

A Correlation of
**Prentice Hall
Writing Coach
Grade 8**
©2012



To the
**ACT College Readiness Standards
for
EXPLORE®
English**

**A Correlation of Prentice Hall Writing Coach, Grade 8, ©2012
to the
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Introduction

This document demonstrates how ***Prentice Hall Writing Coach ©2012*** meets the *ACT College Readiness Standards for EXPLORE®, English*. Correlation page references are to the Teacher's Edition and are cited by activity and page number. Lessons in the Teacher's Edition contain facsimile Student Edition pages.

Prentice Hall Writing Coach is a digitally driven grammar and writing program that improves students' skills in Grades 6–12.

It's Personalized

Prentice Hall Writing Coach gives students personalized, detailed feedback on the strengths and weaknesses of their writing. It is the only program that uses a paragraph scorer as well as an essay scorer so struggling students that aren't ready to write larger pieces can receive the same productive feedback as the rest of the class.

It's Flexible

Prentice Hall Writing Coach has several components that work together as a comprehensive writing program or a seamless complement to any literature anthologies, novels, or other language arts program teachers might be using.

It's Manageable

The best way for students to become better writers is to spend more time writing. The problem is, the more time they spend writing, the more time teachers need to spend grading and assessing. ***Prentice Hall Writing Coach*** performs this time-consuming task by grading students' writing examples and providing personalized feedback. This lets teachers spend more time teaching and a lot less time grading.

It's Engaging

Prentice Hall Writing Coach provides targeted writing feedback in an online format. Plus, students will receive extensive experience communicating in today's digital world with skills instruction in writing e-mails and blogs, evaluating material on the Internet, and developing multimedia presentations.

It's Comprehensive

Prentice Hall Writing Coach is more than just a writing program. It's a complete language arts program that provides personalized grammar instruction as well. ***Prentice Hall Writing Coach*** uses students' writing examples to diagnose strengths and weaknesses in their grammar and supports them with grammar instruction and remediation.

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College Readiness Standards — English		
The Standards describe what students who score in the specified score ranges are <i>likely</i> to know and to be able to do. The ideas for progress help teachers identify ways of enhancing students' learning based on the scores students receive. The score range at the Benchmark level of achievement is highlighted.		
Topic Development in Terms of Purpose and Focus		
Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges.		
Score Range 1-12	read and discuss the work of favorite writers	SE/TE: Participating in a Group Discussion, R29; Partner Talk, 7, 13, 15, 17, 19, 20, 21, 23, 25, 37, 41, 47, 52, 55, 57, 59, 70, 87, 96, 98, 115, 124, 136, 141, 150, 162, 167, 176, 188, 193, 202, 214, 219, 235, 237, 241, 246, 251, 253, 259, 261, 263, 267
Ideas for Progress		
	regularly write informal responses to literature (fiction and nonfiction) in their journals	SE/TE: Response to Literature, 196–221; also see: Mentor Texts (Try It activities), 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Student Model (Use a Reader's Eye), 70–71, 98–99, 124, 125, 150–151, 176–177, 202–203
	identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences	SE/TE: For related material see: Main ideas, 50, 160; Writing Traits: Ideas, 26, 27, 28, 56, 63, 83, 111, 137, 163, 189, 215, 247; also see: Thesis Statement: Exposition, 146, 154, 157, 158, 160, 166, 169; Personal Narratives, 255; Persuasion, 172, 174, 180, 183, 184, 186, 195, 221; Research Writing, 226, 238, 239, 244, 265; Responses to Literature, 20, 198, 206, 209, 212
Score Range 13-15	read writers of various genres and imitate their work	SE/TE: Mentor Texts (Try It activities), 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Student Model (Use a Reader's Eye), 70–71, 98–99, 124, 125, 150–151, 176–177, 202–203
Ideas for Progress		
	revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out	SE/TE: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
Score Range 16-19	Identify the basic purpose or role of a specified phrase or sentence	SE/TE: Sentence Structures, 66, 81, 81, 82, 92, 146, 149, 157, 158, 160, 169, 172, 188, 189, 195, 198, 213, 224; also see: Include a Variety of Sentence Lengths, Structures and Beginnings, 52; Varying Sentences, 439–441; Focus on Craft: Effective Transitions, 161; Analogies, 157
Standards		

