

A Correlation of  
**Prentice Hall  
Writing Coach  
Grade 10**  
©2012



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

**A Correlation of Prentice Hall Writing Coach, Grade 10 ©2012  
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## **Introduction**

This document demonstrates how ***Prentice Hall Writing Coach ©2012*** meets the *ACT College Readiness Standards for PLAN®, 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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<b>ACT College Readiness Standards for PLAN®, English</b>		<b>Writing Coach Grade 10, ©2012</b>
<b>College Readiness Standards — English</b>		
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 <b>score range</b> at the Benchmark level of achievement is highlighted.		
<b>Topic Development in Terms of Purpose and Focus</b>		
Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges.		
<b>Score Range 1-12</b>  Ideas for Progress	read and discuss the work of favorite writers	<b>SE/TE:</b> Partner Talk, 13, 15, 70, 98, 124, 150, 176, 202, 246; Listening & Participating in a Group Discussion, R28–TR29
	regularly write informal responses to literature (fiction and nonfiction) in their journals	<b>SE/TE:</b> 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, 226–229
	identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences	<b>SE/TE:</b> For related material see: Ideas, 3, 4, 26, 57, 128; also see: Thesis statements: interpretative responses, 198, 221, on main idea and how supported analytical essays, 15, 169, compare–and–contrast essays, 146, compare–and–contrast essays, 151, 154, 155, 156, 158, 160, on point of view / position argumentative essays, 172, op–ed pieces, 175, 180, 182–183, 186, 195, letters to the editor, 193, problem–solution essays, 195, response–to–literature essays, 203, informational research reports, 229, 247, informational research reports, 238–239, research writing, 224, 226, 244, response–to–literature essays, 200, 206, 208–209, 212, persuasive essays, 221, fictional–interview scripts, 252, workplace writing, 265
<b>Score Range 13-15</b>  Ideas for Progress	read writers of various genres and imitate their work	<b>SE/TE:</b> 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, 226–229
	revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292

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<b>Score Range 16-19</b>  Standards	Identify the basic purpose or role of a specified phrase or sentence	<b>SE/TE:</b> Sentences: inverted length of, 52, 213, 245, 252, varying, 245, 404–405, 406, run-on, 253, 287, 407, 410, 411, 572, fragmented, 253, 292, 339–340, 342, 407–409, 411, identify unclear, 281, faulty coordination and parallelism in, 282, 418–419, 421, 422, fused, 287, 410, 411; The Four Structures of Sentences, 392–396
	Delete a clause or sentence because it is obviously irrelevant to the essay	<b>SE/TE:</b> Revising (deleting sentences), 38, 39, 41, 79, 107, 243, 252
Ideas for Progress	continue reading writers of various genres and imitating their work	<b>SE/TE:</b> 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, 226–229
	write longer and more complicated essays, stories, reviews, etc.	<b>SE/TE:</b> 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	<b>SE/TE:</b> Themes: clear, 11, 66, 74, 120, 123, 128, 132, 134, explicit / implicit, 24, 86–87 102, 114–115, 131, 165, 218–219; Summarize, Paraphrase, informational research reports, 234, 235, 246, 265; also see: Summaries, in-depth, 198, 209, 211, 212, 221, 255
	revise essays by eliminating sentences or ideas that violate the essay’s focus	<b>SE/TE:</b> Revising (deleting sentences), 38, 39, 41, 79, 107, 243, 252
<b>Score Range 20-23</b>  Standards	Identify the central idea or main topic of a straightforward piece of writing	<b>SE/TE:</b> For related material see: Ideas, 3, 4, 26, 57, 128; also see: Thesis statements: interpretative responses, 198, 221, on main idea and how supported analytical essays, 15, 169, compare–and–contrast essays, 146, compare–and–contrast essays, 151, 154, 155, 156, 158, 160, on point of view / position argumentative essays, 172, op–ed pieces, 175, 180, 182–183, 186, 195, letters to the editor, 193, problem–solution essays, 195, response–to–literature essays, 203, informational research reports, 229, 247, informational research reports, 238–239, research writing, 224, 226, 244, response–to–literature essays, 200, 206, 208–209, 212, persuasive essays, 221, fictional–interview scripts, 252, workplace writing, 265

