

A Correlation of
**Prentice Hall
Writing Coach
Grade 11**
©2012



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

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

Introduction

This document demonstrates how *Prentice Hall Writing Coach ©2012* meets the *College Readiness Standards for ACT®, 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.

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

Table of Contents

Topic Development in Terms of Purpose and Focus.....	4
Organization, Unity, and Coherence	7
Word Choice in Terms of Style, Tone, Clarity, and Economy	10
Sentence Structure and Formation.....	12
Conventions of Usage.....	14
Conventions of Punctuation	16

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
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: Partner Talk, 13, 15, 70, 98, 124, 150, 176, 202; Listening & Participating in a Group Discussion, R28–TR29
Ideas for Progress		
	regularly write informal responses to literature (fiction and nonfiction) in their journals	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
	identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences	SE/TE: For related material see: Ideas, 3, 4, 27, 57, 128, 130, 251, 453–454; also see: Thesis statement: of definition essays, 140, of analytical essays, 146, 148, 154, 159, 160, 169, of argumentative essays, 172, 174, 180, 183, 186, 195, 221, of interpretative responses, 198, 200, 206, 209, 211, 212, 221, of research writing, 224, 226, 238, 239, 242, 244
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, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599
Score Range 16-19	Identify the basic purpose or role of a specified phrase or sentence	SE/TE: Sentence structure: for analytical essays, 149, 157, 159, 160, 162, parallel, 189; also see: Variety of Sentence Lengths, Structures and Beginnings, 52; Varying sentences, 404–405; Focus on Craft: Transitional Words and Phrases, 161, Rhetorical Questions, 187, Analogies, 213, Antithesis, 245
Standards		
	Delete a clause or sentence because it is obviously irrelevant to the essay	SE/TE: Revising (deleting sentences), 38, 39, 41, 79, 107, 242, 243, 244, 252

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
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, 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: Response to Literature: Topic Bank: Theme, 204; Summary of a Feature Article, 166–167; Summarize and paraphrase information, 234, 235, 251, 265; also see: Thesis statement: of definition essays, 140, of analytical essays, 146, 148, 154, 159, 160, 169, of argumentative essays, 172, 174, 180, 183, 186, 195, 221, of interpretative responses, 198, 200, 206, 209, 211, 212, 221, of research writing, 224, 226, 238, 239, 242, 244
	revise essays by eliminating sentences or ideas that violate the essay’s focus	SE/TE: Revising (deleting sentences), 38, 39, 41, 79, 107, 242, 243, 244, 252
Score Range 20-23 Standards	Identify the central idea or main topic of a straightforward piece of writing	SE/TE: For related material see: Ideas, 3, 4, 27, 57, 128, 130, 251, 453–454; also see: Thesis statement: of definition essays, 140, of analytical essays, 146, 148, 154, 159, 160, 169, of argumentative essays, 172, 174, 180, 183, 186, 195, 221, of interpretative responses, 198, 200, 206, 209, 211, 212, 221, of research writing, 224, 226, 238, 239, 242, 244
	Determine relevancy when presented with a variety of sentence-level details	SE/TE: For related material see: Revising (deleting sentences), 38, 39, 41, 79, 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

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
	revise fairly straightforward writing to sharpen focus and coherence of entire piece	SE/TE: Focus, 56, 76, 156, 182; Focused paragraphs, 209; also see: Revising, 36–41, 78–81, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599
Score Range 24-27 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, 56, 76, 156, 182; Focused paragraphs, 209
	Delete material primarily because it disturbs the flow and development of the paragraph	SE/TE: Revising (deleting sentences), 38, 39, 41, 79, 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, 24, 32, 73, 84, 86, 101, 112, 127, 133, 153, 164, 175, 179, 183, 190, 205, 216, 231, 233, 248, 250, 258, 260–263, 265, 266, 267, 269
	learn how meaning can be expressed through connotation	SE/TE: For related information see: Word choice, 39, 41, 131, 172; also see: Word Bank, 67, 93, 121, 147, 173, 199, 225, 247; Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268
Score Range 28-32 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	SE/TE: Persuasion: Mentor Text, 174–175, Revision Model, 184–185, Rhetorical Questions, 187, Model Proposal, 192
	Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	SE/TE: For related information see: Revising (adding sentences), 39, 79, 107, 252
Ideas for Progress	write essays that indicate a heightened awareness of the audience for those essays	SE/TE: Audience and Purpose, 153, 164, 175, 179, 183, 190, 205, 216, 231, 233, 248, 250, 258, 260–263, 265, 266, 267, 269

