Writing and composition

Here is a list of all of the skills that cover writing and composition! These skills are organized by grade, and you can move your mouse over any skill name to preview the skill. To start practicing, just click on any link. IXL will track your score, and the questions will automatically increase in difficulty as you improve!

[**First-grade skills**](https://www.ixl.com/ela/grade-1)

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| 1. [**NN.3**](https://www.ixl.com/ela/grade-1/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-1/put-the-sentences-in-order) |

[**Second-grade skills**](https://www.ixl.com/ela/grade-2)

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| 1. [**Q.1**](https://www.ixl.com/ela/grade-2/which-book-title-goes-with-the-picture) | 1. [Which book title goes with the picture?](https://www.ixl.com/ela/grade-2/which-book-title-goes-with-the-picture) |
| 1. [**Q.2**](https://www.ixl.com/ela/grade-2/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-2/use-actions-and-dialogue-to-understand-characters) |
| 1. [**X.1**](https://www.ixl.com/ela/grade-2/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-2/put-the-sentences-in-order) |
| 1. [**Y.1**](https://www.ixl.com/ela/grade-2/select-the-detail-that-does-not-support-the-topic-sentence) | 1. [Select the detail that does not support the topic sentence](https://www.ixl.com/ela/grade-2/select-the-detail-that-does-not-support-the-topic-sentence) |
| 1. [**Y.2**](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-narrative-paragraphs) | 1. [Choose topic sentences for narrative paragraphs](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-narrative-paragraphs) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-expository-paragraphs) | 1. [Choose topic sentences for expository paragraphs](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-expository-paragraphs) |
| 1. [**Z.2**](https://www.ixl.com/ela/grade-2/use-subordinating-conjunctions) | 1. [Use subordinating conjunctions](https://www.ixl.com/ela/grade-2/use-subordinating-conjunctions) |
| 1. [**Z.4**](https://www.ixl.com/ela/grade-2/use-time-order-words) | 1. [Use time-order words](https://www.ixl.com/ela/grade-2/use-time-order-words) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-2/use-linking-words-to-complete-a-passage) | 1. [Use linking words to complete a passage](https://www.ixl.com/ela/grade-2/use-linking-words-to-complete-a-passage) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-2/choose-the-text-that-matches-the-writers-purpose) | 1. [Choose the text that matches the writer's purpose](https://www.ixl.com/ela/grade-2/choose-the-text-that-matches-the-writers-purpose) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-2/complete-the-fact-and-opinion-sentences) | 1. [Complete the fact and opinion sentences](https://www.ixl.com/ela/grade-2/complete-the-fact-and-opinion-sentences) |
| 1. [**BB.2**](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-an-example) | 1. [Complete the opinion passage with an example](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-an-example) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-a-reason) | 1. [Complete the opinion passage with a reason](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-a-reason) |
| 1. [**BB.4**](https://www.ixl.com/ela/grade-2/complete-the-opinion-reason-example-table) | 1. [Complete the opinion-reason-example table](https://www.ixl.com/ela/grade-2/complete-the-opinion-reason-example-table) |
| 1. [**CC.1**](https://www.ixl.com/ela/grade-2/choose-the-sensory-details-that-match-the-picture) | 1. [Choose the sensory details that match the picture](https://www.ixl.com/ela/grade-2/choose-the-sensory-details-that-match-the-picture) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-2/add-descriptive-details-to-sentences) | 1. [Add descriptive details to sentences](https://www.ixl.com/ela/grade-2/add-descriptive-details-to-sentences) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-2/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-2/revise-the-sentence-using-a-stronger-verb) |
| 1. [**CC.4**](https://www.ixl.com/ela/grade-2/insert-dialogue-into-a-story) | 1. [Insert dialogue into a story](https://www.ixl.com/ela/grade-2/insert-dialogue-into-a-story) |
| 1. [**DD.1**](https://www.ixl.com/ela/grade-2/combine-sentences-subjects) | 1. [Combine sentences: subjects](https://www.ixl.com/ela/grade-2/combine-sentences-subjects) |
| 1. [**DD.2**](https://www.ixl.com/ela/grade-2/combine-sentences-predicates) | 1. [Combine sentences: predicates](https://www.ixl.com/ela/grade-2/combine-sentences-predicates) |
| 1. [**DD.3**](https://www.ixl.com/ela/grade-2/combine-sentences-subjects-and-predicates) | 1. [Combine sentences: subjects and predicates](https://www.ixl.com/ela/grade-2/combine-sentences-subjects-and-predicates) |
| 1. [**DD.4**](https://www.ixl.com/ela/grade-2/rewrite-sentences-using-introductory-elements) | 1. [Rewrite sentences using introductory elements](https://www.ixl.com/ela/grade-2/rewrite-sentences-using-introductory-elements) |
| 1. [**EE.4**](https://www.ixl.com/ela/grade-2/use-the-prefixes-pre-re-and-mis) | 1. [Use the prefixes pre-, re-, and mis-](https://www.ixl.com/ela/grade-2/use-the-prefixes-pre-re-and-mis) |
| 1. [**II.3**](https://www.ixl.com/ela/grade-2/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-2/use-the-correct-homophone) |
| 1. [**OO.4**](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**OO.5**](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**OO.6**](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**PP.6**](https://www.ixl.com/ela/grade-2/form-regular-plurals-with-s-and-es) | 1. [Form regular plurals with -s and -es](https://www.ixl.com/ela/grade-2/form-regular-plurals-with-s-and-es) |
| 1. [**PP.7**](https://www.ixl.com/ela/grade-2/use-regular-plurals-with-s-and-es) | 1. [Use regular plurals with -s and -es](https://www.ixl.com/ela/grade-2/use-regular-plurals-with-s-and-es) |
| 1. [**PP.10**](https://www.ixl.com/ela/grade-2/form-and-use-irregular-plurals) | 1. [Form and use irregular plurals](https://www.ixl.com/ela/grade-2/form-and-use-irregular-plurals) |
| 1. [**PP.12**](https://www.ixl.com/ela/grade-2/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-2/form-the-singular-or-plural-possessive) |
| 1. [**PP.13**](https://www.ixl.com/ela/grade-2/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-2/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**QQ.2**](https://www.ixl.com/ela/grade-2/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-2/choose-between-subject-and-object-personal-pronouns) |
| 1. [**QQ.3**](https://www.ixl.com/ela/grade-2/replace-the-singular-noun-with-a-personal-pronoun) | 1. [Replace the singular noun with a personal pronoun](https://www.ixl.com/ela/grade-2/replace-the-singular-noun-with-a-personal-pronoun) |
| 1. [**QQ.4**](https://www.ixl.com/ela/grade-2/replace-the-plural-noun-with-a-personal-pronoun) | 1. [Replace the plural noun with a personal pronoun](https://www.ixl.com/ela/grade-2/replace-the-plural-noun-with-a-personal-pronoun) |
| 1. [**QQ.5**](https://www.ixl.com/ela/grade-2/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-2/compound-subjects-and-objects-with-i-and-me) |
| 1. [**QQ.8**](https://www.ixl.com/ela/grade-2/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-2/use-possessive-pronouns) |
| 1. [**QQ.9**](https://www.ixl.com/ela/grade-2/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-2/choose-between-personal-and-reflexive-pronouns) |
| 1. [**QQ.10**](https://www.ixl.com/ela/grade-2/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-2/use-reflexive-pronouns) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-2/use-action-verbs) | 1. [Use action verbs](https://www.ixl.com/ela/grade-2/use-action-verbs) |
| 1. [**SS.2**](https://www.ixl.com/ela/grade-2/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-2/use-the-correct-subject-or-verb) |
| 1. [**SS.3**](https://www.ixl.com/ela/grade-2/pronoun-verb-agreement) | 1. [Pronoun-verb agreement](https://www.ixl.com/ela/grade-2/pronoun-verb-agreement) |
| 1. [**TT.3**](https://www.ixl.com/ela/grade-2/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-2/form-and-use-the-regular-past-tense) |
| 1. [**TT.5**](https://www.ixl.com/ela/grade-2/change-the-sentence-to-future-tense) | 1. [Change the sentence to future tense](https://www.ixl.com/ela/grade-2/change-the-sentence-to-future-tense) |
| 1. [**TT.8**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-1) | 1. [Form and use the irregular past tense: set 1](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-1) |
| 1. [**TT.9**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-2) | 1. [Form and use the irregular past tense: set 2](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-2) |
| 1. [**TT.10**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-3) | 1. [Form and use the irregular past tense: set 3](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-3) |
| 1. [**TT.11**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-4) | 1. [Form and use the irregular past tense: set 4](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-4) |
| 1. [**TT.13**](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-present-tense-form) | 1. [To be: use the correct present tense form](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-present-tense-form) |
| 1. [**TT.14**](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-past-tense-form) | 1. [To be: use the correct past tense form](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-past-tense-form) |
| 1. [**TT.15**](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-form) | 1. [To be: use the correct form](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-form) |
| 1. [**TT.16**](https://www.ixl.com/ela/grade-2/to-have-use-the-correct-form) | 1. [To have: use the correct form](https://www.ixl.com/ela/grade-2/to-have-use-the-correct-form) |
| 1. [**UU.1**](https://www.ixl.com/ela/grade-2/use-the-correct-article-a-or-an) | 1. [Use the correct article: a or an](https://www.ixl.com/ela/grade-2/use-the-correct-article-a-or-an) |
| 1. [**VV.8**](https://www.ixl.com/ela/grade-2/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-2/choose-between-adjectives-and-adverbs) |
| 1. [**XX.4**](https://www.ixl.com/ela/grade-2/use-pronoun-verb-contractions) | 1. [Use pronoun-verb contractions](https://www.ixl.com/ela/grade-2/use-pronoun-verb-contractions) |
| 1. [**XX.5**](https://www.ixl.com/ela/grade-2/use-contractions-with-not) | 1. [Use contractions with "not"](https://www.ixl.com/ela/grade-2/use-contractions-with-not) |

