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A Correlation Between
The Tests of General Educational Development
and
Preparing for the ACT English & Reading
by
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Correlations Percentages:

Objectives: The text correlated to 11 of 11 Objectives, or 100 percent.

Sub-objectives: The text correlated to 36 of 46 Sub-objectives (listed in right column), or 78 percent.

GED Language Arts, Writing Test, Part I — 50 multiple-choice “revise and edit” questions

Objectives:

<p>Organizational skills</p> <ul style="list-style-type: none">• Paragraph structure• Transitions• Identifying topic sentences• Achieving unity and coherence	<p>(Note: Please also consult the answer explanations corresponding to the listed question items. References in boldface denote lessons directly relevant to the topic.)</p> <p>Paragraph structure:</p> <p>11 (Organization), 12 (item 2), 131 (item 5), 132–137 (Organization), 132 (item 9), 154 (item 34), 155 (item 38), 161 (item 68), 162 (item 73), 260 (item 23), 263 (item 41), 265 (item 51), 266 (item 56), 269 (item 70), 302 (item 28), 303 (item 32), 305 (item 45), 308 (item 57), 310 (item 68), 340 (item 20), 342 (item 27), 342 (item 29), 344 (item 39), 345 (item 43), 346 (item 45), 347 (item 52), 348 (items 58, 59), 351 (item 75)</p> <p>Transitions:</p> <p>11 (Strategy 1), 12 (item 1), 126–127 (Connector Words), 128 (items 1, 2), 130 (item 1), 131 (item 3), 132 (item 11), 152 (item 21), 153 (item 29), 303 (item 34), 325 (item 34), 339 (item 11)</p>
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	<p>Identifying topic sentences:</p> <p>133 (1st paragraph), 186–191, 192–198, 355 (item 13), 357 (item 24)</p> <p>Achieving unity and coherence:</p> <p>129 (item 4), 130 (item 2), 132 (item 12), 152 (item 15), 159 (items 58, 60), 162 (item 75), 259 (item 15), 260 (item 23), 261 (item 28), 264 (item 45), 266 (item 56), 267 (item 59), 270 (item 75), 300 (item 15), 302 (items 28, 30), 303 (item 32), 309 (item 60), 311 (item 73), 339 (items 10, 13), 350 (item 69)</p>
<p>Basic Grammar and Usage</p> <ul style="list-style-type: none"> • Subject-verb agreement, verb tense, pronoun reference • Identifying and correcting: sentence fragments, run-on sentences, misplaced modifiers, improper coordination and subordination, lack of parallel structure 	<p>Subject-verb agreement:</p> <p>10 (item 1), 26 (items 10, 22–25), 29 (item 10), 30 (item 30), 61 (item 8), 63 (Singular Verbs and Plural Verbs), 64 (2nd items 1 and 2), 65 (item 3–5), 74–77, 90 (item 1), 91 (items 8, 9, 12), 258 (item 10), 260 (item 19), 298 (item 5), 338 (item 7), 346 (item 47) 349 (item 65)</p> <p>Verb tense:</p> <p>26 (items 19–21), 29 (item 19), 65–73, 149 (item 2), 150 (item 7), 152 (item 16), 259 (item 17), 262 (item 31), 266 (item 54), 268 (item 61), 304 (item 39), 311 (item 71), 338 (item 8), 340 (item 19), 349 (item 64), 351 (item 72)</p> <p>Pronoun references:</p> <p>11 (Style item 3), 26 (items 13, 14), 57–62, 153 (item 28), 154 (item 33), 161 (item 69), 259 (item 13), 340 (item 16), 347 (item 51), 350 (item 66)</p>

Sentence fragments:

26 (item 4), 28 (item 4), **38–43**, 149 (item 1), 151 (item 10), 152 (item 18), 154 (item 31), 160 (item 65), 161 (item 67), 258 (item 7), 259 (item 16), 262 (item 34), 263 (item 36), 267 (item 58), 301 (item 19), 302 (item 25), 306 (item 50), 309 (item 63)

Run-on sentences:

11 (Style item1), **35–38**, 36 (item 1), 37 (item 1), 39 (item 5), 49 (item 4), 152 (item 20), 155 (item 36), 261 (item 26), 265 (item 47), 266 (item 55), 300 (item 17), 301 (item 22), 303 (item 33), 306 (item 48)