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
	recognize the role that specific sentences play in terms of the essay as a whole	SE/TE: Sentence structure: for analytical essays, 149, 157, 159, 160, 162, parallel, 189; also see: Variety of Sentence Lengths, Structures and Beginnings, 52; Varying sentences, 404–405; Focus on Craft: Transitional Words and Phrases, 161, Rhetorical Questions, 187, Analogies, 213, Antithesis, 245
Score Range 33-36	Determine whether a complex essay has accomplished a specific purpose	SE/TE: Rubrics: for analytical essays, 163, for argumentative essays, 189, for interpretative responses, 215, for research writing, 247
Standards		
	Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	SE/TE: For related information see: Revising (adding sentences), 39, 79, 107, 252
Organization, Unity, and Coherence		
Score Range 1-12	write short texts in a variety of genres, illustrating simple organization	SE/TE: Writing for media, 24, 25, 114, 115, 140, 141, 166–167, 192, 250, 251–252, 266–267; Writing for Assessment, 88–89, 168–169, 194–195, 268–269
Ideas for Progress		
	use paragraphing as an organizational device	SE/TE: Paragraphs, 48, 50–51, 52
Score Range 13-15	Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., then, this time)	SE/TE: Adverbs, conjunctive, 326–328, 329–331, 575, 587–588
Standards		
Ideas for Progress	write many simply organized short texts of various genres	SE/TE: Writing for media, 24, 25, 114, 115, 140, 141, 166–167, 192, 250, 251–252, 266–267; Writing for Assessment, 88–89, 168–169, 194–195, 268–269
	revise writing to ensure that information is in the best order	SE/TE: Revising, 36–41, 78–81, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599
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		

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Ideas for Progress	recognize and experiment with more sophisticated organizational structures (e.g., comparison contrast, cause-effect)	SE/TE: Organization, 56, 73–74, 76, 80, 81, 87, 104, 106, 108, 146, 148, 154, 156, 157, 159, 160, 161, 169, 172, 180, 182, 183, 186, 195, 208, 210, 211, 221, 224, 234, 238, 242, 250, 251, 252, 258, 260, 261, 263, 265, 266, 267, 269
	revise writing to delete illogical conjunctive adverbs	SE/TE: For related information see: Adverbs, conjunctive, 326–328, 329–331, 575, 587–588
	discuss the most logical place to add specific information in a draft essay	SE/TE: Peer feedback, 6, 81, 109, 135, 187
	discuss the purpose and the importance of the opening paragraph for directing the rest of the piece	SE/TE: Openings / opening statements: of narrative nonfiction, 80, of argumentative essays, 183, 186, of interpretative responses, 208, 209, 212
Score Range 20-23	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)	SE/TE: Adverbs, conjunctive, 326–328, 329–331, 575, 587–588
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: in narrative nonfiction, 81, 83, 89, in fiction narratives, 109, in poetry and description, 134, 135, in analytical essays, 146, 159, 161, 166, 169, in expositions, 195, in interpretative responses, 212, 213, 221, in workplace writing, 269; Transitional expressions, 587–588
	rearrange sentences in a paragraph in order to improve its coherence	SE/TE: Paragraphs, 48, 50–52, 52; Coherence, 56, 76, 156, 182; Revision RADaR, 78–80
	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: Openings / opening statements: of narrative nonfiction, 80, of argumentative essays, 183, 186, of interpretative responses, 208, 209, 212