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<b>ACT College Readiness Standards for PLAN®, English</b>		<b>Writing Coach Grade 10, ©2012</b>
	Determine relevancy when presented with a variety of sentence-level details	<b>SE/TE:</b> For related material see: Revising (deleting sentences), 38, 39, 41, 79, 107, 243, 252
Ideas for Progress	continue reading the work of writers of various genres; begin experimenting with a variety of writing styles	<b>SE/TE:</b> 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, 226–229
	revise fairly straightforward writing to sharpen focus and coherence of entire piece	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292
<b>Score Range 24-27</b> 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	<b>SE/TE:</b> Mentor Texts (Try It activities), 148–149, 174–175, 200–201; Student Model (Use a Reader’s Eye), 150–151, 176–177, 202–203, 226–229
	Delete material primarily because it disturbs the flow and development of the paragraph	<b>SE/TE:</b> Revising (deleting sentences), 38, 39, 41, 79, 107, 243, 252
	Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	<b>SE/TE:</b> Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252
Ideas for Progress	develop awareness of ways that form and content can be changed as the audience for the writing changes	<b>SE/TE:</b> Audience and Purpose, 32, 67, 78–81, 86–87, 93, 106–109, 115, 121, 132–135, 140–141, 146, 150, 157–160, 161, 173, 174, 180, 182, 184–186, 187, 210–213, 242, 244, 257, 258, 259, 269
	learn how meaning can be expressed through connotation	<b>SE/TE:</b> For related information see: Word choice, 122, 132, 133, 134, 135, 161, 213, 245, 252, 263; also see: Word Bank, 67, 93, 121, 147, 173, 199, 225, 257; Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268
<b>Score Range 28-32</b> Standards	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	<b>SE/TE:</b> Persuasion: Mentor Text, 174–175, Revision Model, 184–185, Focus on Craft: Style, 187; also see: Rhetorical devices: techniques, 54–55, autobiographical narratives, 77, narrative nonfiction essays, 89, mystery stories, 105, compare–and–contrast essays, 146, 151, 157, 159, analytical essays, 149, 169, problem–solution essays, 195, response–to–literature essays, 209, interpretative responses, 221, 255, Rhetorical language, R30

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	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	<b>SE/TE:</b> For related information see: Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252
Ideas for Progress	write essays that indicate a heightened awareness of the audience for those essays	<b>SE/TE:</b> Audience and Purpose, 146, 150, 157–160, 161, 173, 174, 180, 182, 184–186, 187, 210–213, 242, 244, 257, 258, 259, 269
	recognize the role that specific sentences play in terms of the essay as a whole	<b>SE/TE:</b> Sentences: inverted length of, 213, 245, 252, varying, 245, run-on, 253, 287, fragmented, 253, identify unclear, 281, faulty coordination and parallelism in, 282, fused, 287; The Four Structures of Sentences, 392–396
<b>Organization, Unity, and Coherence</b>		
<b>Score Range 1-12</b>  Ideas for Progress	write short texts in a variety of genres, illustrating simple organization	<b>SE/TE:</b> Writing for media, 140–141, 166–167, 192–193, 218–219, 250–253, 266–267, R6–R11; Writing for Assessment, 88–89, 168–169, 194–195, 268–269
	use paragraphing as an organizational device	<b>SE/TE:</b> Paragraphs, writing strong, 48, 50–52
<b>Score Range 13-15</b>  Standards	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., then, this time)	<b>SE/TE:</b> Adverbs, conjunctive, 328, 329–330, 331, 577, 589–590
Ideas for Progress	write many simply organized short texts of various genres	<b>SE/TE:</b> Writing for media, 140–141, 166–167, 192–193, 218–219, 250–253, 266–267, R6–R11; Writing for Assessment, 88–89, 168–169, 194–195, 268–269
	revise writing to ensure that information is in the best order	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132–135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292
<b>Score Range 16-19</b>  Standards	Select the most logical place to add a sentence in a paragraph	<b>SE/TE:</b> For related information see: Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252
Ideas for Progress	recognize and experiment with more sophisticated organizational structures (e.g., comparison contrast, cause-effect)	<b>SE/TE:</b> Organizational strategy, 26, 27, 56, 76–77, 104–105, 130, 156–157, 208–209, 238–239, 252; Organizing structure, 146, 148, 154, 157–158, 160, 169, 172, 180, 182–183, 195, 208–209, 212, 215, 221