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	Delete a clause or sentence because it is obviously irrelevant to the essay	SE/TE: Revising (deleting sentences), 38, 39, 41, 107, 242, 243, 244, 252
Ideas for Progress	continue reading writers of various genres and imitating their work	SE/TE: Mentor Texts (Try It activities), 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Student Model (Use a Reader’s Eye), 70–71, 98–99, 124, 125, 150–151, 176–177, 202–203
	write longer and more complicated essays, stories, reviews, etc.	SE/TE: Types of Writing, 8–25; The Writing Process, 26–47; Nonfiction Narrative, 64–89; Fiction Narration, 90–117; Poetry and Description, 118–143; Exposition: Compare-and-Contrast Essay, 144–169; Persuasion, 170–195; Response to Literature, 196–221; Research Writing, 222–255; Workplace Writing, 256–269
	state the main theme of or summarize essays they have written	SE/TE: Summarizing, in research writing, 226, 235, 251, 265; Summary of features, in responses to literature, 198, 209, 212, 218; also see: Thesis Statement: Exposition, 146, 154, 157, 158, 160, 166, 169; Personal Narratives, 255; Persuasion, 172, 174, 180, 183, 184, 186, 195, 221; Research Writing, 226, 238, 239, 244, 265; Responses to Literature, 20, 198, 206, 209, 212
	revise essays by eliminating sentences or ideas that violate the essay’s focus	SE/TE: For related material see: Revising (deleting sentences), 38, 39, 41, 107, 242, 243, 244, 252
Score Range 20-23	Identify the central idea or main topic of a straightforward piece of writing	SE/TE: For related material see: Ideas, 3, 26, 27, 28, 56, 63, 76, 83, 104, 111, 137, 161, 163, 182, 189, 215, 247; also see: Thesis Statement: Exposition, 146, 154, 157, 158, 160, 166, 169; Personal Narratives, 255; Persuasion, 172, 174, 180, 183, 184, 186, 195, 221; Research Writing, 226, 238, 239, 244, 265; Responses to Literature, 20, 198, 206, 209, 212
Standards		
	Determine relevancy when presented with a variety of sentence-level details	SE/TE: For related material see: Revising (deleting sentences), 38, 39, 41, 107, 242, 243, 244, 252
Ideas for Progress	continue reading the work of writers of various genres; begin experimenting with a variety of writing styles	SE/TE: Mentor Texts (Try It activities), 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Student Model (Use a Reader’s Eye), 70–71, 98–99, 124, 125, 150–151, 176–177, 202–203

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	revise fairly straightforward writing to sharpen focus and coherence of entire piece	SE/TE: Focus, 156, 182, 183, 198, 200, 208, 258; also see: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
Score Range 24-25 Standards	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	SE/TE: Focus, 156, 182, 183, 198, 200, 208, 258
	Delete material primarily because it disturbs the flow and development of the paragraph	SE/TE: For related material see: Revising (deleting sentences), 38, 39, 41, 107, 242, 243, 244, 252
	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	SE/TE: Revising (adding sentences), 39, 79, 107, 252
Ideas for Progress	develop awareness of ways that form and content can be changed as the audience for the writing changes	SE/TE: Audience and Purpose, 13, 32, 80, 81, 86, 101, 127, 132, 133, 134, 138, 153, 158, 160, 167, 179, 184, 186, 187, 190, 192, 195, 205, 210, 212, 213, 216, 231, 242, 244, 248, 251, 257, 259, 261, 269
	learn how meaning can be expressed through connotation	SE/TE: For related information see: Word Choice, 27, 28, 39, 41, 58, 63, 111, 133, 135, 163, 187, 189, 247; also see: Word Bank, 67, 93, 121, 147, 173, 199, 225, 251; Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268
Organization, Unity, and Coherence		
Score Range 1-12 Ideas for Progress	write short texts in a variety of genres, illustrating simple organization	SE/TE: Writing for Media Assignment, 86–87, 114–115, 140–141, 166–167, 192–193, 218–219, 250–251, 266–267; Writing for Assessment, 88–89, 116–117, 142–143, 168–169, 194–195, 220–221, 268–269
	use paragraphing as an organizational device	SE/TE: Paragraphs, 48, 50–52
Score Range 13-15 Standards	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., then, this time)	SE/TE: Adverbs, conjunctive, 342, 358, 361, 570