Misplaced modifiers:

26 (item 7), 28 (item 7), 34 (Modifiers), 35 (Practice, cont'd.), **43–47**, 160 (items 63, 64)

Improper coordination and subordination:

26 (item 2), 28 (item 2), 33 (Clauses and Phrases), 34 (Practice), 260 (item 24), 298 (item 4), 301 (item 21), 304 (item 38), 338 (item 6), 346 (items 46, 50), 349 (item 63)

Parallel structure:

27 (item 27), 30 (item 26), **77–81**, 90 (item 2), 153 (item 26), 155 (item 41), 157 (item 49), 160 (item 61), 257 (item 2), 258 (item 6), 260 (item 18), 262 (item 33), 304 (item 41), 307 (item 52)

<p>Mechanics</p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Spelling (only of possessives, contractions, and homonyms) 	<p>Capitalization: [NOT ADDRESSED]</p> <p>Punctuation:</p> <p>10 (item 3), 26 (item 3), 28 (item 3), 31 (item 35), 105–125, 150 (item 6), 153 (item 27), 157 (item 48), 158 (item 55), 257, (item 3), 258 (item 11), 260 (item 20), 262 (item 35), 263 (item 40), 264 (item 42), 266 (item 53), 267 (item 57), 268 (item 67), 269 (item 68), 298 (item 3), 299 (item 8), 302 (item 26), 303 (item 31), 306 (item 47), 307 (item 51), 309 (item 65), 311 (item 72), 337 (item 1), 338 (item 3), 339 (item 12), 340 (item 17), 341 (item 24), 343 (item 34), 344 (item 40), 348 (item 56), 350 (item 67)</p> <p>Spelling possessives:</p> <p>31 (item 42), 58 (Number), 61 (item 11), 113, 114 (items 5, 7–10; items 1, 2), 119 (items 9, 10), 153 (item 25), 258 (item 4), 265 (item 52), 301 (item 20), 304 (item 42), 306 (item 46), 342 (item 28), 350 (item 66)</p> <p>Spelling contractions:</p> <p>31 (item 41), 113, 114 (item 6), 268 (item 62), 269 (item 72), 338 (item 9)</p> <p>Spelling homonyms:</p> <p>299 (item 9), 350 (item 71)</p>
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GED Language Arts, Writing Test, Part II — Writing a persuasive essay (up to 250 words) in 45 minutes about a topic of general interest

Objectives:

<p>Steps of the writing process</p>	<p>Steps of the writing process:</p> <p>389 (last paragraph), 401–402, 403–405</p>
<p>Organization skills</p>	<p>Organization skills:</p> <p>389 (ACT Rating Comparison), 394 (item 3), 395 (item 3), 398 (Write Effective Transitions), 399 (The Five-Paragraph Essay), 401 (item 2), 404 (item2), 411 (item2), 418–420 (Model Essay Evaluations), 424–427 (Model Essay Evaluations)</p>
<p>Main idea</p>	<p>Main idea:</p> <p>389 (ACT Rating Comparison), 393 (item 1), 395 (item 1), 399 (“Paragraphs 2, 3, and 4”), 401 (item 1), 403 (item 1), 411 (item 1), 415, 418–420 (Model Essay Evaluations), 424–427 (Model Essay Evaluations)</p>
<p>Supporting details and examples — drawn from personal observations, knowledge, and experience</p>	<p>Supporting details and examples — drawn from personal observations, knowledge, and experience:</p> <p>389 (ACT Rating Comparison), 394 (item 4), 395 (item 4), 399 (item 4), 401 (item 3), 404 (“My Outline”), 415, 418–420 (Model Essay</p>

	Evaluations), 424–427 (Model Essay Evaluations)
Persuasive strategies	Persuasive strategies: 390, 399 (“Paragraph 5”), 402 (“Paragraph 5”), 411 (Prompt 1), 415 (Prompt 2), 418–420 (Model Essay Evaluations) 421 (Prompt 1), 424–427 (Model Essay Evaluations)
Command of language: basic grammar and usage	Command of language: basic grammar and usage: 25-175 (English skills review and practice), 389 (ACT Rating Comparison), 394 (item 5), 395 (item 5), 397–398 (Writing Review), 400 (item 5), 402 (item 4), 412 (item 4), 418–420 (Model Essay Evaluations), 424–427 (Model Essay Evaluations)