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	revise writing to delete illogical conjunctive adverbs	<b>SE/TE:</b> For related information see: Adverbs, conjunctive, 328, 329–330, 331, 577, 589–590
	discuss the most logical place to add specific information in a draft essay	<b>SE/TE:</b> Peer feedback, 6, 81, 109, 135, 187
	discuss the purpose and the importance of the opening paragraph for directing the rest of the piece	<b>SE/TE:</b> Paragraphs, writing strong, 48, 50–52; also see: Introductions: expository writing, 15, effective, 35, 53, autobiographical narratives, 76–77, 80, mystery stories, 104–105, 108, compare–and–contrast essays, 146, 151, 155, 156–158, 160, analytical essays, 148, 169, op–ed pieces, 172, 186, argumentative essays, 182–183, problem–solution essays, 195, response–to–literature essays, 200, 208–209, 212, informational research reports, 238–239, 244
<b>Score Range 20-23 Standards</b>	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)	<b>SE/TE:</b> Adverbs, conjunctive, 328, 329–330, 331, 577, 589–590
	Decide the most logical place to add a sentence in an essay	<b>SE/TE:</b> For related information see: Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252
	Add a sentence that introduces a simple paragraph	<b>SE/TE:</b> For related information see: Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252
Ideas for Progress	experiment with using words and phrases that create clear transitions in writing	<b>SE/TE:</b> Transition words / phrases, 15, 80, 83, 89, 111, 135, 146, 156–157, 159–160, 161, 167, 169, 195, 212, 221, 252, 269
	rearrange sentences in a paragraph in order to improve its coherence	<b>SE/TE:</b> Paragraphs, 48, 50–52; Revision RADaR, 78–80; also see: Focus and coherence: compare–and–contrast essays, 156, interpretative responses, 208, 215, informational research reports, 238, 247
	write introductions that capture the reader’s interest, write conclusions that provide a sense of closure, and describe the rhetorical effects that each creates	<b>SE/TE:</b> Introductions: 15, 35, 53, 76–77, 80, 104–105, 108, 146, 148, 151, 156–158, 160, 169, 172, 182–183, 186, 195, 200, 208–209, 212, 238–239, 244; Conclusions: 15, 35, 53, 76–77, 80, 104–105, 108, 146, 149, 151, 156–157, 169, 175, 182–183, 186, 195, 208–209, 212, 238–239, 244
<b>Score Range 24-27 Standards</b>	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition)	<b>SE/TE:</b> Adverbs, conjunctive, 328, 329–330, 331, 577, 589–590



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	Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	<b>SE/TE:</b> Paragraphs, 48, 50–52; Revision RADaR, 78–80; also see: Reasoning, logical, 146, 148, 155, 172, 181
	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	<b>SE/TE:</b> For related information see: Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252
Ideas for Progress	experiment with more subtle organizational structures	<b>SE/TE:</b> Organizational strategy, 26, 27, 56, 76–77, 104–105, 130, 156–157, 208–209, 238–239, 252; Organizing structure, 146, 148, 154, 157–158, 160, 169, 172, 180, 182–183, 195, 208–209, 212, 215, 221
	revise writing by refining introductions, conclusions, and transitions in complex paragraphs	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132–135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292; also see: Introductions: 15, 35, 53, 76–77, 80, 104–105, 108, 146, 148, 151, 156–158, 160, 169, 172, 182–183, 186, 195, 200, 208–209, 212, 238–239, 244; Conclusions: 15, 35, 53, 76–77, 80, 104–105, 108, 146, 149, 151, 156–157, 169, 175, 182–183, 186, 195, 208–209, 212, 238–239, 244
<b>Score Range 28-32</b> Standards	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	<b>SE/TE:</b> Adverbs, conjunctive, 328, 329–330, 331, 577, 589–590
	Rearrange sentences to improve the logic and coherence of a complex paragraph	<b>SE/TE:</b> Paragraphs, 48, 50–52; Revision RADaR, 78–80; also see: Reasoning, logical, 146, 148, 155, 172, 181
	Add a sentence to introduce or conclude a fairly complex paragraph	<b>SE/TE:</b> Revising (adding sentences), 38, 39, 41, 107, 243, 244, 252; Paragraphs, 48, 50–52
Ideas for Progress	revise or add introductory sentences or transitions based on an understanding of the logic and rhetorical purpose of the paragraph and the essay as a whole	<b>SE/TE:</b> Revision RADaR, 78–80; also see: Introductions: 15, 35, 53, 76–77, 80, 104–105, 108, 146, 148, 151, 156–158, 160, 169, 172, 182–183, 186, 195, 200, 208–209, 212, 238–239, 244; Transition words / phrases, 15, 80, 83, 89, 111, 135, 146, 156–157, 159–160, 161, 167, 169, 195, 212, 221, 252, 269