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Score Range 24-27 Standards	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, 326–328, 329–331, 575, 587–588
	Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	SE/TE: Paragraphs, 48, 50–52, 52; Revision RADaR, 78–80; also see: Improve Logical Organization, 161; Logical reasoning, 174, 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: Organization, 56, 73–74, 76, 80, 81, 87, 104, 106, 108, 146, 148, 154, 156, 157, 159, 160, 161, 169, 172, 180, 182, 183, 186, 195, 208, 210, 211, 221, 224, 234, 238, 242, 250, 251, 252, 258, 260, 261, 263, 265, 266, 267, 269
	revise writing by refining introductions, conclusions, and transitions in complex paragraphs	SE/TE: Revising, 36–41, 78–81, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599; also see: Conclusions / concluding paragraphs, 15, 35, 53, 69, 146, 149, 156, 157, 160, 166, 169, 182, 183, 186, 195, 201, 208, 212, 224, 238, 239, 244, 258; Introductions / introductory paragraphs, 15, 53, 146, 148, 156, 157, 159, 160, 169, 182, 184, 186, 195, 200, 208, 212, 224, 238, 239, 244, 258; Transitions, 81, 83, 89, 109, 134, 135, 146, 159, 161, 166, 168, 169, 195, 212, 213, 221, 269
Score Range 28-32 Standards	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	SE/TE: Adverbs, conjunctive, 326–328, 329–331, 575, 587–588
	Rearrange sentences to improve the logic and coherence of a complex paragraph	SE/TE: Paragraphs, 48, 50–52, 52; Coherence, 56, 76, 156, 182; Revision RADaR, 78–80; also see: Improve Logical Organization, 161; Logical reasoning, 174, 181
	Add a sentence to introduce or conclude a fairly complex paragraph	SE/TE: Revising (adding sentences), 39, 79, 107, 252; Paragraphs, 48, 50–52, 52

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
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	SE/TE: Revision RADaR, 78–80; also see: Introductions / introductory paragraphs, 15, 53, 146, 148, 156, 157, 159, 160, 169, 182, 184, 186, 195, 200, 208, 212, 224, 238, 239, 244, 258; Transitions, 81, 83, 89, 109, 134, 135, 146, 159, 161, 166, 168, 169, 195, 212, 213, 221, 269
Score Range 33-36 Standards	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	SE/TE: Introductions / introductory paragraphs, 15, 53, 146, 148, 156, 157, 159, 160, 169, 182, 184, 186, 195, 200, 208, 212, 224, 238, 239, 244, 258; Transitions, 81, 83, 89, 109, 134, 135, 146, 159, 161, 166, 168, 169, 195, 212, 213, 221, 269
Word Choice in Terms of Style, Tone, Clarity, and Economy		
Score Range 1-12 Ideas for Progress	revise writing to clarify sentences containing too many phrases and clauses	SE/TE: Clauses: in narrative nonfiction, 82, 83, in argumentative essays, 188, 189, elliptical, 383, 387 413, 414, 473, 474, parallel / nonparallel, 415–417; Phrases: simple sentence with, 388, combining sentences with, 399, 400, fragmented, 407–408, parallel / nonparallel, 415–417, faulty coordination with, 419, clarifying tense with, 451
	check writing to make sure pronoun references are clear	SE/TE: Pronoun agreement, 491–499, 500–503
	revise writing to edit out empty words (e.g., really, very, big, kind of)	SE/TE: Word choice, 39, 41, 131, 172; Figurative language: in narrative nonfiction, 68, in poetry and description, 123, 129, 133, 135, in interpretative responses, 209
Score Range 13-15 Standards	Revise sentences to correct awkward and confusing arrangements of sentence elements	SE/TE: Sentence structure, 52, 66, 92, 110, 111, 146, 149, 157, 159, 160, 162, 163, 169, 172, 188, 189, 195, 198, 224; Sentences, varying, 404–405, 406
	Revise vague nouns and pronouns that create obvious logic problems	SE/TE: Personal pronouns, vague references to, 501–502
Ideas for Progress	identify and revise obviously wordy, redundant, or cluttered material	SE/TE: Revising, 36–41, 78–81, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Score Range 16-19	Delete obviously synonymous and wordy material in a sentence	SE/TE: Revising (deleting words), 38, 39, 41, 107
Standards		
	Revise expressions that deviate from the style of an essay	SE/TE: Evaluate Consistency of Tone, 161; also see: Use Rhetorical Devices and Analogies, 156, 157; Rhetorical questions, 187; Rhetorical strategies, 183, 224, 239, 244, 245, 252, 265
Ideas for Progress	revise writing to make it more concise and precise	SE/TE: Revising, 36–41, 78–81, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599
	discuss and model tone and style	SE/TE: Tone, 66, 75, 77, 80, 87, 122, 143, 102, 108, 161 187, 245; Stylistic devices, in interpretive responses, 198, 207 221, 255
Score Range 20-23	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, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599
Standards		
	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	SE/TE: Tone, 66, 75, 77, 80, 87, 122, 143, 102, 108, 161 187, 245; Stylistic devices, in interpretive responses, 198, 207 221, 255
	Determine the clearest and most logical conjunction to link clauses	SE/TE: Conjunctions, 323, 326–328, 329, 330, 331, 333, 334, 341, 356, 410, 416
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, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599
	revise structurally complex sentences to correct vague or ambiguous pronoun references	SE/TE: Sentence structure, 52, 66, 92, 110, 111, 146, 149, 157, 159,160,162, 163, 169, 172, 188, 189, 195, 198, 224; Sentences, varying, 404–405, 406
Score Range 24-27	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	SE/TE: Editing: Phrases, 136; also see: appositive phrases, 360–362, 363, 399
Standards		
	Identify and correct ambiguous pronoun references	SE/TE: Personal pronouns, vague references to, 501–502
	Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	SE/TE: Word choice, 39, 41, 131, 172; Figurative language: in narrative nonfiction, 68, in poetry and description, 123, 129, 133, 135, in interpretative responses, 209