[**Third-grade skills**](https://www.ixl.com/ela/grade-3)

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| 1. [**A.2**](https://www.ixl.com/ela/grade-3/determine-the-main-idea-of-a-passage) | 1. [Determine the main idea of a passage](https://www.ixl.com/ela/grade-3/determine-the-main-idea-of-a-passage) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-3/identify-the-authors-purpose-passages) | 1. [Identify the author's purpose: passages](https://www.ixl.com/ela/grade-3/identify-the-authors-purpose-passages) |
| 1. [**D.1**](https://www.ixl.com/ela/grade-3/determine-the-order-of-events-in-informational-texts) | 1. [Determine the order of events in informational texts](https://www.ixl.com/ela/grade-3/determine-the-order-of-events-in-informational-texts) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-3/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-3/match-causes-and-effects-in-informational-texts) |
| 1. [**D.5**](https://www.ixl.com/ela/grade-3/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-3/match-problems-with-their-solutions) |
| 1. [**D.6**](https://www.ixl.com/ela/grade-3/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-3/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-3/sort-sensory-details) | 1. [Sort sensory details](https://www.ixl.com/ela/grade-3/sort-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-3/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-3/identify-sensory-details) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-3/which-book-title-goes-with-the-picture) | 1. [Which book title goes with the picture?](https://www.ixl.com/ela/grade-3/which-book-title-goes-with-the-picture) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-3/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-3/use-actions-and-dialogue-to-understand-characters) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-3/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-3/put-the-sentences-in-order) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-3/order-items-from-most-general-to-most-specific) | 1. [Order items from most general to most specific](https://www.ixl.com/ela/grade-3/order-items-from-most-general-to-most-specific) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-3/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-3/organize-information-by-main-idea) |
| 1. [**P.1**](https://www.ixl.com/ela/grade-3/select-the-detail-that-does-not-support-the-topic-sentence) | 1. [Select the detail that does not support the topic sentence](https://www.ixl.com/ela/grade-3/select-the-detail-that-does-not-support-the-topic-sentence) |
| 1. [**P.2**](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-narrative-paragraphs) | 1. [Choose topic sentences for narrative paragraphs](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-narrative-paragraphs) |
| 1. [**P.3**](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-expository-paragraphs) | 1. [Choose topic sentences for expository paragraphs](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-expository-paragraphs) |
| 1. [**Q.1**](https://www.ixl.com/ela/grade-3/choose-the-text-that-matches-the-writers-purpose) | 1. [Choose the text that matches the writer's purpose](https://www.ixl.com/ela/grade-3/choose-the-text-that-matches-the-writers-purpose) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-3/identify-time-order-words) | 1. [Identify time-order words](https://www.ixl.com/ela/grade-3/identify-time-order-words) |
| 1. [**R.2**](https://www.ixl.com/ela/grade-3/use-time-order-words) | 1. [Use time-order words](https://www.ixl.com/ela/grade-3/use-time-order-words) |
| 1. [**R.3**](https://www.ixl.com/ela/grade-3/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-3/use-coordinating-conjunctions) |
| 1. [**R.4**](https://www.ixl.com/ela/grade-3/use-subordinating-conjunctions) | 1. [Use subordinating conjunctions](https://www.ixl.com/ela/grade-3/use-subordinating-conjunctions) |
| 1. [**R.5**](https://www.ixl.com/ela/grade-3/choose-the-best-transition) | 1. [Choose the best transition](https://www.ixl.com/ela/grade-3/choose-the-best-transition) |
| 1. [**R.6**](https://www.ixl.com/ela/grade-3/use-linking-words-to-complete-a-passage) | 1. [Use linking words to complete a passage](https://www.ixl.com/ela/grade-3/use-linking-words-to-complete-a-passage) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-3/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-3/distinguish-facts-from-opinions) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-3/identify-an-authors-statement-of-opinion) | 1. [Identify an author's statement of opinion](https://www.ixl.com/ela/grade-3/identify-an-authors-statement-of-opinion) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-3/choose-reasons-to-support-an-opinion) | 1. [Choose reasons to support an opinion](https://www.ixl.com/ela/grade-3/choose-reasons-to-support-an-opinion) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-an-example) | 1. [Complete the opinion passage with an example](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-an-example) |
| 1. [**S.5**](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-a-reason) | 1. [Complete the opinion passage with a reason](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-a-reason) |
| 1. [**S.6**](https://www.ixl.com/ela/grade-3/complete-the-opinion-reason-example-table) | 1. [Complete the opinion-reason-example table](https://www.ixl.com/ela/grade-3/complete-the-opinion-reason-example-table) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-3/add-descriptive-details-to-sentences) | 1. [Add descriptive details to sentences](https://www.ixl.com/ela/grade-3/add-descriptive-details-to-sentences) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-3/show-character-emotions-and-traits) | 1. [Show character emotions and traits](https://www.ixl.com/ela/grade-3/show-character-emotions-and-traits) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-3/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-3/revise-the-sentence-using-a-stronger-verb) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-3/combine-sentences-subjects-and-predicates) | 1. [Combine sentences: subjects and predicates](https://www.ixl.com/ela/grade-3/combine-sentences-subjects-and-predicates) |
| 1. [**U.2**](https://www.ixl.com/ela/grade-3/combine-sentences-by-adding-key-details) | 1. [Combine sentences by adding key details](https://www.ixl.com/ela/grade-3/combine-sentences-by-adding-key-details) |
| 1. [**U.3**](https://www.ixl.com/ela/grade-3/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-3/create-varied-sentences-based-on-models) |
| 1. [**V.1**](https://www.ixl.com/ela/grade-3/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-3/correct-errors-with-signs) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-3/use-the-prefixes-pre-re-and-mis) | 1. [Use the prefixes pre-, re-, and mis-](https://www.ixl.com/ela/grade-3/use-the-prefixes-pre-re-and-mis) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-3/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-3/use-the-correct-homophone) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**HH.7**](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**HH.9**](https://www.ixl.com/ela/grade-3/create-compound-sentences) | 1. [Create compound sentences](https://www.ixl.com/ela/grade-3/create-compound-sentences) |
| 1. [**HH.10**](https://www.ixl.com/ela/grade-3/order-the-words-to-create-a-sentence) | 1. [Order the words to create a sentence](https://www.ixl.com/ela/grade-3/order-the-words-to-create-a-sentence) |
| 1. [**II.5**](https://www.ixl.com/ela/grade-3/form-regular-plurals-with-s-es-and-ies) | 1. [Form regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-3/form-regular-plurals-with-s-es-and-ies) |
| 1. [**II.6**](https://www.ixl.com/ela/grade-3/use-regular-plurals-with-s-es-and-ies) | 1. [Use regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-3/use-regular-plurals-with-s-es-and-ies) |
| 1. [**II.8**](https://www.ixl.com/ela/grade-3/form-and-use-irregular-plurals) | 1. [Form and use irregular plurals](https://www.ixl.com/ela/grade-3/form-and-use-irregular-plurals) |
| 1. [**II.10**](https://www.ixl.com/ela/grade-3/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-3/form-the-singular-or-plural-possessive) |
| 1. [**II.11**](https://www.ixl.com/ela/grade-3/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-3/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**JJ.2**](https://www.ixl.com/ela/grade-3/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-3/choose-between-subject-and-object-personal-pronouns) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-3/replace-the-noun-with-a-personal-pronoun) | 1. [Replace the noun with a personal pronoun](https://www.ixl.com/ela/grade-3/replace-the-noun-with-a-personal-pronoun) |
| 1. [**JJ.4**](https://www.ixl.com/ela/grade-3/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-3/compound-subjects-and-objects-with-i-and-me) |
| 1. [**JJ.6**](https://www.ixl.com/ela/grade-3/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-3/use-possessive-pronouns) |
| 1. [**JJ.7**](https://www.ixl.com/ela/grade-3/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-3/choose-between-personal-and-reflexive-pronouns) |
| 1. [**JJ.8**](https://www.ixl.com/ela/grade-3/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-3/use-reflexive-pronouns) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-3/use-action-verbs) | 1. [Use action verbs](https://www.ixl.com/ela/grade-3/use-action-verbs) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-3/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-3/use-the-correct-subject-or-verb) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-3/pronoun-verb-agreement) | 1. [Pronoun-verb agreement](https://www.ixl.com/ela/grade-3/pronoun-verb-agreement) |
| 1. [**MM.3**](https://www.ixl.com/ela/grade-3/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-3/form-and-use-the-regular-past-tense) |
| 1. [**MM.6**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-1) | 1. [Form and use the irregular past tense: set 1](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-1) |
| 1. [**MM.7**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-2) | 1. [Form and use the irregular past tense: set 2](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-2) |
| 1. [**MM.8**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-3) | 1. [Form and use the irregular past tense: set 3](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-3) |
| 1. [**MM.9**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-4) | 1. [Form and use the irregular past tense: set 4](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-4) |
| 1. [**MM.10**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-5) | 1. [Form and use the irregular past tense: set 5](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-5) |
| 1. [**MM.11**](https://www.ixl.com/ela/grade-3/to-be-use-the-correct-form) | 1. [To be: use the correct form](https://www.ixl.com/ela/grade-3/to-be-use-the-correct-form) |
| 1. [**MM.12**](https://www.ixl.com/ela/grade-3/to-have-use-the-correct-form) | 1. [To have: use the correct form](https://www.ixl.com/ela/grade-3/to-have-use-the-correct-form) |
| 1. [**MM.14**](https://www.ixl.com/ela/grade-3/change-the-sentence-to-future-tense) | 1. [Change the sentence to future tense](https://www.ixl.com/ela/grade-3/change-the-sentence-to-future-tense) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-or-an) | 1. [Use the correct article: a or an](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-or-an) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-an-or-the) | 1. [Use the correct article: a, an, or the](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-an-or-the) |
| 1. [**OO.6**](https://www.ixl.com/ela/grade-3/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-3/choose-between-adjectives-and-adverbs) |
| 1. [**OO.8**](https://www.ixl.com/ela/grade-3/use-adjectives-to-compare) | 1. [Use adjectives to compare](https://www.ixl.com/ela/grade-3/use-adjectives-to-compare) |
| 1. [**OO.9**](https://www.ixl.com/ela/grade-3/spell-adjectives-that-compare) | 1. [Spell adjectives that compare](https://www.ixl.com/ela/grade-3/spell-adjectives-that-compare) |
| 1. [**OO.10**](https://www.ixl.com/ela/grade-3/use-adverbs-to-compare) | 1. [Use adverbs to compare](https://www.ixl.com/ela/grade-3/use-adverbs-to-compare) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-3/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-3/pronoun-verb-contractions) |
| 1. [**RR.2**](https://www.ixl.com/ela/grade-3/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-3/contractions-with-not) |
| 1. [**VV.6**](https://www.ixl.com/ela/grade-3/punctuating-dialogue) | 1. [Punctuating dialogue](https://www.ixl.com/ela/grade-3/punctuating-dialogue) |