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<b>Word Choice in Terms of Style, Tone, Clarity, and Economy</b>		
<b>1-12</b> Ideas for Progress	revise writing to clarify sentences containing too many phrases and clauses	<b>SE/TE:</b> Clauses: independent / subordinate, 49, 82–83, restrictive / nonrestrictive relative, 110–111; Phrases: combining sentences with, 401, 402, faulty coordination with, 419
	check writing to make sure pronoun references are clear	<b>SE/TE:</b> Pronoun agreement, 495–501, 502–506
	revise writing to edit out empty words (e.g., really, very, big, kind of )	<b>SE/TE:</b> Word choice, 122, 132, 133, 134, 135, 161, 213, 245, 252, 263; Figurative language: poetry / description, 13, 120, 129, use / improve, 55, autobiographical narratives, 80, narrative nonfiction essays, 89, mystery stories, 107, 109, sonnets / free–verse poems, 122, 125, 131, 134, 135, 137, descriptive essays, 141, op–ed pieces, 187
<b>Score Range 13-15</b>  Standards	Revise sentences to correct awkward and confusing arrangements of sentence elements	<b>SE/TE:</b> Sentences: inverted length of, 52, 213, 245, 252, varying, 245, 404–405, 406, run–on, 253, 287, 407, 410, 411, 572, fragmented, 253, 292, 339–340, 342, 407–409, 411, identify unclear, 281, faulty coordination and parallelism in, 282, 418–419, 421, 422, fused, 287, 410, 411; The Four Structures of Sentences, 392–396
	Revise vague nouns and pronouns that create obvious logic problems	<b>SE/TE:</b> Vague Pronoun References, 502
Ideas for Progress	identify and revise obviously wordy, redundant, or cluttered material	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292
<b>Score Range 16-19</b>  Standards	Delete obviously synonymous and wordy material in a sentence	<b>SE/TE:</b> Revising (deleting words), 38, 39, 41, 107
	Revise expressions that deviate from the style of an essay	<b>SE/TE:</b> Style, convey clear, 109, 161, 187, 213, 259
Ideas for Progress	revise writing to make it more concise and precise	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292
	discuss and model tone and style	<b>SE/TE:</b> Tone, 24, 66, 75, 77, 92, 94, 115, 161, 86–87, 104–105, 166–167, 187, 250, 262; Style, convey clear, 109, 161, 187, 213, 259

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<b>Score Range 20-23</b> Standards	Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)	<b>SE/TE:</b> Revision RADaR, 78–80; also see: Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292
	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	<b>SE/TE:</b> Tone, 24, 66, 75, 77, 92, 94, 115, 161, 86–87, 104–105, 166–167, 187, 250, 262; Style, convey clear, 109, 161, 187, 213, 259
	Determine the clearest and most logical conjunction to link clauses	<b>SE/TE:</b> Conjunctions, 325, 328, 328–330, 331, 331, 333, 334, 341, 356, 410, 416
Ideas for Progress	continue to edit sentences for empty language, wordiness, and redundancy	<b>SE/TE:</b> Revision RADaR, 78–80; also see: Revising drafts, 30, 36–41, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292
	revise structurally complex sentences to correct vague or ambiguous pronoun references	<b>SE/TE:</b> Sentences: inverted length of, 52, 213, 245, 252, varying, 245, 404–405, 406, run-on, 253, 287, 407, 410, 411, 572, fragmented, 253, 292, 339–340, 342, 407–409, 411, identify unclear, 281, faulty coordination and parallelism in, 282, 418–419, 421, 422, fused, 287, 410, 411; The Four Structures of Sentences, 392–396
<b>Score Range 24-27</b> Standards	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	<b>SE/TE:</b> Phrases, faulty coordination with, 419; also see: appositive phrases, 360–362, 363, 401
	Identify and correct ambiguous pronoun references	<b>SE/TE:</b> Vague Pronoun References, 502
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	<b>SE/TE:</b> Word choice, 122, 132, 133, 134, 135, 161, 213, 245, 252, 263; Figurative language: poetry / description, 13, 120, 129, use / improve, 55, autobiographical narratives, 80, narrative nonfiction essays, 89, mystery stories, 107, 109, sonnets / free-verse poems, 122, 125, 131, 134, 135, 137, descriptive essays, 141, op-ed pieces, 187
Ideas for Progress	select and manipulate words, phrases, and clauses to convey shades of meaning and tone	<b>SE/TE:</b> Style, convey clear, 109, 161, 187, 213, 259; Word choice, 122, 132, 133, 134, 135, 161, 213, 245, 252, 263; Tone, 24, 66, 75, 77, 92, 94, 115, 161, 86–87, 104–105, 166–167, 187, 250, 262