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Ideas for Progress	write many simply organized short texts of various genres	SE/TE: Writing for Media Assignment, 86–87, 114–115, 140–141, 166–167, 192–193, 218–219, 250–251, 266–267; Writing for Assessment, 88–89, 116–117, 142–143, 168–169, 194–195, 220–221, 268–269
	revise writing to ensure that information is in the best order	SE/TE: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
Score Range 16-19	Select the most logical place to add a sentence in a paragraph	SE/TE: For related information see: Revising (adding sentences), 39, 79, 107, 252
Standards		
Ideas for Progress	recognize and experiment with more sophisticated organizational structures (e.g., comparison-contrast, cause-effect)	SE/TE: Organizational Strategies, 76, 104, 130, 156, 182, 208, 209; Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
	revise writing to delete illogical conjunctive adverbs	SE/TE: For related information see: Adverbs, conjunctive, 342, 358, 361, 570
	discuss the most logical place to add specific information in a draft essay	SE/TE: Peer Feedback, 6, 81, 109, 187, 213, 263
	discuss the purpose and the importance of the opening paragraph for directing the rest of the piece	SE/TE: Introductions, 15, 53, 146, 148, 155, 156–158, 160, 169, 182, 186, 195, 208, 209, 212, 238, 239, 244; Openings, 77, 80, 108, 157, 160, 183, 192, 209, 212, 244
Score Range 20-23	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)	SE/TE: Adverbs, conjunctive, 342, 358, 361, 570
Standards		
	Decide the most logical place to add a sentence in an essay	SE/TE: For related information see: Revising (adding sentences), 39, 79, 107, 252
	Add a sentence that introduces a simple paragraph	SE/TE: For related information see: Revising (adding sentences), 39, 79, 107, 252
Ideas for Progress	experiment with using words and phrases that create clear transitions in writing	SE/TE: Transitions, 146, 149, 157, 161, 161, 162, 163, 169, 187, 195, 245, 358; Transition Words, 183, 187
	rearrange sentences in a paragraph in order to improve its coherence	SE/TE: Paragraphs, 48, 50–52; Coherence, 76, 104, 156, 160, 161, 182, 183, 208, 238, 243 Revision RADaR, 78–80

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	write introductions that capture the reader’s interest, write conclusions that provide a sense of closure, and describe the rhetorical effects that each creates	SE/TE: Introductions, 15, 53, 146, 148, 155, 156–158, 160, 169, 182, 186, 195, 208, 209, 212, 238, 239, 244; Openings, 77, 80, 108, 157, 160, 183, 192, 209, 212, 244
Score Range 24-25	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition)	SE/TE: Adverbs, conjunctive, 342, 358, 361, 570
Standards	Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	SE/TE: Paragraphs, 48, 50–52; Revision RADaR, 78–80; also see: Logical reasoning, 181
	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	SE/TE: For related information see: Revising (adding sentences), 39, 79, 107, 252
Ideas for Progress	experiment with more subtle organizational structures	SE/TE: Organizational Strategies, 76, 104, 130, 156, 182, 208, 209; Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
	revise writing by refining introductions, conclusions, and transitions in complex paragraphs	SE/TE: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245; also see: Conclusions, 15, 35, 53, 146, 155, 156, 157, 160, 169, 172, 182, 183, 186, 192, 195, 201, 208, 209, 212, 224, 226, 238, 239, 244, 265; Introductions, 15, 53, 146, 148, 155, 156–158, 160, 169, 182, 186, 195, 208, 209, 212, 238, 239, 244; Transitions, 146, 149, 157, 161, 161, 162, 163, 169, 187, 195, 245, 358