[**Fourth-grade skills**](https://www.ixl.com/ela/grade-4)

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| 1. [**A.2**](https://www.ixl.com/ela/grade-4/determine-the-main-idea-of-a-passage) | 1. [Determine the main idea of a passage](https://www.ixl.com/ela/grade-4/determine-the-main-idea-of-a-passage) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-4/identify-purposes-for-writing) | 1. [Identify the purpose of a text](https://www.ixl.com/ela/grade-4/identify-purposes-for-writing) |
| 1. [**D.1**](https://www.ixl.com/ela/grade-4/determine-the-order-of-events-in-informational-texts) | 1. [Determine the order of events in informational texts](https://www.ixl.com/ela/grade-4/determine-the-order-of-events-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-4/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-4/match-causes-and-effects-in-informational-texts) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-4/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-4/match-problems-with-their-solutions) |
| 1. [**D.5**](https://www.ixl.com/ela/grade-4/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-4/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-4/sort-sensory-details) | 1. [Sort sensory details](https://www.ixl.com/ela/grade-4/sort-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-4/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-4/identify-sensory-details) |
| 1. [**F.5**](https://www.ixl.com/ela/grade-4/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-4/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-4/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-4/identify-the-narrative-point-of-view) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-4/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-4/use-actions-and-dialogue-to-understand-characters) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-4/which-book-title-goes-with-the-picture) | 1. [Which book title goes with the picture?](https://www.ixl.com/ela/grade-4/which-book-title-goes-with-the-picture) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-4/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-4/read-graphic-organizers) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-4/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-4/put-the-sentences-in-order) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-4/order-items-from-most-general-to-most-specific) | 1. [Order items from most general to most specific](https://www.ixl.com/ela/grade-4/order-items-from-most-general-to-most-specific) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-4/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-4/organize-information-by-main-idea) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-4/remove-the-sentence-that-does-not-belong) | 1. [Remove the sentence that does not belong](https://www.ixl.com/ela/grade-4/remove-the-sentence-that-does-not-belong) |
| 1. [**P.1**](https://www.ixl.com/ela/grade-4/choose-the-best-topic-sentence) | 1. [Choose the best topic sentence](https://www.ixl.com/ela/grade-4/choose-the-best-topic-sentence) |
| 1. [**P.2**](https://www.ixl.com/ela/grade-4/choose-the-best-concluding-sentence) | 1. [Choose the best concluding sentence](https://www.ixl.com/ela/grade-4/choose-the-best-concluding-sentence) |
| 1. [**Q.1**](https://www.ixl.com/ela/grade-4/summarize-a-story) | 1. [Summarize a story](https://www.ixl.com/ela/grade-4/summarize-a-story) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-4/identify-time-order-words) | 1. [Identify time-order words](https://www.ixl.com/ela/grade-4/identify-time-order-words) |
| 1. [**R.2**](https://www.ixl.com/ela/grade-4/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-4/use-coordinating-conjunctions) |
| 1. [**R.3**](https://www.ixl.com/ela/grade-4/use-subordinating-conjunctions) | 1. [Use subordinating conjunctions](https://www.ixl.com/ela/grade-4/use-subordinating-conjunctions) |
| 1. [**R.4**](https://www.ixl.com/ela/grade-4/choose-the-best-transition) | 1. [Choose the best transition](https://www.ixl.com/ela/grade-4/choose-the-best-transition) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-4/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-4/distinguish-facts-from-opinions) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-4/identify-an-authors-statement-of-opinion) | 1. [Identify an author's statement of opinion](https://www.ixl.com/ela/grade-4/identify-an-authors-statement-of-opinion) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-4/choose-reasons-to-support-an-opinion) | 1. [Choose reasons to support an opinion](https://www.ixl.com/ela/grade-4/choose-reasons-to-support-an-opinion) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-literary-texts) |
| 1. [**S.5**](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-informational-texts) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-4/show-character-emotions-and-traits) | 1. [Show character emotions and traits](https://www.ixl.com/ela/grade-4/show-character-emotions-and-traits) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-4/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-4/revise-the-sentence-using-a-stronger-verb) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-4/add-imagery-to-stories) | 1. [Add imagery to stories](https://www.ixl.com/ela/grade-4/add-imagery-to-stories) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-4/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-4/create-varied-sentences-based-on-models) |
| 1. [**V.1**](https://www.ixl.com/ela/grade-4/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-4/correct-errors-with-signs) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-4/use-the-prefixes-pre-re-and-mis) | 1. [Use the prefixes pre-, re-, and mis-](https://www.ixl.com/ela/grade-4/use-the-prefixes-pre-re-and-mis) |
| 1. [**Y.1**](https://www.ixl.com/ela/grade-4/form-compound-words-with-pictures) | 1. [Form compound words with pictures](https://www.ixl.com/ela/grade-4/form-compound-words-with-pictures) |
| 1. [**Y.2**](https://www.ixl.com/ela/grade-4/form-compound-words) | 1. [Form compound words](https://www.ixl.com/ela/grade-4/form-compound-words) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-4/form-and-use-compound-words) | 1. [Form and use compound words](https://www.ixl.com/ela/grade-4/form-and-use-compound-words) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-4/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-4/use-the-correct-homophone) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**HH.7**](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**HH.9**](https://www.ixl.com/ela/grade-4/create-compound-sentences) | 1. [Create compound sentences](https://www.ixl.com/ela/grade-4/create-compound-sentences) |
| 1. [**HH.10**](https://www.ixl.com/ela/grade-4/order-the-words-to-create-a-sentence) | 1. [Order the words to create a sentence](https://www.ixl.com/ela/grade-4/order-the-words-to-create-a-sentence) |
| 1. [**II.5**](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-and-ies) | 1. [Form regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-and-ies) |
| 1. [**II.6**](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-and-ies) | 1. [Use regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-and-ies) |
| 1. [**II.7**](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-ies-and-ves) | 1. [Form regular plurals with -s, -es, -ies, and -ves](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-ies-and-ves) |
| 1. [**II.8**](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-ies-and-ves) | 1. [Use regular plurals with -s, -es, -ies, and -ves](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-ies-and-ves) |
| 1. [**II.10**](https://www.ixl.com/ela/grade-4/form-and-use-irregular-plurals) | 1. [Form and use irregular plurals](https://www.ixl.com/ela/grade-4/form-and-use-irregular-plurals) |
| 1. [**II.12**](https://www.ixl.com/ela/grade-4/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-4/form-the-singular-or-plural-possessive) |
| 1. [**II.13**](https://www.ixl.com/ela/grade-4/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-4/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**JJ.2**](https://www.ixl.com/ela/grade-4/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-4/choose-between-subject-and-object-personal-pronouns) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-4/replace-the-noun-with-a-personal-pronoun) | 1. [Replace the noun with a personal pronoun](https://www.ixl.com/ela/grade-4/replace-the-noun-with-a-personal-pronoun) |
| 1. [**JJ.4**](https://www.ixl.com/ela/grade-4/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-4/compound-subjects-and-objects-with-i-and-me) |
| 1. [**JJ.6**](https://www.ixl.com/ela/grade-4/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-4/use-possessive-pronouns) |
| 1. [**JJ.7**](https://www.ixl.com/ela/grade-4/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-4/choose-between-personal-and-reflexive-pronouns) |
| 1. [**JJ.8**](https://www.ixl.com/ela/grade-4/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-4/use-reflexive-pronouns) |
| 1. [**JJ.10**](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-and-whom) |
| 1. [**JJ.11**](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-4/use-action-verbs) | 1. [Use action verbs](https://www.ixl.com/ela/grade-4/use-action-verbs) |
| 1. [**KK.5**](https://www.ixl.com/ela/grade-4/use-the-correct-modal-verb) | 1. [Use the correct modal verb](https://www.ixl.com/ela/grade-4/use-the-correct-modal-verb) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-4/pronoun-verb-agreement) | 1. [Pronoun-verb agreement](https://www.ixl.com/ela/grade-4/pronoun-verb-agreement) |
| 1. [**LL.4**](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb-with-compound-subjects) | 1. [Use the correct subject or verb – with compound subjects](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb-with-compound-subjects) |
| 1. [**MM.3**](https://www.ixl.com/ela/grade-4/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-4/form-and-use-the-regular-past-tense) |
| 1. [**MM.5**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-1) | 1. [Form and use the irregular past tense: set 1](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-1) |
| 1. [**MM.6**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-2) | 1. [Form and use the irregular past tense: set 2](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-2) |
| 1. [**MM.7**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-3) | 1. [Form and use the irregular past tense: set 3](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-3) |
| 1. [**MM.8**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-4) | 1. [Form and use the irregular past tense: set 4](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-4) |
| 1. [**MM.9**](https://www.ixl.com/ela/grade-4/to-be-use-the-correct-form) | 1. [To be: use the correct form](https://www.ixl.com/ela/grade-4/to-be-use-the-correct-form) |
| 1. [**MM.10**](https://www.ixl.com/ela/grade-4/to-have-use-the-correct-form) | 1. [To have: use the correct form](https://www.ixl.com/ela/grade-4/to-have-use-the-correct-form) |
| 1. [**MM.13**](https://www.ixl.com/ela/grade-4/use-the-progressive-verb-tenses) | 1. [Use the progressive verb tenses](https://www.ixl.com/ela/grade-4/use-the-progressive-verb-tenses) |
| 1. [**MM.14**](https://www.ixl.com/ela/grade-4/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-4/form-the-progressive-verb-tenses) |
| 1. [**MM.15**](https://www.ixl.com/ela/grade-4/choose-between-the-past-tense-and-past-participle) | 1. [Choose between the past tense and past participle](https://www.ixl.com/ela/grade-4/choose-between-the-past-tense-and-past-participle) |
| 1. [**MM.16**](https://www.ixl.com/ela/grade-4/use-the-perfect-verb-tenses) | 1. [Use the perfect verb tenses](https://www.ixl.com/ela/grade-4/use-the-perfect-verb-tenses) |
| 1. [**MM.17**](https://www.ixl.com/ela/grade-4/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-4/form-the-perfect-verb-tenses) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-or-an) | 1. [Use the correct article: a or an](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-or-an) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-an-or-the) | 1. [Use the correct article: a, an, or the](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-an-or-the) |
| 1. [**OO.4**](https://www.ixl.com/ela/grade-4/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-4/order-adjectives) |
| 1. [**OO.7**](https://www.ixl.com/ela/grade-4/use-relative-adverbs) | 1. [Use relative adverbs](https://www.ixl.com/ela/grade-4/use-relative-adverbs) |
| 1. [**OO.8**](https://www.ixl.com/ela/grade-4/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-4/choose-between-adjectives-and-adverbs) |
| 1. [**OO.10**](https://www.ixl.com/ela/grade-4/use-adjectives-to-compare) | 1. [Use adjectives to compare](https://www.ixl.com/ela/grade-4/use-adjectives-to-compare) |
| 1. [**OO.11**](https://www.ixl.com/ela/grade-4/spell-adjectives-that-compare) | 1. [Spell adjectives that compare](https://www.ixl.com/ela/grade-4/spell-adjectives-that-compare) |
| 1. [**OO.12**](https://www.ixl.com/ela/grade-4/use-adjectives-with-more-and-most) | 1. [Use adjectives with more and most](https://www.ixl.com/ela/grade-4/use-adjectives-with-more-and-most) |
| 1. [**OO.13**](https://www.ixl.com/ela/grade-4/use-adverbs-to-compare) | 1. [Use adverbs to compare](https://www.ixl.com/ela/grade-4/use-adverbs-to-compare) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-4/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-4/pronoun-verb-contractions) |
| 1. [**RR.2**](https://www.ixl.com/ela/grade-4/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-4/contractions-with-not) |
| 1. [**VV.6**](https://www.ixl.com/ela/grade-4/punctuating-dialogue) | 1. [Punctuating dialogue](https://www.ixl.com/ela/grade-4/punctuating-dialogue) |