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	avoid clutter and use vivid verbs and specific nouns	<b>SE/TE:</b> Language, vivid / persuasive, 172, 175, 182; also see: Description, clear, 126, 131, 172, 207
<b>Score Range 28-32</b> Standards	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”)	<b>SE/TE:</b> Deleting unnecessary words or phrases, 38, 39, 41, 79; also see: Word choice, 122, 132, 133, 134, 135, 161, 213, 245, 252, 263
	Correct vague and wordy or clumsy and confusing writing containing sophisticated language	<b>SE/TE:</b> Deleting unnecessary words or phrases, 38, 39, 41, 79; also see: Word choice, 122, 132, 133, 134, 135, 161, 213, 245, 252, 263
Ideas for Progress	revise writing to delete redundancies in terms of the paragraph as a whole	<b>SE/TE:</b> Delete unnecessary/incorrect information, 186
<b>Sentence Structure and Formation</b>		
<b>Score Range 1-12</b> Ideas for Progress	vary sentence length by combining simple sentences	<b>SE/TE:</b> Sentences, combining, 49, 400–401, 402–403
	check writing to make sure verb tenses are consistent	<b>SE/TE:</b> Revising for consistent verb tenses, 284; sequence of, 446–449, 450
<b>Score Range 13-15</b> Standards	Use conjunctions or punctuation to join simple clauses	<b>SE/TE:</b> Conjunctions, 328–329; Adjectival clauses, 376–377; Correcting run-ons with conjunctions, 410; Coordination, faulty, 418–419, 420; Commas with compound sentences, 571–572
	Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	<b>SE/TE:</b> Revising for consistent verb tenses, 284; Sequence of verb tenses, 446–449, 450
Ideas for Progress	revise writing to correct glaring shifts in verb tense or voice	<b>SE/TE:</b> Revising for consistent verb tenses, 284
<b>Score Range 16-19</b> Standards	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	<b>SE/TE:</b> Fragments, 253, 292, 339–340, 342, 407–409, 411; Fused sentences, 287, 410, 411; also Conjunctions, 328–329
	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	<b>SE/TE:</b> Revising for consistent verb tenses, 284; Verb tenses, 424–437; The Correct Use of Tenses, 438–459; Voice, active / passive, 460–464
Ideas for Progress	experiment with writing more sophisticated sentences; check to ensure verbs agree with subjects and modifiers don't dangle	<b>SE/TE:</b> Dangling modifier, 412–413, 414; Subject and verb agreement, 480–494

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<b>ACT College Readiness Standards for PLAN®, English</b>		<b>Writing Coach Grade 10, ©2012</b>
<b>Score Range 20-23</b> Standards	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	<b>SE/TE:</b> Participial phrases, noun fragment with, 408; Dangling modifier, 412–413, 414; also see: Relative pronouns, 301, 305, in clauses, 376, 383, 386, as subjects, 484–485
Ideas for Progress	revise writing to correct faulty coordination and subordination of clauses	<b>SE/TE:</b> Coordination, faulty, 418–419, 420
	revise sentences to correct inconsistencies in verb tense and pronoun person	<b>SE/TE:</b> Revising for consistent verb tenses, 284; Verb tenses, 424–437; The Correct Use of Tenses, 438–459; Pronoun-Antecedent Agreement, 495–501; Special Problems with Pronoun Agreement, 502–506
<b>Score Range 24-27</b> Standards	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	<b>SE/TE:</b> Faulty parallelism, 415–417; Coordination, faulty, 418–419, 420
	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	<b>SE/TE:</b> Revising for consistent verb tenses, 284; Verb tenses, 424–437; The Correct Use of Tenses, 438–459; Pronoun-Antecedent Agreement, 495–501; Special Problems with Pronoun Agreement, 502–506
Ideas for Progress	use sentence-combining techniques to create more sophisticated sentences; check to avoid fragments, comma splices, and run-ons	<b>SE/TE:</b> Sentences, combining, 49, 400–401, 402–403; also see: Fragments, 253, 292, 339–340, 342, 407–409, 411; Run-ons, 253, 287, 407, 410, 411, 572; Comma splices, 288, 410, 411, 572
<b>Score Range 28-32</b> Standards	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	<b>SE/TE:</b> Sentences, combining, 49, 400–401, 402–403; Fragments, 253, 292, 339–340, 342, 407–409, 411; Run-ons, 253, 287, 407, 410, 411, 572; Comma splices, 288, 410, 411, 572
	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	<b>SE/TE:</b> Revising for consistent verb tenses, 284; Verb tenses, 424–437; The Correct Use of Tenses, 438–459; Pronoun-Antecedent Agreement, 495–501; Special Problems with Pronoun Agreement, 502–506