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Word Choice in Terms of Style, Tone, Clarity, and Economy		
Score Range 1-12	revise writing to clarify sentences containing too many phrases and clauses	SE/TE: Clauses, 415–423; Phrases, 397, 398; combining sentences using, 436, 438; commas and, 554, 559–561, 562; descriptive, 136; faulty parallelism in, 460, 461; as modifiers, 137; that ask a question, 551
Ideas for Progress		
	check writing to make sure pronoun references are clear	SE/TE: Pronoun Agreement, 525–527
	revise writing to edit out empty words (e.g., really, very, big, kind of)	SE/TE: Word Choice, 27, 28, 39, 41, 58, 63, 111, 133, 135, 163, 187, 189, 247; Rhetorical Devices, 54–55, 101, 146, 157, 169, 195; Figurative language, 55, 96, 129, 131, 133, 135, 142, 143, 169
Score Range 13-15	Revise sentences to correct awkward and confusing arrangements of sentence elements	SE/TE: Sentence Structure, 52, 66, 81, 82, 92, 146, 148, 157, 158, 160, 172, 188, 189, 195, 198, 213, 224; Varying Sentences, 439–441
Standards		
	Revise vague nouns and pronouns that create obvious logic problems	SE/TE: Making Personal Pronouns and Indefinite Pronouns Agree, 527; Indefinite Pronouns, 308, 311, 522–523
Ideas for Progress	identify and revise obviously wordy, redundant, or cluttered material	SE/TE: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
Score Range 16-19	Delete obviously synonymous and wordy material in a sentence	SE/TE: Revising (deleting sentences), 38, 39, 41, 107, 242, 243, 244, 252
Standards		
	Revise expressions that deviate from the style of an essay	SE/TE: Revising, 158–161; Use Precise Words, 187; also see: Rhetorical Devices, 54–55, 101, 146, 157, 169, 195
Ideas for Progress	revise writing to make it more concise and precise	SE/TE: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
	discuss and model tone and style	SE/TE: Tone, 24, 92, 95, 103, 103, 117, 143, 262; Style, 92, 103, 103, 117, 143, 245

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Score Range 20-23 Standards	Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)	SE/TE: Revision RADaR, 78–80; also see: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	SE/TE: Tone, 24, 92, 95, 103, 103, 117, 143, 262; Style, 92, 103, 103, 117, 143, 245
	Determine the clearest and most logical conjunction to link clauses	SE/TE: Conjunctions, 356–362, 518–519, 554–555
Ideas for Progress	continue to edit sentences for empty language, wordiness, and redundancy	SE/TE: Revision RADaR, 78–80; also see: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245
	revise structurally complex sentences to correct vague or ambiguous pronoun references	SE/TE: Sentence Structure, 52, 66, 81, 82, 92, 146, 148, 157, 158, 160, 172, 188, 189, 195, 198, 213, 224; Varying Sentences, 439–441
Score Range 24-25 Standards	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	SE/TE: Phrases, 397, 398; also see: Appositive Phrases, 136, 405, 406, 561
	Identify and correct ambiguous pronoun references	SE/TE: Making Personal Pronouns and Indefinite Pronouns Agree, 527; Indefinite Pronouns, 308, 311, 522–523
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	SE/TE: Word Choice, 27, 28, 39, 41, 58, 63, 111, 133, 135, 163, 187, 189, 247; Rhetorical Devices, 54–55, 101, 146, 157, 169, 195; Figurative language, 55, 96, 129, 131, 133, 135, 142, 143, 169
Ideas for Progress	select and manipulate words, phrases, and clauses to convey shades of meaning and tone	SE/TE: Word Choice, 27, 28, 39, 41, 58, 63, 111, 133, 135, 163, 187, 189, 247; Tone, 24, 92, 95, 103, 103, 117, 143, 262
	avoid clutter and use vivid verbs and specific nouns	SE/TE: Adding Details, 107; Fiction Narration: Vivid Images, 109

