

ACT and NoRedInk Pathways



Grammar & Conventions Pathways

Active and Passive Voice

SST 302

Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered

Adjectives

USG 202

Form comparative and superlative adjectives

Adjectives vs. Adverbs

USG 301

Determine whether an adjective form or an adverb form is called for in a given situation

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")

Appositive Phrases

PUN 602

Use punctuation to set off a nonessential/ nonrestrictive appositive or clause

PUN 701

Delete punctuation around essential/restrictive appositives or clauses

Commas for Clarity

PUN 301

Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)

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

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 *and*)

PUN 601

Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)

Commonly Confused Words

USG 305

Use the appropriate word in frequently confused pairs (e.g., *there* and *their*, *past* and *passed*, *led* and *lead*)

USG 501

Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of* (e.g., *would have gone*, not *would of gone*)

USG 603

Use the appropriate word in less-common confused pairs

Comparative vs. Superlative Adjectives and Adverbs

USG 202

Form comparative and superlative adjectives

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”)

Connecting Clauses with Colons and Semicolons

PUN 502

Recognize and correct inappropriate uses of colons and semicolons

PUN 604

Use a semicolon to link closely related independent clauses

PUN 702

Use a colon to introduce an example or an elaboration

Identifying Sentences and Fragments

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 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 601

Recognize and correct subtle disturbances in sentence structure (e.g., danglers where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)

Misplaced and Dangling Modifiers

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)

SST 601

Recognize and correct subtle disturbances in sentence structure (e.g., danglers where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)

Parallel Structure

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)

Phrases and Dependent Clauses

KLA 403

Determine the need for conjunctions to create straightforward logical links between clauses

KLA 504

Determine the need for conjunctions to create logical links between clauses

KLA 603

Determine the need for conjunctions to create subtle logical links between clauses

SST 201

Determine the need for punctuation or conjunctions to join simple clauses

Phrases and Dependent Clauses (continued)

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 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)

Plural vs. Possessive Nouns

PUN 402

Delete apostrophes used incorrectly to form plural nouns

PUN 504

Use apostrophes to form simple possessive nouns

PUN 603

Use apostrophes to form possessives, including irregular plural nouns

USG 602

Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

Pronoun Case

SST 502

Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence

USG 602

Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

Pronoun-Antecedent Agreement

USG 303

Ensure straightforward pronoun-antecedent agreement

USG 502

Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences

USG 602

Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

Punctuation with Conjunctions

KLA 603

Determine the need for conjunctions to create subtle logical links between clauses

SST 201

Determine the need for punctuation or conjunctions to join simple clauses

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 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)

Restrictive and Nonrestrictive Clauses

PUN 602

Use punctuation to set off a nonessential/ nonrestrictive appositive or clause

PUN 701

Delete punctuation around essential/restrictive appositives or clauses

Subject-Verb Agreement I

USG 302

Ensure straightforward subject-verb agreement

Subject-Verb Agreement II

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)

Vague Pronouns

USG 503

Recognize and correct vague and ambiguous pronouns

Verb Tense

SST 302

Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered

SST 502

Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence

USG 201

Form the past tense and past participle of irregular but commonly used verbs

USG 501

Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of* (e.g., *would have gone*, not *would of gone*)

Verb Tense I and II

USG 201

Form the past tense and past participle of irregular but commonly used verbs

Writing Pathways

Body Paragraphs: Claims, Evidence, and Reasoning

ORG 604

Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence

TOD 601

Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay

Body Paragraphs: Transition Words and Phrases

ORG 601

Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs

Conclusion Paragraphs

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)

Introductory Paragraphs

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 501

Revise vague, clumsy, and confusing writing

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)

Thesis Statements

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 501

Revise vague, clumsy, and confusing writing

Topic Sentences

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 501

Revise vague, clumsy, and confusing writing

TOD 401

Determine relevance of material in terms of the focus of the essay

TOD 501

Determine relevance of material in terms of the focus of the paragraph