[**Fifth-grade skills**](https://www.ixl.com/ela/grade-5)

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| 1. [**A.2**](https://www.ixl.com/ela/grade-5/determine-the-main-idea-of-a-passage) | 1. [Determine the main idea of a passage](https://www.ixl.com/ela/grade-5/determine-the-main-idea-of-a-passage) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-5/identify-purposes-for-writing) | 1. [Identify the purpose of a text](https://www.ixl.com/ela/grade-5/identify-purposes-for-writing) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-5/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-5/which-sentence-is-more-formal) |
| 1. [**D.1**](https://www.ixl.com/ela/grade-5/determine-the-order-of-events-in-informational-texts) | 1. [Determine the order of events in informational texts](https://www.ixl.com/ela/grade-5/determine-the-order-of-events-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-5/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-5/match-causes-and-effects-in-informational-texts) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-5/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-5/match-problems-with-their-solutions) |
| 1. [**D.5**](https://www.ixl.com/ela/grade-5/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-5/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-5/sort-sensory-details) | 1. [Sort sensory details](https://www.ixl.com/ela/grade-5/sort-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-5/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-5/identify-sensory-details) |
| 1. [**F.5**](https://www.ixl.com/ela/grade-5/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-5/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-5/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-5/identify-the-narrative-point-of-view) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-5/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-5/use-actions-and-dialogue-to-understand-characters) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-5/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-5/read-graphic-organizers) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-5/order-sentences) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-5/order-sentences) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-5/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-5/use-coordinating-conjunctions) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-5/choose-the-best-transition) | 1. [Choose the best transition](https://www.ixl.com/ela/grade-5/choose-the-best-transition) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-5/order-items-from-most-general-to-most-specific) | 1. [Order items from most general to most specific](https://www.ixl.com/ela/grade-5/order-items-from-most-general-to-most-specific) |
| 1. [**O.5**](https://www.ixl.com/ela/grade-5/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-5/organize-information-by-main-idea) |
| 1. [**O.6**](https://www.ixl.com/ela/grade-5/remove-the-sentence-that-does-not-belong) | 1. [Remove the sentence that does not belong](https://www.ixl.com/ela/grade-5/remove-the-sentence-that-does-not-belong) |
| 1. [**P.1**](https://www.ixl.com/ela/grade-5/choose-the-best-topic-sentence) | 1. [Choose the best topic sentence](https://www.ixl.com/ela/grade-5/choose-the-best-topic-sentence) |
| 1. [**P.2**](https://www.ixl.com/ela/grade-5/choose-the-best-concluding-sentence) | 1. [Choose the best concluding sentence](https://www.ixl.com/ela/grade-5/choose-the-best-concluding-sentence) |
| 1. [**Q.1**](https://www.ixl.com/ela/grade-5/summarize-a-story) | 1. [Summarize a story](https://www.ixl.com/ela/grade-5/summarize-a-story) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-5/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-5/distinguish-facts-from-opinions) |
| 1. [**R.2**](https://www.ixl.com/ela/grade-5/identify-an-authors-statement-of-opinion) | 1. [Identify an author's statement of opinion](https://www.ixl.com/ela/grade-5/identify-an-authors-statement-of-opinion) |
| 1. [**R.3**](https://www.ixl.com/ela/grade-5/choose-reasons-to-support-an-opinion) | 1. [Choose reasons to support an opinion](https://www.ixl.com/ela/grade-5/choose-reasons-to-support-an-opinion) |
| 1. [**R.4**](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-literary-texts) |
| 1. [**R.5**](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-informational-texts) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-5/show-character-emotions-and-traits) | 1. [Show character emotions and traits](https://www.ixl.com/ela/grade-5/show-character-emotions-and-traits) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-5/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-5/revise-the-sentence-using-a-stronger-verb) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-5/add-imagery-to-stories) | 1. [Add imagery to stories](https://www.ixl.com/ela/grade-5/add-imagery-to-stories) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-5/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-5/create-varied-sentences-based-on-models) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-5/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-5/use-the-correct-frequently-confused-word) |
| 1. [**U.2**](https://www.ixl.com/ela/grade-5/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-5/correct-errors-with-frequently-confused-words) |
| 1. [**U.3**](https://www.ixl.com/ela/grade-5/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-5/correct-errors-with-signs) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-5/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-5/use-the-correct-homophone) |
| 1. [**GG.4**](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**GG.5**](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**GG.6**](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**GG.10**](https://www.ixl.com/ela/grade-5/create-compound-sentences) | 1. [Create compound sentences](https://www.ixl.com/ela/grade-5/create-compound-sentences) |
| 1. [**GG.11**](https://www.ixl.com/ela/grade-5/order-words-to-create-a-sentence) | 1. [Order the words to create a sentence](https://www.ixl.com/ela/grade-5/order-words-to-create-a-sentence) |
| 1. [**HH.3**](https://www.ixl.com/ela/grade-5/form-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-5/form-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**HH.4**](https://www.ixl.com/ela/grade-5/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form and use plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-5/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-5/form-plurals-review) | 1. [Form plurals: review](https://www.ixl.com/ela/grade-5/form-plurals-review) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-5/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-5/form-and-use-plurals-review) |
| 1. [**HH.8**](https://www.ixl.com/ela/grade-5/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-5/form-the-singular-or-plural-possessive) |
| 1. [**HH.9**](https://www.ixl.com/ela/grade-5/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-5/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**II.2**](https://www.ixl.com/ela/grade-5/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-5/choose-between-subject-and-object-personal-pronouns) |
| 1. [**II.3**](https://www.ixl.com/ela/grade-5/replace-the-noun-with-a-personal-pronoun) | 1. [Replace the noun with a personal pronoun](https://www.ixl.com/ela/grade-5/replace-the-noun-with-a-personal-pronoun) |
| 1. [**II.4**](https://www.ixl.com/ela/grade-5/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-5/compound-subjects-and-objects-with-i-and-me) |
| 1. [**II.6**](https://www.ixl.com/ela/grade-5/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-5/use-possessive-pronouns) |
| 1. [**II.7**](https://www.ixl.com/ela/grade-5/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-5/choose-between-personal-and-reflexive-pronouns) |
| 1. [**II.8**](https://www.ixl.com/ela/grade-5/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-5/use-reflexive-pronouns) |
| 1. [**II.10**](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-and-whom) |
| 1. [**II.11**](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-5/use-the-correct-modal-verb) | 1. [Use the correct modal verb](https://www.ixl.com/ela/grade-5/use-the-correct-modal-verb) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb) |
| 1. [**KK.2**](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb-with-compound-subjects) | 1. [Use the correct subject or verb – with compound subjects](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb-with-compound-subjects) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-5/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-5/form-and-use-the-regular-past-tense) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-5/form-and-use-the-irregular-past-tense) | 1. [Form and use the irregular past tense](https://www.ixl.com/ela/grade-5/form-and-use-the-irregular-past-tense) |
| 1. [**LL.4**](https://www.ixl.com/ela/grade-5/form-and-use-the-simple-past-present-and-future-tense) | 1. [Form and use the simple past, present, and future tense](https://www.ixl.com/ela/grade-5/form-and-use-the-simple-past-present-and-future-tense) |
| 1. [**LL.5**](https://www.ixl.com/ela/grade-5/correct-inappropriate-shifts-in-verb-tense) | 1. [Correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-5/correct-inappropriate-shifts-in-verb-tense) |
| 1. [**LL.6**](https://www.ixl.com/ela/grade-5/use-the-progressive-verb-tenses) | 1. [Use the progressive verb tenses](https://www.ixl.com/ela/grade-5/use-the-progressive-verb-tenses) |
| 1. [**LL.7**](https://www.ixl.com/ela/grade-5/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-5/form-the-progressive-verb-tenses) |
| 1. [**LL.8**](https://www.ixl.com/ela/grade-5/choose-between-the-past-tense-and-past-participle) | 1. [Choose between the past tense and past participle](https://www.ixl.com/ela/grade-5/choose-between-the-past-tense-and-past-participle) |
| 1. [**LL.9**](https://www.ixl.com/ela/grade-5/use-the-perfect-verb-tenses) | 1. [Use the perfect verb tenses](https://www.ixl.com/ela/grade-5/use-the-perfect-verb-tenses) |
| 1. [**LL.10**](https://www.ixl.com/ela/grade-5/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-5/form-the-perfect-verb-tenses) |
| 1. [**MM.2**](https://www.ixl.com/ela/grade-5/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-5/order-adjectives) |
| 1. [**MM.4**](https://www.ixl.com/ela/grade-5/use-relative-adverbs) | 1. [Use relative adverbs](https://www.ixl.com/ela/grade-5/use-relative-adverbs) |
| 1. [**MM.5**](https://www.ixl.com/ela/grade-5/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-5/choose-between-adjectives-and-adverbs) |
| 1. [**MM.7**](https://www.ixl.com/ela/grade-5/use-adjectives-to-compare) | 1. [Use adjectives to compare](https://www.ixl.com/ela/grade-5/use-adjectives-to-compare) |
| 1. [**MM.8**](https://www.ixl.com/ela/grade-5/spell-adjectives-that-compare) | 1. [Spell adjectives that compare](https://www.ixl.com/ela/grade-5/spell-adjectives-that-compare) |
| 1. [**MM.9**](https://www.ixl.com/ela/grade-5/use-adjectives-with-more-and-most) | 1. [Use adjectives with more and most](https://www.ixl.com/ela/grade-5/use-adjectives-with-more-and-most) |
| 1. [**MM.10**](https://www.ixl.com/ela/grade-5/use-adverbs-to-compare) | 1. [Use adverbs to compare](https://www.ixl.com/ela/grade-5/use-adverbs-to-compare) |
| 1. [**OO.3**](https://www.ixl.com/ela/grade-5/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-5/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**OO.4**](https://www.ixl.com/ela/grade-5/fill-in-the-missing-correlative-conjunction) | 1. [Fill in the missing correlative conjunction](https://www.ixl.com/ela/grade-5/fill-in-the-missing-correlative-conjunction) |
| 1. [**PP.1**](https://www.ixl.com/ela/grade-5/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-5/pronoun-verb-contractions) |
| 1. [**PP.2**](https://www.ixl.com/ela/grade-5/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-5/contractions-with-not) |
| 1. [**QQ.1**](https://www.ixl.com/ela/grade-5/commas-with-a-series) | 1. [Commas with a series](https://www.ixl.com/ela/grade-5/commas-with-a-series) |
| 1. [**QQ.2**](https://www.ixl.com/ela/grade-5/commas-with-dates-and-places) | 1. [Commas with dates and places](https://www.ixl.com/ela/grade-5/commas-with-dates-and-places) |
| 1. [**QQ.3**](https://www.ixl.com/ela/grade-5/commas-with-direct-addresses) | 1. [Commas with direct addresses](https://www.ixl.com/ela/grade-5/commas-with-direct-addresses) |
| 1. [**QQ.5**](https://www.ixl.com/ela/grade-5/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-5/commas-with-compound-and-complex-sentences) |
| 1. [**QQ.6**](https://www.ixl.com/ela/grade-5/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-5/commas-review) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-5/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-5/correct-capitalization-errors) |
| 1. [**SS.4**](https://www.ixl.com/ela/grade-5/punctuating-dialogue) | 1. [Punctuating dialogue](https://www.ixl.com/ela/grade-5/punctuating-dialogue) |

[**Sixth-grade skills**](https://www.ixl.com/ela/grade-6)