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Ideas for Progress	select and manipulate words, phrases, and clauses to convey shades of meaning and tone	SE/TE: Word choice, 39, 41, 131, 172; Tone, 66, 75, 77, 80, 87, 122, 143, 102, 108, 161, 187, 245; Stylistic devices, in interpretive responses, 198, 207 221, 255
	avoid clutter and use vivid verbs and specific nouns	SE/TE: Vivid Details, 76; Fiction Narration: Sensory Details, 103, 105, 108
Score Range 28-32 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”)	SE/TE: Deleting unnecessary words or phrases, 38, 39, 41, 79; also see: Word choice, 39, 41, 131, 172
	Correct vague and wordy or clumsy and confusing writing containing sophisticated language	SE/TE: Deleting unnecessary words or phrases, 38, 39, 41, 79; also see: Word choice, 39, 41, 131, 172
Ideas for Progress	revise writing to delete redundancies in terms of the paragraph as a whole	SE/TE: Delete unnecessary/incorrect information, 107, 186; Delete repetition of ideas, 244
Score Range 33-36 Standards	Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	SE/TE: Delete unnecessary/incorrect information, 107, 186; Delete repetition of ideas, 244
Sentence Structure and Formation		
Score Range 1-12 Ideas for Progress	vary sentence length by combining simple sentences	SE/TE: Sentence combining, 49, 398–399, 400–403
	check writing to make sure verb tenses are consistent	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111; sequence of, 444–447, 448–450
Score Range 13-15 Standards	Use conjunctions or punctuation to join simple clauses	SE/TE: Conjunctions, 326–331; Adjectival clauses, 374–375, 376, 381; Correcting run-ons with conjunctions, 410; Coordination, faulty, 418–419, 420; Commas with coordinating conjunctions, 569–571
	Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111; Sequence of verb tenses, 444–447, 448–450
Ideas for Progress	revise writing to correct glaring shifts in verb tense or voice	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Score Range 16-19 Standards	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	SE/TE: Fragments, 339–340, 342, 407–409, 411; Fused sentences, 410, 411; also Conjunctions, 326–331
	Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111; Verb tenses, 422–435; The Correct Use of Tenses, 436–452; Voice, active / passive, 456–458, 459–460
Ideas for Progress	experiment with writing more sophisticated sentences; check to ensure verbs agree with subjects and modifiers don't dangle	SE/TE: Dangling modifier, 412–413, 414; Subject and verb agreement, 476–490
Score Range 20-23 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)	SE/TE: Participial phrases, noun fragment with, 408; Dangling modifier, 412–413, 414; also see: Relative pronouns, 301, 303, in clauses, 374, 377, 380, 381, as subjects, 480–481
Ideas for Progress	revise writing to correct faulty coordination and subordination of clauses	SE/TE: Coordination, faulty, 418–419, 420
	revise sentences to correct inconsistencies in verb tense and pronoun person	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111; Verb tenses, 422–435; The Correct Use of Tenses, 436–452; Pronoun-Antecedent Agreement, 491–499; Special Problems with Pronoun Agreement, 500–504
Score Range 24-27 Standards	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	SE/TE: Faulty parallelism, 415–417, 420; Coordination, faulty, 418–419, 420
	Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111; Verb tenses, 422–435; The Correct Use of Tenses, 436–452; Pronoun-Antecedent Agreement, 491–499; Special Problems with Pronoun Agreement, 500–504
Ideas for Progress	use sentence-combining techniques to create more sophisticated sentences; check to avoid fragments, comma splices, and run-ons	SE/TE: Sentences, combining, 49, 398–399, 400–403; also see: Fragments, 339–340, 342, 407–409, 411; Run-ons, 407, 410, 411, 570; Comma splices, 410, 411, 570