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Ideas for Progress	maintain parallel structure between phrases and clauses in a complex sentence	<b>SE/TE:</b> Parallelism, 282, 415–417, 420, 422; also see: Complex sentences, 82, 392, 393, 394, creating, 401, 403
	employ a variety of sentence structures in their writing	<b>SE/TE:</b> Sentences: inverted length of, 52, 213, 245, 252, varying, 245, 404–405, 406, run-on, 253, 287, 407, 410, 411, 572, fragmented, 253, 292, 339–340, 342, 407–409, 411, identify unclear, 281, faulty coordination and parallelism in, 282, 418–419, 421, 422, fused, 287, 410, 411; The Four Structures of Sentences, 392–396
<b>Conventions of Usage</b>		
<b>Score Range 1-12</b>  Ideas for Progress	make sure to use adjectives like well, less, and worst correctly	<b>SE/TE:</b> Degrees of Comparison, 508–512; Making Clear Comparisons, 513–520
<b>Score Range 13-15</b>  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	<b>SE/TE:</b> Verbs, irregular, 429–432, 434; Degrees of Comparison, 508–512; Making Clear Comparisons, 513–520
Ideas for Progress	revise writing to correct basic grammar and punctuation errors	<b>SE/TE:</b> Revising drafts, 30, 36–41, 78–81, 87, 106–109, 115, 141, 158–161, 167, 193, 210–213, 219, 242–245, 252, 259, 261, 263, 267, 132-135, 274, 276, 278, 279, 280, 281, 282, 283, 285, 286, 287, 288, 290, 291, 292; Editing, 30, 42–45, 42, 82–83, 87, 110–111, 115, 136–137, 141, 162–163, 167, 188–189, 193, 214–215, 219, 246–247, 253, 259, 261, 263, 267
	practice and understand correct usage of common homonyms (e.g., their/there, past/passed )	<b>SE/TE:</b> Miscellaneous Problems in Usage, 528–544
<b>Score Range 16-19</b>  Standards	Solve such grammatical problems as whether to use an adverb or an adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts	<b>SE/TE:</b> Prepositions and Prepositional Phrases, 325–327; Agreement, 479–506; Using Modifiers, 507–520
	Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead	<b>SE/TE:</b> Miscellaneous Problems in Usage, 521–544

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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	<b>SE/TE:</b> Subject and verb agreement, 480–494
<b>Score Range 20-23</b>	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)	<b>SE/TE:</b> Prepositions and Prepositional Phrases, 325–327
Standards	Ensure that a verb agrees with its subject when there is some text between the two	<b>SE/TE:</b> Subject and verb agreement: Intervening Phrases and Clauses, 484–485
Ideas for Progress	check to be sure pronouns agree with antecedents in increasingly complex sentences	<b>SE/TE:</b> Pronoun-Antecedent Agreement, 495–501; Special Problems with Pronoun Agreement, 502–506
<b>Score Range 24-27</b>	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	<b>SE/TE:</b> Avoiding Distant Pronoun References, 505
Standards	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	<b>SE/TE:</b> Verbs, irregular, 429–432, 434; Present Perfect Tense, 441, 443
Ideas for Progress	recognize the difference between its and it's, your and you're, who and whom	<b>SE/TE:</b> Who and whom, 475–476, 478; Contractions, 617
<b>Score Range 28-32</b>	Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom	<b>SE/TE:</b> Pronouns, reflexive, 299–300, 302, 500, 501; Relative pronouns, 301, 305, in clauses, 376, 383, 386, as subjects, 484–485; Possessive pronouns: as adjectives, 317–318, 369, 471, 476, 616–617
Standards	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)	<b>SE/TE:</b> Subject and verb agreement, 480–494
Ideas for Progress	revise sentences to ensure agreement between verb and subject when a phrase between the two suggests a different number for the verb	<b>SE/TE:</b> Subject and verb agreement: Intervening Phrases and Clauses, 484–485