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| 1. [**A.1**](https://www.ixl.com/ela/grade-6/determine-the-main-idea) | 1. [Determine the main idea](https://www.ixl.com/ela/grade-6/determine-the-main-idea) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-6/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-6/which-sentence-is-more-formal) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-6/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-6/compare-passages-for-tone) |
| 1. [**C.3**](https://www.ixl.com/ela/grade-6/identify-authors-purpose) | 1. [Identify author's purpose](https://www.ixl.com/ela/grade-6/identify-authors-purpose) |
| 1. [**D.2**](https://www.ixl.com/ela/grade-6/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-6/match-causes-and-effects-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-6/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-6/match-problems-with-their-solutions) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-6/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-6/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-6/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-6/identify-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-6/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-6/identify-the-narrative-point-of-view) |
| 1. [**E.6**](https://www.ixl.com/ela/grade-6/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-6/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-6/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-6/read-graphic-organizers) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-6/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-6/order-topics-from-broadest-to-narrowest) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-6/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-6/organize-information-by-main-idea) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-6/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-6/transitions-with-conjunctive-adverbs) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-6/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-6/distinguish-facts-from-opinions) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-6/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-6/choose-evidence-to-support-a-claim) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-informational-texts) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-literary-texts) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-6/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-6/classify-logical-fallacies) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-6/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-6/use-personification) |
| 1. [**L.2**](https://www.ixl.com/ela/grade-6/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-6/create-varied-sentences-based-on-models) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-6/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-6/use-the-correct-frequently-confused-word) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-6/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-6/correct-errors-with-frequently-confused-words) |
| 1. [**M.3**](https://www.ixl.com/ela/grade-6/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-6/correct-errors-with-signs) |
| 1. [**M.4**](https://www.ixl.com/ela/grade-6/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-6/correct-errors-in-everyday-use) |
| 1. [**M.5**](https://www.ixl.com/ela/grade-6/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-6/suggest-appropriate-revisions) |
| 1. [**N.3**](https://www.ixl.com/ela/grade-6/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-6/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-6/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-6/use-the-correct-homophone) |
| 1. [**X.5**](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**X.6**](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**X.7**](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**Y.2**](https://www.ixl.com/ela/grade-6/form-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-6/form-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-6/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form and use plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-6/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**Y.4**](https://www.ixl.com/ela/grade-6/form-plurals-review) | 1. [Form plurals: review](https://www.ixl.com/ela/grade-6/form-plurals-review) |
| 1. [**Y.5**](https://www.ixl.com/ela/grade-6/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-6/form-and-use-plurals-review) |
| 1. [**Y.7**](https://www.ixl.com/ela/grade-6/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-6/form-the-singular-or-plural-possessive) |
| 1. [**Y.8**](https://www.ixl.com/ela/grade-6/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-6/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**Z.2**](https://www.ixl.com/ela/grade-6/use-the-pronoun-that-agrees-with-the-antecedent) | 1. [Use the pronoun that agrees with the antecedent](https://www.ixl.com/ela/grade-6/use-the-pronoun-that-agrees-with-the-antecedent) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-6/choose-between-subject-and-object-pronouns) | 1. [Choose between subject and object pronouns](https://www.ixl.com/ela/grade-6/choose-between-subject-and-object-pronouns) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-i-and-me) |
| 1. [**AA.3**](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-pronouns) | 1. [Compound subjects and objects with pronouns](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-pronouns) |
| 1. [**AA.4**](https://www.ixl.com/ela/grade-6/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-6/use-possessive-pronouns) |
| 1. [**AA.5**](https://www.ixl.com/ela/grade-6/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-6/choose-between-personal-and-reflexive-pronouns) |
| 1. [**AA.6**](https://www.ixl.com/ela/grade-6/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-6/use-reflexive-pronouns) |
| 1. [**AA.9**](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-and-whom) |
| 1. [**AA.10**](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**BB.5**](https://www.ixl.com/ela/grade-6/use-the-correct-modal-verb) | 1. [Use the correct modal verb](https://www.ixl.com/ela/grade-6/use-the-correct-modal-verb) |
| 1. [**CC.1**](https://www.ixl.com/ela/grade-6/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-6/use-the-correct-subject-or-verb) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-6/use-the-correct-verb-with-compound-subjects) | 1. [Use the correct verb – with compound subjects](https://www.ixl.com/ela/grade-6/use-the-correct-verb-with-compound-subjects) |
| 1. [**DD.1**](https://www.ixl.com/ela/grade-6/irregular-past-tense-review) | 1. [Irregular past tense: review](https://www.ixl.com/ela/grade-6/irregular-past-tense-review) |
| 1. [**DD.2**](https://www.ixl.com/ela/grade-6/simple-past-present-and-future-tense-review) | 1. [Simple past, present, and future tense: review](https://www.ixl.com/ela/grade-6/simple-past-present-and-future-tense-review) |
| 1. [**DD.3**](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-verb-tense) | 1. [Correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-verb-tense) |
| 1. [**DD.4**](https://www.ixl.com/ela/grade-6/use-the-progressive-verb-tenses) | 1. [Use the progressive verb tenses](https://www.ixl.com/ela/grade-6/use-the-progressive-verb-tenses) |
| 1. [**DD.5**](https://www.ixl.com/ela/grade-6/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-6/form-the-progressive-verb-tenses) |
| 1. [**DD.6**](https://www.ixl.com/ela/grade-6/choose-between-the-past-tense-and-past-participle) | 1. [Choose between the past tense and past participle](https://www.ixl.com/ela/grade-6/choose-between-the-past-tense-and-past-participle) |
| 1. [**DD.7**](https://www.ixl.com/ela/grade-6/use-the-perfect-verb-tenses) | 1. [Use the perfect verb tenses](https://www.ixl.com/ela/grade-6/use-the-perfect-verb-tenses) |
| 1. [**DD.8**](https://www.ixl.com/ela/grade-6/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-6/form-the-perfect-verb-tenses) |
| 1. [**EE.2**](https://www.ixl.com/ela/grade-6/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-6/order-adjectives) |
| 1. [**EE.4**](https://www.ixl.com/ela/grade-6/use-relative-adverbs) | 1. [Use relative adverbs](https://www.ixl.com/ela/grade-6/use-relative-adverbs) |
| 1. [**EE.5**](https://www.ixl.com/ela/grade-6/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-6/choose-between-adjectives-and-adverbs) |
| 1. [**EE.7**](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adjectives) | 1. [Form and use comparative and superlative adjectives](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adjectives) |
| 1. [**EE.8**](https://www.ixl.com/ela/grade-6/good-better-best-bad-worse-and-worst) | 1. [Good, better, best, bad, worse, and worst](https://www.ixl.com/ela/grade-6/good-better-best-bad-worse-and-worst) |
| 1. [**EE.9**](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adverbs) | 1. [Form and use comparative and superlative adverbs](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adverbs) |
| 1. [**EE.10**](https://www.ixl.com/ela/grade-6/well-better-best-badly-worse-and-worst) | 1. [Well, better, best, badly, worse, and worst](https://www.ixl.com/ela/grade-6/well-better-best-badly-worse-and-worst) |
| 1. [**HH.1**](https://www.ixl.com/ela/grade-6/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-6/use-coordinating-conjunctions) |
| 1. [**HH.4**](https://www.ixl.com/ela/grade-6/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-6/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-6/fill-in-the-missing-correlative-conjunction) | 1. [Fill in the missing correlative conjunction](https://www.ixl.com/ela/grade-6/fill-in-the-missing-correlative-conjunction) |
| 1. [**II.1**](https://www.ixl.com/ela/grade-6/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-6/pronoun-verb-contractions) |
| 1. [**II.2**](https://www.ixl.com/ela/grade-6/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-6/contractions-with-not) |
| 1. [**JJ.1**](https://www.ixl.com/ela/grade-6/commas-with-series-dates-and-places) | 1. [Commas with series, dates, and places](https://www.ixl.com/ela/grade-6/commas-with-series-dates-and-places) |
| 1. [**JJ.2**](https://www.ixl.com/ela/grade-6/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-6/commas-with-compound-and-complex-sentences) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-6/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) | 1. [Commas with direct addresses, introductory words, interjections, and interrupters](https://www.ixl.com/ela/grade-6/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) |
| 1. [**JJ.4**](https://www.ixl.com/ela/grade-6/commas-with-coordinate-adjectives) | 1. [Commas with coordinate adjectives](https://www.ixl.com/ela/grade-6/commas-with-coordinate-adjectives) |
| 1. [**JJ.5**](https://www.ixl.com/ela/grade-6/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-6/commas-review) |
| 1. [**JJ.6**](https://www.ixl.com/ela/grade-6/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-6/what-does-the-punctuation-suggest) |
| 1. [**JJ.7**](https://www.ixl.com/ela/grade-6/commas-with-nonrestrictive-elements) | 1. [Commas with nonrestrictive elements](https://www.ixl.com/ela/grade-6/commas-with-nonrestrictive-elements) |
| 1. [**JJ.8**](https://www.ixl.com/ela/grade-6/use-dashes) | 1. [Use dashes](https://www.ixl.com/ela/grade-6/use-dashes) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-6/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-6/correct-capitalization-errors) |
| 1. [**LL.4**](https://www.ixl.com/ela/grade-6/formatting-quotations-and-dialogue) | 1. [Formatting quotations and dialogue](https://www.ixl.com/ela/grade-6/formatting-quotations-and-dialogue) |

[**Seventh-grade skills**](https://www.ixl.com/ela/grade-7)

