

## English Curriculum Review Worksheets

**Table 1.** ACT English College and Career Readiness Standards for Score Range 13-15

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
TOD	201	Delete material because it is obviously irrelevant in terms of the topic of the essay			
ORG	201	Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then, this time</i> )			
KLA	201	Revise vague, clumsy, and confusing writing that creates obvious logic problems			
SST	201	Determine the need for punctuation or conjunctions to join simple clauses			
SST	202	Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences			
USG	201	Form the past tense and past participle of irregular but commonly used verbs			
USG	202	Form comparative and superlative adjectives			
PUN	201	Delete commas that create basic sense problems (e.g., between verb and direct object)			

**Table 2. ACT English College and Career Readiness Standards for Score Range 16-19**

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
TOD	301	Delete material because it is obviously irrelevant in terms of the focus of the essay			
TOD	302	Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)			
TOD	303	Determine whether a simple essay has met a straightforward goal			
ORG	301	Determine the most logical place for a sentence in a paragraph			
ORG	302	Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)			
KLA	301	Delete obviously redundant and wordy material			
KLA	302	Revise expressions that deviate markedly from the style and tone of the essay			
SST	301	Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses			
SST	302	Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered			
USG	301	Determine whether an adjective form or an adverb form is called for in a given situation			
USG	302	Ensure straightforward subject-verb agreement			
USG	303	Ensure straightforward pronoun-antecedent agreement			
USG	304	Use idiomatically appropriate prepositions in simple contexts			
USG	305	Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , <i>led</i> and <i>lead</i> )			
PUN	301	Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)			
PUN	302	Use appropriate punctuation in straightforward situations (e.g., simple items in a series)			

**Table 3. ACT English College and Career Readiness Standards for Score Range 20-23**

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
TOD	401	Determine relevance of material in terms of the focus of the essay			
TOD	402	Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)			
TOD	403	Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)			
ORG	401	Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first</i> , <i>afterward</i> , <i>in response</i> )			
ORG	402	Determine the most logical place for a sentence in a straightforward essay			
ORG	403	Provide an introduction to a straightforward paragraph			
ORG	404	Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)			
ORG	405	Rearrange the sentences in a straightforward paragraph for the sake of logic			
KLA	401	Delete redundant and wordy material when the problem is contained within a single phrase (e.g., "alarmingly startled," "started by reaching the point of beginning")			
KLA	402	Revise expressions that deviate from the style and tone of the essay			
KLA	403	Determine the need for conjunctions to create straightforward logical links between clauses			
KLA	404	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common			
SST	401	Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)			
USG	401	Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")			

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			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
USG	402	Ensure subject-verb agreement when there is some text between the subject and verb			
USG	403	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i> )			
USG	404	Recognize and correct expressions that deviate from idiomatic English			
PUN	401	Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)			
PUN	402	Delete apostrophes used incorrectly to form plural nouns			
PUN	403	Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible)			
PUN	404	Use commas to set off simple parenthetical elements			

**Table 4.** ACT English College and Career Readiness Standards for Score Range 24-27

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
TOD	501	Determine relevance of material in terms of the focus of the paragraph			
TOD	502	Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)			
TOD	503	Determine whether an essay has met a specified goal			
TOD	504	Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)			
ORG	501	Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., <i>therefore</i> , <i>however</i> , <i>in addition</i> )			
ORG	502	Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea)			

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ORG	503	Rearrange the sentences in a fairly straightforward paragraph for the sake of logic			
ORG	504	Determine the best place to divide a paragraph to meet a particular rhetorical goal			
ORG	505	Rearrange the paragraphs in an essay for the sake of logic			
KLA	501	Revise vague, clumsy, and confusing writing			
KLA	502	Delete redundant and wordy material when the meaning of the entire sentence must be considered			
KLA	503	Revise expressions that deviate in subtle ways from the style and tone of the essay			
KLA	504	Determine the need for conjunctions to create logical links between clauses			
KLA	505	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon			
SST	501	Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases)			
SST	502	Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence			
USG	501	Form simple and compound verb tenses, both regular and irregular, including forming verbs by using <i>have</i> rather than <i>of</i> (e.g., <i>would have gone</i> , not <i>would of gone</i> )			
USG	502	Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences			
USG	503	Recognize and correct vague and ambiguous pronouns			
PUN	501	Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i> )			
PUN	502	Recognize and correct inappropriate uses of colons and semicolons			
PUN	503	Use punctuation to set off complex parenthetical elements			
PUN	504	Use apostrophes to form simple possessive nouns			

**Table 5. ACT English College and Career Readiness Standards for Score Range 28-32**

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
TOD	601	Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay			
TOD	602	Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question			
TOD	603	Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation)			
ORG	601	Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs			
ORG	602	Determine the most logical place for a sentence in a fairly complex essay			
ORG	603	Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay's theme or restating the main argument)			
ORG	604	Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence			
KLA	601	Revise vague, clumsy, and confusing writing involving sophisticated language			
KLA	602	Delete redundant and wordy material that involves fairly sophisticated language (e.g., "the outlook of an aesthetic viewpoint") or that sounds acceptable as conversational English			
KLA	603	Determine the need for conjunctions to create subtle logical links between clauses			
KLA	604	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated			
SST	601	Recognize and correct subtle disturbances in sentence structure (e.g., dangles where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)			
SST	602	Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole			

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
USG	601	Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)			
USG	602	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>			
USG	603	Use the appropriate word in less-common confused pairs (e.g., <i>allude</i> and <i>elude</i> )			
PUN	601	Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)			
PUN	602	Use punctuation to set off a nonessential/nonrestrictive appositive or clause			
PUN	603	Use apostrophes to form possessives, including irregular plural nouns			
PUN	604	Use a semicolon to link closely related independent clauses			

**Table 6. ACT English College and Career Readiness Standards for Score Range 33-36**

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TOD	701	Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay			
TOD	702	Determine whether a complex essay has met a specified goal			
TOD	703	Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay			
ORG	701	Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay			
ORG	702	Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)			
KLA	701	Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole			
KLA	702	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated			
SST	701	Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)			
USG	701	Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb			
USG	702	Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts			
PUN	701	Delete punctuation around essential/restrictive appositives or clauses			
PUN	702	Use a colon to introduce an example or an elaboration			