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Sentence Structure and Formation		
Score Range 1-12	vary sentence length by combining simple sentences	SE/TE: Sentence Combining, 49, 429, 434–436, 437–438; Varying Sentences, 439–441
Ideas for Progress		
	check writing to make sure verb tenses are consistent	SE/TE: Consistent Tenses, 464, 465; also see: Sentence Combining, 49, 429, 434–436, 437–438
Score Range 13-15	Use conjunctions or punctuation to join simple clauses	SE/TE: Conjunctions, 356–362; Adjectival clauses, 418–420; Run-ons, 447–449, 450; Commas with coordinating conjunctions, 554
Standards		
	Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	SE/TE: Consistent Tenses, 464, 465; also see: Sentence Combining, 49, 429, 434–436, 437–438
Ideas for Progress	revise writing to correct glaring shifts in verb tense or voice	SE/TE: Consistent Tenses, 464, 465
Score Range 16-19	Determine the need for punctuation and conjunctions to avoid awkward sounding sentence fragments and fused sentences	SE/TE: Fragments, 369, 370, 442, 445; also Conjunctions, 356–362
Standards		
	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	SE/TE: Consistent Tenses, 464, 465; Verb tenses, 478–493
Ideas for Progress	experiment with writing more sophisticated sentences; check to ensure verbs agree with subjects and modifiers don't dangle	SE/TE: Using Modifiers, 531–541; Subject-Verb Agreement, 511–515, 516–521, 522–524
Score Range 20-23	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	SE/TE: Participial phrases, 136, 408, 410, 561; Using Modifiers, 531–541; Relative pronouns, 111
Standards		
Ideas for Progress	revise writing to correct faulty coordination and subordination of clauses	SE/TE: Clauses, 415–423
	revise sentences to correct inconsistencies in verb tense and pronoun person	SE/TE: Consistent Tenses, 464, 465; The Six Tenses of Verbs, 478–493; Using Pronouns, 499–510

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Score Range 24-25 Standards	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	SE/TE: Clauses, 415–423; Parallelism, 460, 461, 462–463
	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	SE/TE: Consistent Tenses, 464, 465; Verb tenses, 478–493; Pronoun-Antecedent Agreement, 525–527
Ideas for Progress	use sentence-combining techniques to create more sophisticated sentences; check to avoid fragments, comma splices, and run-ons	SE/TE: Sentence Combining, 49, 429, 434–436, 437–438; also see: Fragments, 369, 370, 442, 445; Run-ons, 447–449, 450; Comma Splices, 447, 554–555
Conventions of Usage		
Score Range 1-12 Ideas for Progress	make sure to use adjectives like well, less, and worst correctly	SE/TE: Troublesome Adjectives and Adverbs, 542–543
Score Range 13-15 Standards	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	SE/TE: Verbs, irregular, 473–477; Using Comparative and Superlative Degrees, 536–538
Ideas for Progress	revise writing to correct basic grammar and punctuation errors	SE/TE: Revising, 36–41, 78–81, 106–109, 132–135, 158–161, 184–187, 210–213, 242–245; Editing, 42–45, 82–83, 110–111, 136–137, 162–163, 188–189, 214–215, 246–247
	practice and understand correct usage of common homonyms (e.g., their/there, past/passed)	SE/TE: Avoiding Common Usage Problems, 455–459; Troublesome Adjectives and Adverbs, 542–543
Score Range 16-19 Standards	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	SE/TE: Prepositions, 345–355; Making Words Agree, 511–530; Using Modifiers, 531–548
	Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead	SE/TE: The Possessive Case, 504; Cases of Who and Whom, 509; Troublesome Adjectives and Adverbs, 542–543