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| 1. [**A.1**](https://www.ixl.com/ela/grade-7/determine-the-main-idea) | 1. [Determine the main idea](https://www.ixl.com/ela/grade-7/determine-the-main-idea) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-7/identify-authors-purpose) | 1. [Identify author's purpose](https://www.ixl.com/ela/grade-7/identify-authors-purpose) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-7/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-7/which-sentence-is-more-formal) |
| 1. [**C.3**](https://www.ixl.com/ela/grade-7/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-7/compare-passages-for-tone) |
| 1. [**D.2**](https://www.ixl.com/ela/grade-7/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-7/match-causes-and-effects-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-7/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-7/match-problems-with-their-solutions) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-7/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-7/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-7/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-7/identify-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-7/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-7/identify-the-narrative-point-of-view) |
| 1. [**E.7**](https://www.ixl.com/ela/grade-7/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-7/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-7/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-7/read-graphic-organizers) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-7/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-7/order-topics-from-broadest-to-narrowest) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-7/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-7/organize-information-by-main-idea) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-7/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-7/transitions-with-conjunctive-adverbs) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-7/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-7/identify-thesis-statements) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-7/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-7/distinguish-facts-from-opinions) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-7/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-7/choose-evidence-to-support-a-claim) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-informational-texts) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-literary-texts) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-7/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-7/classify-logical-fallacies) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-7/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-7/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-7/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-7/use-personification) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-7/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-7/create-varied-sentences-based-on-models) |
| 1. [**N.1**](https://www.ixl.com/ela/grade-7/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-7/use-parallel-structure) |
| 1. [**N.2**](https://www.ixl.com/ela/grade-7/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-7/remove-redundant-words-or-phrases) |
| 1. [**N.3**](https://www.ixl.com/ela/grade-7/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-7/use-the-correct-frequently-confused-word) |
| 1. [**N.4**](https://www.ixl.com/ela/grade-7/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-7/correct-errors-with-frequently-confused-words) |
| 1. [**N.5**](https://www.ixl.com/ela/grade-7/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-7/correct-errors-with-signs) |
| 1. [**N.6**](https://www.ixl.com/ela/grade-7/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-7/correct-errors-in-everyday-use) |
| 1. [**N.7**](https://www.ixl.com/ela/grade-7/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-7/suggest-appropriate-revisions) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-7/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-7/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-7/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-7/identify-plagiarism) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-7/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-7/use-the-correct-homophone) |
| 1. [**Y.5**](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**Y.6**](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**Y.7**](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-7/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-7/combine-sentences-using-relative-clauses) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-7/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-7/form-and-use-plurals-review) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-7/form-and-use-plurals-of-compound-nouns) | 1. [Form and use plurals of compound nouns](https://www.ixl.com/ela/grade-7/form-and-use-plurals-of-compound-nouns) |
| 1. [**AA.4**](https://www.ixl.com/ela/grade-7/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-7/form-the-singular-or-plural-possessive) |
| 1. [**AA.5**](https://www.ixl.com/ela/grade-7/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-7/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**BB.2**](https://www.ixl.com/ela/grade-7/use-the-pronoun-that-agrees-with-the-antecedent) | 1. [Use the pronoun that agrees with the antecedent](https://www.ixl.com/ela/grade-7/use-the-pronoun-that-agrees-with-the-antecedent) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-7/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-7/identify-vague-pronoun-references) |
| 1. [**BB.4**](https://www.ixl.com/ela/grade-7/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-7/identify-all-of-the-possible-antecedents) |
| 1. [**BB.5**](https://www.ixl.com/ela/grade-7/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-7/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**CC.1**](https://www.ixl.com/ela/grade-7/choose-between-subject-and-object-pronouns) | 1. [Choose between subject and object pronouns](https://www.ixl.com/ela/grade-7/choose-between-subject-and-object-pronouns) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-i-and-me) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-pronouns) | 1. [Compound subjects and objects with pronouns](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-pronouns) |
| 1. [**CC.4**](https://www.ixl.com/ela/grade-7/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-7/choose-between-personal-and-reflexive-pronouns) |
| 1. [**CC.5**](https://www.ixl.com/ela/grade-7/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-7/use-reflexive-pronouns) |
| 1. [**CC.7**](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-and-whom) |
| 1. [**CC.8**](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**EE.1**](https://www.ixl.com/ela/grade-7/correct-errors-with-subject-verb-agreement) | 1. [Correct errors with subject-verb agreement](https://www.ixl.com/ela/grade-7/correct-errors-with-subject-verb-agreement) |
| 1. [**EE.2**](https://www.ixl.com/ela/grade-7/correct-errors-with-indefinite-pronoun-verb-agreement) | 1. [Correct errors with indefinite pronoun-verb agreement](https://www.ixl.com/ela/grade-7/correct-errors-with-indefinite-pronoun-verb-agreement) |
| 1. [**EE.3**](https://www.ixl.com/ela/grade-7/use-the-correct-verb-with-compound-subjects) | 1. [Use the correct verb – with compound subjects](https://www.ixl.com/ela/grade-7/use-the-correct-verb-with-compound-subjects) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-7/irregular-past-tense-review) | 1. [Irregular past tense: review](https://www.ixl.com/ela/grade-7/irregular-past-tense-review) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-7/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-7/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**FF.4**](https://www.ixl.com/ela/grade-7/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-7/form-the-progressive-verb-tenses) |
| 1. [**FF.5**](https://www.ixl.com/ela/grade-7/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-7/form-the-perfect-verb-tenses) |
| 1. [**GG.2**](https://www.ixl.com/ela/grade-7/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-7/order-adjectives) |
| 1. [**GG.6**](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adjectives) | 1. [Form and use comparative and superlative adjectives](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adjectives) |
| 1. [**GG.8**](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adverbs) | 1. [Form and use comparative and superlative adverbs](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adverbs) |
| 1. [**JJ.1**](https://www.ixl.com/ela/grade-7/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-7/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-7/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-7/misplaced-modifiers-with-pictures) |
| 1. [**KK.2**](https://www.ixl.com/ela/grade-7/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-7/select-the-misplaced-or-dangling-modifier) |
| 1. [**KK.3**](https://www.ixl.com/ela/grade-7/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-7/are-the-modifiers-used-correctly) |
| 1. [**LL.1**](https://www.ixl.com/ela/grade-7/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-7/what-does-the-punctuation-suggest) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-7/commas-with-nonrestrictive-elements) | 1. [Commas with nonrestrictive elements](https://www.ixl.com/ela/grade-7/commas-with-nonrestrictive-elements) |
| 1. [**MM.1**](https://www.ixl.com/ela/grade-7/commas-with-series-dates-and-places) | 1. [Commas with series, dates, and places](https://www.ixl.com/ela/grade-7/commas-with-series-dates-and-places) |
| 1. [**MM.2**](https://www.ixl.com/ela/grade-7/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-7/commas-with-compound-and-complex-sentences) |
| 1. [**MM.3**](https://www.ixl.com/ela/grade-7/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) | 1. [Commas with direct addresses, introductory words, interjections, and interrupters](https://www.ixl.com/ela/grade-7/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) |
| 1. [**MM.4**](https://www.ixl.com/ela/grade-7/commas-with-coordinate-adjectives) | 1. [Commas with coordinate adjectives](https://www.ixl.com/ela/grade-7/commas-with-coordinate-adjectives) |
| 1. [**MM.5**](https://www.ixl.com/ela/grade-7/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-7/commas-review) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-7/use-semicolons-and-commas-to-separate-clauses) | 1. [Use semicolons and commas to separate clauses](https://www.ixl.com/ela/grade-7/use-semicolons-and-commas-to-separate-clauses) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-7/use-semicolons-colons-and-commas-with-lists) | 1. [Use semicolons, colons, and commas with lists](https://www.ixl.com/ela/grade-7/use-semicolons-colons-and-commas-with-lists) |
| 1. [**OO.1**](https://www.ixl.com/ela/grade-7/use-dashes) | 1. [Use dashes](https://www.ixl.com/ela/grade-7/use-dashes) |
| 1. [**OO.2**](https://www.ixl.com/ela/grade-7/use-hyphens-in-compound-adjectives) | 1. [Use hyphens in compound adjectives](https://www.ixl.com/ela/grade-7/use-hyphens-in-compound-adjectives) |
| 1. [**PP.1**](https://www.ixl.com/ela/grade-7/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-7/correct-capitalization-errors) |
| 1. [**QQ.4**](https://www.ixl.com/ela/grade-7/formatting-quotations-and-dialogue) | 1. [Formatting quotations and dialogue](https://www.ixl.com/ela/grade-7/formatting-quotations-and-dialogue) |

[**Eighth-grade skills**](https://www.ixl.com/ela/grade-8)