GED Language Arts, Reading Test — 40 multiple-choice questions testing reading comprehension of 7 passages (from 200–400 words)

Objectives:

Basic reading comprehension skills	Identifying main idea (implied v. directly stated) and supporting details:
<ul style="list-style-type: none"> • Identifying main idea (implied v. directly stated) and supporting details • Analyzing • Synthesizing 	Main ideas: 192–198 , 239 (item 11), 241 (item 30), 244 (item 34), 261 (item 29), 284 (item 29), 275 (item 20), 279 (item 36), 302 (item 29), 339 (item 15), 342 (item 30), 345 (item 44), 347 (item 53), 355 (item 13), 357

<ul style="list-style-type: none"> • Author's purpose • Tone • Organization techniques • Making inferences • Drawing conclusions • Using context clues • Comparison/contrast 	<p>(item 24)</p> <p>Details: 13 (item 21), 239 (item 12), 240 (item 21), 241 (item 23), 243 (item 32), 244 (item 37), 273 (item 6), 275 (item 13), 276 (item 21), 277 (item 23), 279 (item 33), 313 (item 3), 314 (item 11), 316 (item 21), 318 (item 31), 353 (item 1), 354 (item 11), 358 (item 32)</p> <p>Analyzing:</p> <p>13 (item 22), 128 (item 3), 129 (item 4), 156 (item 44), 159 (item 59), 154 (item 32), 199–215, 222–231, 260 (item 25), 267 (item 60), 269 (item 73), 303 (item 32), 339 (item 14), 341 (item 21)</p> <p>Synthesizing:</p> <p>279 (item 40)</p> <p>Author's purpose:</p> <p>150 (item 3), 151 (item 14), 158 (item 53), 237 (item 8), 257 (item 1), 258 (item 5), 281 (item 1), 264 (item 44), 279 (item 39), 297 (item 1), 298 (item 2), 301 (item 23), 307 (item 53), 308 (item 59), 309 (item 64), 311 (item 74), 319 (item 37), 355 (item 16), 359 (item 39)</p> <p>Tone:</p> <p>155 (item 35), 159 (item 57), 259 (item 12), 261 (item 30), 265 (item 49), 298 (item 6), 300 (item 14), 307 (item 55), 339 (item 13)</p> <p>Organization techniques:</p>
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	<p>237 (item 9)</p> <p>Making inferences:</p> <p>156 (item 43), 237 (item 10), 244 (item 35), 273 (item 1), 275 (item 12), 305 (item 43), 313 (item 1), 356 (item 23)</p> <p>Drawing conclusions:</p> <p>237 (item 5), 241 (item 28), 273 (item 2), 276 (item 24), 310 (item 69), 315 (item 19), 355 (item 15)</p> <p>Using context clues:</p> <p>181–185, 241 (item 24), 275 (item 11), 277 (item 25), 279 (item 37)</p> <p>Comparison/contrast:</p> <p>356 (item 21), 357 (item 25) 410 (“Evaluate Your Essay”)</p>
<p>Understanding features of different genres: 75% literary; 25% nonfiction</p> <ul style="list-style-type: none"> • Poetry • Drama • Prose fiction (elements of plot, contemporary/classical literature) • Nonfiction prose • Criticism (commentary on the visual and performing arts) • Workplace and community documents 	<p>Poetry: [NOT ADDRESSED]</p> <p>Prose fiction (elements of plot, contemporary/classical literature):</p> <p>210, 212, 236–237, 272–273, 237 (item 3), 312–313, 313 (item 6), 352–353</p> <p>Nonfiction prose:</p> <p>13, 210–213, 218–221, 238–244, 270 (item 74), 274–289, 314–319, 349 (item 60), 354–359</p>

	<p>Criticism:</p> <p><i>240–241, 356–357, 276–277, 316–317</i></p> <p>Workplace/community documents: [NOT ADDRESSED]</p>
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