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Score Range 28-32 Standards	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs	SE/TE: Sentences, to form compound / complex sentences, 390–392, 402–403; also see: Sentences, combining, 49, 398–399, 400–403; Fragments, 339–340, 342, 407–409, 411; Run-ons, 407, 410, 411, 570; Comma splices, 410, 411, 570
	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	SE/TE: Grammar Mini-Lesson: Consistent Tenses, 111; Verb tenses, 422–435; The Correct Use of Tenses, 436–452; Pronoun-Antecedent Agreement, 491–499; Special Problems with Pronoun Agreement, 500–504
Ideas for Progress	maintain parallel structure between phrases and clauses in a complex sentence	SE/TE: Parallelism, 188, 415–417, 420; Grammar Mini-Lesson: Parallel Structures, 189; also see: Complex sentences, 110, 111, 162, 163, 388, 389, creating, 390–392, 399, 401–403
	employ a variety of sentence structures in their writing	SE/TE: Sentence structure, 52, 66, 92, 110, 111, 146, 149, 157, 159, 160, 162, 163, 169, 172, 188, 189, 195, 198, 224; Effective Sentences, 395, 396–397, 398–403, 404–406, 407–411, 412–414, 415–417, 418–420; also see: Basic Sentence Parts, 335, 336–342, 343–346, 347–354
Score Range 33-36 Standards	Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	SE/TE: Complex sentences, 110, 111, 162, 163, 388, 389, creating, 390–392, 399, 401–403; Parallelism, 188, 415–417, 420; Grammar Mini-Lesson: Parallel Structures, 189
Conventions of Usage		
Score Range 1-12 Ideas for Progress	make sure to use adjectives like well, less, and worst correctly	SE/TE: Usage: good, well, 508, fewer, less, 531, 532, 539; also see: Degrees of Comparison, 506–510; Making Clear Comparisons, 511–518
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, 427–430, 432; Degrees of Comparison, 506–510; Making Clear Comparisons, 511–518

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Ideas for Progress	revise writing to correct basic grammar and punctuation errors	SE/TE: Revising, 36–41, 78–81, 87, 106–109, 115, 141, 167, 184–187, 193, 219, 242–245, 250, 252, 261, 263, 267, 561, 599; Editing, 42–45, 82–83, 87, 110–111, 115, 141, 167, 188–189, 193, 219, 246–247, 250, 253, 261, 263, 267
	practice and understand correct usage of common homonyms (e.g., their/there, past/passed)	SE/TE: Usage: accept, except, 524, 528, affect, effect, 524, 528, 539, all right, alright, 525, 528, maybe, may be, 534, principal, principle, 535, 539, their, there, they're, 537
Score Range 16-19 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	SE/TE: Prepositions and Prepositional Phrases, 323–325; Agreement, 475–504; Using Modifiers, 505–518
	Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead	SE/TE: Miscellaneous Problems in Usage, 519–542
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 and verb agreement, 476–490
Score Range 20-23 Standards	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)	SE/TE: Prepositions and Prepositional Phrases, 323–325
	Ensure that a verb agrees with its subject when there is some text between the two	SE/TE: Subject and verb agreement: Intervening Phrases and Clauses, 480–481
Ideas for Progress	check to be sure pronouns agree with antecedents in increasingly complex sentences	SE/TE: Pronoun-Antecedent Agreement, 491–499; Special Problems with Pronoun Agreement, 500–504
Score Range 24-27 Standards	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	SE/TE: Avoiding Distant Pronoun References, 503
	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, 427–430, 432; Present Perfect Tense, 439, 441
Ideas for Progress	recognize the difference between its and it's, your and you're, who and whom	SE/TE: Who and whom, 471–472, 474; Contractions, 615