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| 1. [**A.1**](https://www.ixl.com/ela/grade-8/determine-the-main-idea) | 1. [Determine the main idea](https://www.ixl.com/ela/grade-8/determine-the-main-idea) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-8/identify-authors-purpose) | 1. [Identify author's purpose](https://www.ixl.com/ela/grade-8/identify-authors-purpose) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-8/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-8/which-sentence-is-more-formal) |
| 1. [**C.3**](https://www.ixl.com/ela/grade-8/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-8/compare-passages-for-tone) |
| 1. [**D.2**](https://www.ixl.com/ela/grade-8/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-8/match-causes-and-effects-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-8/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-8/match-problems-with-their-solutions) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-8/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-8/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-8/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-8/identify-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-8/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-8/identify-the-narrative-point-of-view) |
| 1. [**E.7**](https://www.ixl.com/ela/grade-8/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-8/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-8/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-8/read-graphic-organizers) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-8/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-8/order-topics-from-broadest-to-narrowest) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-8/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-8/organize-information-by-main-idea) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-8/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-8/transitions-with-conjunctive-adverbs) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-8/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-8/identify-thesis-statements) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-8/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-8/distinguish-facts-from-opinions) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-8/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-8/choose-evidence-to-support-a-claim) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-informational-texts) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-literary-texts) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-8/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-8/classify-logical-fallacies) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-8/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-8/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-8/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-8/use-personification) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-8/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-8/create-varied-sentences-based-on-models) |
| 1. [**N.1**](https://www.ixl.com/ela/grade-8/identify-active-and-passive-voice) | 1. [Identify active and passive voice](https://www.ixl.com/ela/grade-8/identify-active-and-passive-voice) |
| 1. [**N.2**](https://www.ixl.com/ela/grade-8/rewrite-the-sentence-in-active-voice) | 1. [Rewrite the sentence in active voice](https://www.ixl.com/ela/grade-8/rewrite-the-sentence-in-active-voice) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-8/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-8/use-parallel-structure) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-8/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-8/remove-redundant-words-or-phrases) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-8/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-8/use-the-correct-frequently-confused-word) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-8/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-8/correct-errors-with-frequently-confused-words) |
| 1. [**O.5**](https://www.ixl.com/ela/grade-8/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-8/correct-errors-with-signs) |
| 1. [**O.6**](https://www.ixl.com/ela/grade-8/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-8/correct-errors-in-everyday-use) |
| 1. [**O.7**](https://www.ixl.com/ela/grade-8/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-8/suggest-appropriate-revisions) |
| 1. [**P.3**](https://www.ixl.com/ela/grade-8/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-8/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**P.4**](https://www.ixl.com/ela/grade-8/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-8/identify-plagiarism) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-8/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-8/use-the-correct-homophone) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**Z.6**](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**Z.7**](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**AA.5**](https://www.ixl.com/ela/grade-8/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-8/combine-sentences-using-relative-clauses) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-8/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-8/form-and-use-plurals-review) |
| 1. [**BB.2**](https://www.ixl.com/ela/grade-8/form-and-use-plurals-of-compound-nouns) | 1. [Form and use plurals of compound nouns](https://www.ixl.com/ela/grade-8/form-and-use-plurals-of-compound-nouns) |
| 1. [**BB.4**](https://www.ixl.com/ela/grade-8/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-8/form-the-singular-or-plural-possessive) |
| 1. [**BB.5**](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**BB.6**](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-compound-and-joint-possession) | 1. [Identify and correct errors with compound and joint possession](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-compound-and-joint-possession) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-8/use-the-pronoun-that-agrees-with-the-antecedent) | 1. [Use the pronoun that agrees with the antecedent](https://www.ixl.com/ela/grade-8/use-the-pronoun-that-agrees-with-the-antecedent) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-8/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-8/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**CC.4**](https://www.ixl.com/ela/grade-8/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-8/identify-vague-pronoun-references) |
| 1. [**CC.5**](https://www.ixl.com/ela/grade-8/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-8/identify-all-of-the-possible-antecedents) |
| 1. [**DD.1**](https://www.ixl.com/ela/grade-8/choose-between-subject-and-object-pronouns) | 1. [Choose between subject and object pronouns](https://www.ixl.com/ela/grade-8/choose-between-subject-and-object-pronouns) |
| 1. [**DD.2**](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-i-and-me) |
| 1. [**DD.3**](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-pronouns) | 1. [Compound subjects and objects with pronouns](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-pronouns) |
| 1. [**DD.4**](https://www.ixl.com/ela/grade-8/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-8/choose-between-personal-and-reflexive-pronouns) |
| 1. [**DD.5**](https://www.ixl.com/ela/grade-8/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-8/use-reflexive-pronouns) |
| 1. [**DD.7**](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-and-whom) |
| 1. [**DD.8**](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-8/correct-errors-with-subject-verb-agreement) | 1. [Correct errors with subject-verb agreement](https://www.ixl.com/ela/grade-8/correct-errors-with-subject-verb-agreement) |
| 1. [**FF.2**](https://www.ixl.com/ela/grade-8/correct-errors-with-indefinite-pronoun-verb-agreement) | 1. [Correct errors with indefinite pronoun-verb agreement](https://www.ixl.com/ela/grade-8/correct-errors-with-indefinite-pronoun-verb-agreement) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-8/use-the-correct-verb-with-compound-subjects) | 1. [Use the correct verb – with compound subjects](https://www.ixl.com/ela/grade-8/use-the-correct-verb-with-compound-subjects) |
| 1. [**GG.1**](https://www.ixl.com/ela/grade-8/irregular-past-tense-review) | 1. [Irregular past tense: review](https://www.ixl.com/ela/grade-8/irregular-past-tense-review) |
| 1. [**GG.3**](https://www.ixl.com/ela/grade-8/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-8/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**GG.4**](https://www.ixl.com/ela/grade-8/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-8/form-the-progressive-verb-tenses) |
| 1. [**GG.5**](https://www.ixl.com/ela/grade-8/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-8/form-the-perfect-verb-tenses) |
| 1. [**HH.2**](https://www.ixl.com/ela/grade-8/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-8/order-adjectives) |
| 1. [**HH.4**](https://www.ixl.com/ela/grade-8/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-8/choose-between-adjectives-and-adverbs) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adjectives) | 1. [Form and use comparative and superlative adjectives](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adjectives) |
| 1. [**HH.8**](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adverbs) | 1. [Form and use comparative and superlative adverbs](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adverbs) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-8/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-8/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**LL.1**](https://www.ixl.com/ela/grade-8/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-8/misplaced-modifiers-with-pictures) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-8/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-8/select-the-misplaced-or-dangling-modifier) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-8/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-8/are-the-modifiers-used-correctly) |
| 1. [**MM.1**](https://www.ixl.com/ela/grade-8/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-8/what-does-the-punctuation-suggest) |
| 1. [**MM.2**](https://www.ixl.com/ela/grade-8/commas-with-nonrestrictive-elements) | 1. [Commas with nonrestrictive elements](https://www.ixl.com/ela/grade-8/commas-with-nonrestrictive-elements) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-8/commas-with-series-dates-and-places) | 1. [Commas with series, dates, and places](https://www.ixl.com/ela/grade-8/commas-with-series-dates-and-places) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-8/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-8/commas-with-compound-and-complex-sentences) |
| 1. [**NN.3**](https://www.ixl.com/ela/grade-8/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) | 1. [Commas with direct addresses, introductory words, interjections, and interrupters](https://www.ixl.com/ela/grade-8/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) |
| 1. [**NN.4**](https://www.ixl.com/ela/grade-8/commas-with-coordinate-adjectives) | 1. [Commas with coordinate adjectives](https://www.ixl.com/ela/grade-8/commas-with-coordinate-adjectives) |
