and direct object)	pp. 130-132, 608-617

Score Range 16 - 19

Standard - Sentence Structure, Grammar/Usage	Write Source, Grade 11
Identify the basic purpose or role of a specified phrase or sentence	pp. 82-83, 85, 593-597, 748
Delete a clause or sentence because it is obviously irrelevant to the essay	pp. 184-185, 564-565, 612
Select the most logical place to add a sentence in a paragraph	pp. 106-112, 302, 593-597
Delete obviously synonymous and wordy material in a sentence	pp. 117-118, 245, 301
Revise expressions that deviate from the style of an essay	pp. 76-80, 147, 300, 600-601, 672-677
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	pp. 86-87, 191, 130-132, 149, 608-617, 700.7, 734-737

Standard - Sentence Structure, Grammar/Usage	Write Source, Grade 11
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	pp. 67-72, 75, 117, 718-723
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. 194-195, 728-733, 752-758
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. 250, 678-699
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	pp. 608-617
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	pp. 87-88, 608-617

Score Range 20 - 23

Standard – Organization/Sentence Structure	Write Source, Grade 11
Identify the central idea or main topic of a straightforward piece of writing	pp. 17, 579-593
Determine relevancy when presented with a variety of sentence-level details	pp. 16, 20-21, 56-57, 100-102, 182-183
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. <i>first</i> , <i>afterward</i> , <i>in response</i>)	pp. 618.2, 730
Decide the most logical place to add a sentence in an essay	pp.166, 176-181, 184, 198-199, 209
Add a sentence that introduces a simple paragraph	pp. 173, 183, 593
Delete redundant material when information is repeated in different parts of speech (e.g., “ <i>alarmingly startled</i> ”)	pp. 79
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	pp. 48-49, 74-75, 147, 186
Determine the clearest and most logical conjunction to link clauses	pp. 734-735
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. 86, 190-191, 130-131, 706, 738-753
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)	pp. 732-733, 744
Ensure that a verb agrees with its subject when there is some text between the two	pp. 128, 130, 700-741, 752-759
Use commas to set off simple parenthetical phrases	pp. 612.1
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. 130-131, 608-613

Score Range 24 - 27

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 11
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. 219-248, 589-603
Delete material primarily because it disturbs the flow and development of the paragraph	pp. 20-25, 238-249
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	pp. 64-65, 106-112, 146-147, 158-159, 212-213, 302
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	pp. 618.2
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	pp. 61-63, 296-297, 584-588, 746-751
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	pp. 592-597
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	pp. 79, 612
Identify and correct ambiguous pronoun references	pp. 704-713
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	pp. 48-49, 73-80, 124-125, 244-245, 301, 678-699
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	pp. 742-744
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentences	pp. 195, 704-713, 718-723
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	pp. 195, 704-713, 756-759
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. 718-723
Use punctuation to set off complex parenthetical phrases	pp. 612-613
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. 608-611
Use apostrophes to indicate simple possessive nouns	pp. 628.2
Recognize inappropriate uses of colons and semicolons	pp. 618-623

Score Range 28 - 32

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 11
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. 238-243, 296-297
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	pp. 56-57, 78, 182-183, 188-189, 592-597
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	pp. 618.2
Rearrange sentences to improve the logic and coherence of a complex paragraph	pp. 64-65, 746-751
Add a sentence to introduce or conclude a fairly complex paragraph	pp. 302-303, 592-593, 597
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. 79
Correct vague and wordy or clumsy and confusing writing containing sophisticated language	pp. 71, 75-76, 78-80, 301
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	pp. 82-87, 190-191, 738-759
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. 704-711, 714-723
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. 83, 195, 630, 704-711
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. 130, 194, 752-757
Use commas to set off a nonessential/nonrestrictive appositive or clause	pp. 612.2
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	pp. 608-613
Use an apostrophe to show possession, especially with irregular plural nouns	pp. 628-631
Use a semicolon to indicate a relationship between closely related independent clauses	pp. 618-619

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

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 11
Determine whether a complex essay has accomplished a specific purpose	pp. 181-192, 208-209, 230-248, 252
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	pp. 54-57, 64-65, 159, 182-192
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. 17, 64-65, 82-88, 746-751
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	pp. 79
Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	pp. 82-88, 734-735, 746-751
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	pp.194, 732-733
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	pp. 752-755
Use a colon to introduce an example or an elaboration	pp. 620-621



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College Readiness Standards
for the ACT English Test**

