

## College Readiness Standards — English

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i> )	Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems
16–19	Identify the basic purpose or role of a specified phrase or sentence  Delete a clause or sentence because it is obviously irrelevant to the essay	Select the most logical place to add a sentence in a paragraph	Delete obviously synonymous and wordy material in a sentence  Revise expressions that deviate from the style of an essay
20–23	Identify the central idea or main topic of a straightforward piece of writing  Determine relevancy when presented with a variety of sentence-level details	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i> )  Decide the most logical place to add a sentence in an essay  Add a sentence that introduces a simple paragraph	Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)  Use the word or phrase most consistent with the style and tone of a fairly straightforward essay  Determine the clearest and most logical conjunction to link clauses
24–27	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  Delete material primarily because it disturbs the flow and development of the paragraph  Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i> )  Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic  Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence  Identify and correct ambiguous pronoun references  Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
28–32*	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  Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs  Rearrange sentences to improve the logic and coherence of a complex paragraph  Add a sentence to introduce or conclude a fairly complex paragraph	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”)  Correct vague and wordy or clumsy and confusing writing containing sophisticated language
33–36†	Determine whether a complex essay has accomplished a specific purpose  Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	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	Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

\* Statements apply to PLAN & ACT only

† Statements apply to the ACT only

## College Readiness Standards — English (continued)

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
<b>13–15</b>	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>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</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
<b>16–19</b>	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>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</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
<b>20–23</b>	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>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)</p>
<b>24–27</b>	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<b>28–32*</b>	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>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</p>	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>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)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<b>33–36†</b>	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

\* Statements apply to PLAN & ACT only

† Statements apply to the ACT only