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Ideas for Progress	revise sentences to ensure that each verb agrees with its subject when there is some text between the two	SE/TE: Subject-Verb Agreement, 511–515, 516–521, 522–524
Score Range 20-23 Standards	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)	SE/TE: Prepositions, 345–355
	Ensure that a verb agrees with its subject when there is some text between the two	SE/TE: Subject-Verb Agreement, 511–515, 516–521, 522–524
Ideas for Progress	check to be sure pronouns agree with antecedents in increasingly complex sentences	SE/TE: Pronoun-Antecedent Agreement, 525–527
Score Range 24-25 Standards	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	SE/TE: Pronoun-Antecedent Agreement, 525–527
	Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of	SE/TE: Verbs, irregular, 473–477; Recognizing the Progressive Tense of Verbs, 485–486
Ideas for Progress	recognize the difference between its and it's, your and you're, who and whom	SE/TE: Avoiding Common Usage Problems, 455–459; The Possessive Case, 504; Cases of Who and Whom, 509; Contractions, 504, 595, 597
Conventions of Punctuation		
Score Range 1-12 Ideas for Progress	learn to recognize when commas are overused	SE/TE: Comma splices, 447, 554–555; also see: Commas, using correctly / revising errors, 554–568
Score Range 13-15 Standards	Delete commas that create basic sense problems (e.g., between verb and direct object)	SE/TE: Commas, using correctly / revising errors, 554–568
Ideas for Progress	practice using punctuation correctly in simple sentences (e.g., "He ran, jumped, and swam.")	SE/TE: Punctuation, 163, 247, 257, 549–604
	check for and correct unnecessary commas	SE/TE: Comma splices, 447, 554–555; also see: Commas, using correctly / revising errors, 554–568

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Score Range 16-19 Standards	Provide appropriate punctuation in straightforward situations (e.g., items in a series)	SE/TE: Punctuation, 163, 247, 257, 549–604
	Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	SE/TE: Commas, using correctly / revising errors, 554–568
Ideas for Progress	use commas to set off parenthetical phrases	SE/TE: Commas and Expressions, 560–561, 563, 570
Score Range 20-23 Standards	Use commas to set off simple parenthetical phrases	SE/TE: Commas and Expressions, 560–561, 563, 570
	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)	SE/TE: Comma splices, 447, 554–555; also see: Commas, using correctly / revising errors, 554–568
Ideas for Progress	use punctuation to set off nonessential information in a sentence	SE/TE: Nonrestrictive (nonessential) phrases or clauses, punctuating, 560, 562
	recognize inappropriate uses of commas	SE/TE: Comma splices, 447, 554–555; also see: Commas, using correctly / revising errors, 554–568
Score Range 24-25 Standards	Use punctuation to set off complex parenthetical phrases	SE/TE: Parenthetical expressions, punctuating, 560, 563
	Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or a compound verb joined by and)	SE/TE: Commas, using correctly / revising errors, 554–568
	Use apostrophes to indicate simple possessive nouns	SE/TE: Apostrophes, with possessive nouns, 593–594, 596
	Recognize inappropriate uses of colons and semicolons	SE/TE: Semicolons and Colons, 569–573

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Ideas for Progress	use commas to set off nonessential appositives or clauses	SE/TE: Commas and Expressions, 560–561, 563, 570
	use semicolons to indicate relationships between independent clauses	SE/TE: Semicolons to Join Independent Clauses, 569