Score Range 13 - 15

Standard - Grammar/Usage, Sentence Structure	Write Source, Grade 12
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g. <i>then, this time</i>)	pp. 618.2
Revise sentences to correct awkward and confusing arrangements of sentence elements	pp. 81-88, 116-117, 738-741
Revise vague nouns and pronouns that create obvious logic problems	pp. 701-711
Use conjunctions or punctuation to join simple clauses	pp. 608-617, 734-735
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	pp. 718-723
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. 718-723, 726-727, 728-729
Delete commas that create basic sense problems (e.g., between verb and direct object)	pp. 130-132, 608-617

Score Range 16 - 19

Standard - Sentence Structure, Grammar/Usage	Write Source, Grade 12
Identify the basic purpose or role of a specified phrase or sentence	pp. 82-83, 85, 593-597
Delete a clause or sentence because it is obviously irrelevant to the essay	pp. 184-185
Select the most logical place to add a sentence in a paragraph	pp. 106-112, 221-222
Delete obviously synonymous and wordy material in a sentence	pp. 114-115, 117-118, 245
Revise expressions that deviate from the style of an essay	pp. 76-80, 600-601, 672-677
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	pp. 86-87, 130-132, 149, 608-617, 700.7, 734-736

Standard - Sentence Structure, Grammar/Usage	Write Source, Grade 12
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	pp. 67-72, 117, 718-723
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. 728-733, 752-758
Recognize and use the appropriate word in frequently confused pairs such as <i>there and their, past and passed, and led and lead</i>	pp. 678-699
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	pp. 608-617
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	pp. 84, 88, 244, 608-617

Score Range 20 - 23

Standard – Organization/Sentence Structure	Write Source, Grade 12
Identify the central idea or main topic of a straightforward piece of writing	pp. 17, 579, 592-593
Determine relevancy when presented with a variety of sentence-level details	pp. 16, 20-21, 100-102, 182-183, 591
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g. <i>first, afterward, in response</i>)	pp. 618.2, 730
Decide the most logical place to add a sentence in an essay	pp. 172-176, 181
Add a sentence that introduces a simple paragraph	pp. 173, 593
Delete redundant material when information is repeated in different parts of speech (e.g., “ <i>alarmingly startled</i> ”)	pp. 79, 244-245
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	pp. 48-49, 114-115, 188-189
Determine the clearest and most logical conjunction to link clauses	pp. 734-735
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. 738-753
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i>)	pp. 732-733, 744
Ensure that a verb agrees with its subject when there is some text between the two	pp. 128, 130, 250, 752-757
Use commas to set off simple parenthetical phrases	pp. 612.1
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. 608-613

Score Range 24 - 27

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 12
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. 219-248, 589-603
Delete material primarily because it disturbs the flow and development of the paragraph	pp. 20-25, 238-249
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	pp. 108-111, 146-147, 158-159, 212-213
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	pp. 618.2
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	pp. 296-297, 584-588, 746-751
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	pp. 592-597
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	pp. 79, 244-245, 612, 742-745
Identify and correct ambiguous pronoun references	pp. 704-711
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	pp. 48-49, 73-80, 117, 124-125, 244-245, 678-697
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	pp. 742-744
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentences	pp. 704-712, 718-723
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	pp. 704-705, 756-757
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. 718-723
Use punctuation to set off complex parenthetical phrases	pp. 612-613
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. 608-611
Use apostrophes to indicate simple possessive nouns	pp. 628.2
Recognize inappropriate uses of colons and semicolons	pp. 618-622

Score Range 28 - 32

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 12
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. 237-248, 296-299
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	pp. 56-57, 182-183, 188-189, 594-596
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	pp. 618.2
Rearrange sentences to improve the logic and coherence of a complex paragraph	pp. 746-751
Add a sentence to introduce or conclude a fairly complex paragraph	pp. 592-593, 597
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. 79, 244, 595-596
Correct vague and wordy or clumsy and confusing writing containing sophisticated language	pp. 70-71, 76-77, 79-80
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	pp. 82-87, 738-757
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. 704-711, 714-723
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. 251, 630, 704-711
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. 130, 250, 752-757
Use commas to set off a nonessential/nonrestrictive appositive or clause	pp. 612.2
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	pp. 608-613
Use an apostrophe to show possession, especially with irregular plural nouns	pp. 628-631
Use a semicolon to indicate a relationship between closely related independent clauses	pp. 618-619

Score Range 33 - 36

Standard - Writing, Grammar/Usage, Punctuation	Write Source, Grade 12
Determine whether a complex essay has accomplished a specific purpose	pp. 181-192, 208-209, 230-252, 590
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	pp. 56-57, 62-63, 159-160, 182-192, 592-597
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. 17, 82-88, 207, 592-593, 595-596, 746-751
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	pp. 79, 244
Work comfortably with long sentences and complex causal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	pp. 82-88, 734-735, 746-751, 748.1
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	pp. 732-733, 744-745
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	pp. 752-755
Use a colon to introduce an example or an elaboration	pp. 620-621



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