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<b>Conventions of Punctuation</b>		
<b>Score Range 1-12</b>  Ideas for Progress	learn to recognize when commas are overused	<b>SE/TE:</b> Commas, misuses, 587, 588; also see: Commas, using correctly / revising errors, 83, 274, 279, 283, 285, 575, 579–580
<b>Score Range 13-15</b>  Standards	Delete commas that create basic sense problems (e.g., between verb and direct object)	<b>SE/TE:</b> Commas, misuses, 587, 588; Commas, using correctly/revising errors, 82-83, 274, 279, 283, 285, 575, 579-580
Ideas for Progress	practice using punctuation correctly in simple sentences (e.g., “He ran, jumped, and swam.”)	<b>SE/TE:</b> Punctuation, 82–83, 162, 247, 253, 257, 287, 398, 399, 400, 403, 407, 410, 565–629
	check for and correct unnecessary commas	<b>SE/TE:</b> Commas, using correctly / revising errors, 83, 274, 279, 283, 285, 575, 579–580
<b>Score Range 16-19</b>  Standards	Provide appropriate punctuation in straightforward situations (e.g., items in a series)	<b>SE/TE:</b> Punctuation, 82–83, 162, 247, 253, 257, 287, 398, 399, 400, 403, 407, 410, 565–629
	Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	<b>SE/TE:</b> Commas, using correctly / revising errors, 83, 274, 279, 283, 285, 575, 579–580
Ideas for Progress	use commas to set off parenthetical phrases	<b>SE/TE:</b> Commas with parenthetical expressions, 577
<b>Score Range 20-23</b>  Standards	Use commas to set off simple parenthetical phrases	<b>SE/TE:</b> Commas with parenthetical expressions, 577
	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)	<b>SE/TE:</b> Commas, misuses, 587, 588; also see: Commas, using correctly / revising errors, 83, 274, 279, 283, 285, 575, 579–580
Ideas for Progress	use punctuation to set off nonessential information in a sentence	<b>SE/TE:</b> Nonrestrictive (nonessential) phrases or clauses, punctuating, 110, 283, 578, 580, 581, 591, 620, 626
	recognize inappropriate uses of commas	<b>SE/TE:</b> Commas, misuses, 587, 588; also see: Commas, using correctly / revising errors, 82–83, 274, 279, 283, 285, 575, 579–580



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<b>Score Range 24-27</b>  Standards	Use punctuation to set off complex parenthetical phrases	<b>SE/TE:</b> Parenthetical expressions, punctuating, 577, 580, 621, 626
	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)	<b>SE/TE:</b> Commas, using correctly / revising errors, 82–83, 274, 279, 283, 285, 575, 579–580
	Use apostrophes to indicate simple possessive nouns	<b>SE/TE:</b> Apostrophes, with possessive nouns, 614–617
	Recognize inappropriate uses of colons and semicolons	<b>SE/TE:</b> Semicolons and colons, 589–594
Ideas for Progress	use commas to set off nonessential appositives or clauses	<b>SE/TE:</b> Commas, with nonrestrictive expressions, 360, 365–366, 578
	use semicolons to indicate relationships between independent clauses	<b>SE/TE:</b> Semicolons to Join Independent Clauses, 589
<b>Score Range 28-32</b>  Standards	Use commas to set off a nonessential/nonrestrictive appositive or clause	<b>SE/TE:</b> Commas, with nonrestrictive expressions, 360, 365–366, 578
	Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	<b>SE/TE:</b> Punctuation, 82–83, 162, 247, 253, 257, 287, 398, 399, 400, 403, 407, 410, 565–629
	Use an apostrophe to show possession, especially with irregular plural nouns	<b>SE/TE:</b> Apostrophes, with possessive nouns, 614–617
	Use a semicolon to indicate a relationship between closely related independent clauses	<b>SE/TE:</b> Semicolons to Join Independent Clauses, 589
Ideas for Progress	use the colon to introduce an example or an elaboration	<b>SE/TE:</b> Using Colons: introduce a list, 592, to introduce a sentence that summarizes or explains the sentence before it, 593