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Score Range 28-32 Standards	Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom	SE/TE: Pronouns, reflexive, 299–300, 302, 496, 497; Relative pronouns, 301, 303, in clauses, 374, 377, 380, 381, as subjects, 480–481; Possessive case, pronouns in, 463, 467, 468
	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)	SE/TE: Subject and verb agreement, 476–490
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	SE/TE: Subject and verb agreement: Intervening Phrases and Clauses, 480–481
Score Range 33-36 Standards	Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas	SE/TE: Prepositions and Prepositional Phrases, 323–325
	Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	SE/TE: Subject and verb agreement: Intervening Phrases and Clauses, 480–481
Conventions of Punctuation		
Score Range 1-12 Ideas for Progress	learn to recognize when commas are overused	SE/TE: Commas, misuses, 583, 584; also see: Commas, using correctly / revising errors, 573, 577, 585–586
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, 573, 577, 585–586
Ideas for Progress	practice using punctuation correctly in simple sentences (e.g., “He ran, jumped, and swam.”)	SE/TE: Punctuation, 83, 137, 163, 214, 215, 247, 247, 396, 397, 398, 401, 407, 410, 563–627
	check for and correct unnecessary commas	SE/TE: Commas, using correctly / revising errors, 573, 577, 585–586
Score Range 16-19 Standards	Provide appropriate punctuation in straightforward situations (e.g., items in a series)	SE/TE: Punctuation, 83, 137, 163, 214, 215, 247, 247, 396, 397, 398, 401, 407, 410, 563–627
	Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	SE/TE: Commas, using correctly / revising errors, 573, 577 585–586

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Ideas for Progress	use commas to set off parenthetical phrases	SE/TE: Commas with parenthetical expressions, 575, 619
Score Range 20-23	Use commas to set off simple parenthetical phrases	SE/TE: Commas with parenthetical expressions, 575, 619
Standards	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: Commas, misuses, 583, 584; also see: Commas, using correctly / revising errors, 573, 577 585–586
Ideas for Progress	use punctuation to set off nonessential information in a sentence	SE/TE: Nonrestrictive (nonessential) phrases or clauses, punctuating, 576, 589, 618, 624
	recognize inappropriate uses of commas	SE/TE: Commas, misuses, 583, 584; also see: Commas, using correctly / revising errors, 573, 577, 585–586
Score Range 24-27	Use punctuation to set off complex parenthetical phrases	SE/TE: Parenthetical expressions, punctuating, 575, 619, 624
Standards	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, 573, 577, 585–586
	Use apostrophes to indicate simple possessive nouns	SE/TE: Apostrophes, with possessive nouns, 612–614
	Recognize inappropriate uses of colons and semicolons	SE/TE: Semicolons and colons, 587, 588–589, 590–592
Ideas for Progress	use commas to set off nonessential appositives or clauses	SE/TE: Commas, with nonrestrictive expressions, 360, 365–366, 576
	use semicolons to indicate relationships between independent clauses	SE/TE: Semicolons to Join Independent Clauses, 587

**A Correlation of Prentice Hall Writing Coach, Grade 11 ©2012
to the
College Readiness Standards for ACT®, English**

College Readiness Standards for ACT®, English		Writing Coach Grade 11, ©2012
Score Range 28-32 Standards	Use commas to set off a nonessential/nonrestrictive appositive or clause	SE/TE: Commas, with nonrestrictive expressions, 360, 365–366, 576
	Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)	SE/TE: Punctuation, 83, 137, 163, 214, 215, 247, 247, 396, 397, 398, 401, 407, 410, 563–627
	Use an apostrophe to show possession, especially with irregular plural nouns	SE/TE: Apostrophes, with possessive nouns, 612–614
	Use a semicolon to indicate a relationship between closely related independent clauses	SE/TE: Semicolons to Join Independent Clauses, 587
Ideas for Progress	use the colon to introduce an example or an elaboration	SE/TE: Using Colons: introduce a list, 590, to introduce a sentence that summarizes or explains the sentence before it, 591
Score Range 33-36 Standards	Use a colon to introduce an example or an elaboration	SE/TE: Using Colons: introduce a list, 590, to introduce a sentence that summarizes or explains the sentence before it, 591