| 1. [**NN.5**](https://www.ixl.com/ela/grade-8/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-8/commas-review) |
| 1. [**OO.1**](https://www.ixl.com/ela/grade-8/use-semicolons-and-commas-to-separate-clauses) | 1. [Use semicolons and commas to separate clauses](https://www.ixl.com/ela/grade-8/use-semicolons-and-commas-to-separate-clauses) |
| 1. [**OO.2**](https://www.ixl.com/ela/grade-8/use-semicolons-colons-and-commas-with-lists) | 1. [Use semicolons, colons, and commas with lists](https://www.ixl.com/ela/grade-8/use-semicolons-colons-and-commas-with-lists) |
| 1. [**PP.1**](https://www.ixl.com/ela/grade-8/use-dashes) | 1. [Use dashes](https://www.ixl.com/ela/grade-8/use-dashes) |
| 1. [**PP.2**](https://www.ixl.com/ela/grade-8/use-hyphens-in-compound-adjectives) | 1. [Use hyphens in compound adjectives](https://www.ixl.com/ela/grade-8/use-hyphens-in-compound-adjectives) |
| 1. [**QQ.1**](https://www.ixl.com/ela/grade-8/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-8/correct-capitalization-errors) |
| 1. [**RR.4**](https://www.ixl.com/ela/grade-8/formatting-quotations-and-dialogue) | 1. [Formatting quotations and dialogue](https://www.ixl.com/ela/grade-8/formatting-quotations-and-dialogue) |

[**Ninth-grade skills**](https://www.ixl.com/ela/grade-9)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-9/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-9/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-9/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-9/identify-audience-and-purpose) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-9/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-9/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-9/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-9/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-9/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-9/identify-the-narrative-point-of-view) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-9/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-9/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-9/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-9/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-9/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-9/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-9/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-9/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-9/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-9/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-9/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-9/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-9/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-9/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-9/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-9/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-9/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-9/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-9/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-9/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-9/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-9/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-9/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-9/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-9/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-9/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-9/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-9/use-personification) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-9/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-9/transitions-with-conjunctive-adverbs) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-9/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-9/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-9/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-9/identify-sentences-with-parallel-structure) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-9/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-9/use-parallel-structure) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-9/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-9/remove-redundant-words-or-phrases) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-9/identify-active-and-passive-voice) | 1. [Identify active and passive voice](https://www.ixl.com/ela/grade-9/identify-active-and-passive-voice) |
| 1. [**L.2**](https://www.ixl.com/ela/grade-9/rewrite-the-sentence-in-active-voice) | 1. [Rewrite the sentence in active voice](https://www.ixl.com/ela/grade-9/rewrite-the-sentence-in-active-voice) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-9/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-9/use-the-correct-frequently-confused-word) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**M.3**](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**M.6**](https://www.ixl.com/ela/grade-9/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-9/correct-errors-in-everyday-use) |
| 1. [**M.7**](https://www.ixl.com/ela/grade-9/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-9/suggest-appropriate-revisions) |
| 1. [**N.4**](https://www.ixl.com/ela/grade-9/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-9/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**N.5**](https://www.ixl.com/ela/grade-9/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-9/identify-plagiarism) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-9/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-9/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-9/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-9/use-words-accurately-and-precisely) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-9/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-9/replace-words-using-a-thesaurus) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-9/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-9/explore-words-with-new-or-contested-usages) |
| 1. [**W.2**](https://www.ixl.com/ela/grade-9/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-9/identify-sentence-fragments) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-9/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-9/identify-run-on-sentences) |
| 1. [**W.4**](https://www.ixl.com/ela/grade-9/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-9/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**X.6**](https://www.ixl.com/ela/grade-9/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-9/combine-sentences-using-relative-clauses) |
| 1. [**Z.7**](https://www.ixl.com/ela/grade-9/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-9/identify-vague-pronoun-references) |
| 1. [**Z.8**](https://www.ixl.com/ela/grade-9/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-9/identify-all-of-the-possible-antecedents) |
| 1. [**Z.9**](https://www.ixl.com/ela/grade-9/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-9/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-9/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-9/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**EE.1**](https://www.ixl.com/ela/grade-9/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-9/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-9/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-9/misplaced-modifiers-with-pictures) |
| 1. [**FF.2**](https://www.ixl.com/ela/grade-9/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-9/select-the-misplaced-or-dangling-modifier) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-9/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-9/are-the-modifiers-used-correctly) |

[**Tenth-grade skills**](https://www.ixl.com/ela/grade-10)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-10/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-10/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-10/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-10/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-10/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-10/identify-audience-and-purpose) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-10/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-10/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-10/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-10/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-10/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-10/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-10/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-10/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-10/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-10/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-10/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-10/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-10/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-10/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-10/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-10/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-10/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-10/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-10/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-10/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-10/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-10/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-10/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-10/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-10/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-10/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-10/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-10/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-10/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-10/use-personification) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-10/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-10/transitions-with-conjunctive-adverbs) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-10/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-10/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-10/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-10/identify-sentences-with-parallel-structure) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-10/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-10/use-parallel-structure) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-10/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-10/remove-redundant-words-or-phrases) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-10/identify-active-and-passive-voice) | 1. [Identify active and passive voice](https://www.ixl.com/ela/grade-10/identify-active-and-passive-voice) |
| 1. [**L.2**](https://www.ixl.com/ela/grade-10/rewrite-the-sentence-in-active-voice) | 1. [Rewrite the sentence in active voice](https://www.ixl.com/ela/grade-10/rewrite-the-sentence-in-active-voice) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-10/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-10/use-the-correct-frequently-confused-word) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**M.3**](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**M.6**](https://www.ixl.com/ela/grade-10/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-10/correct-errors-in-everyday-use) |
| 1. [**M.7**](https://www.ixl.com/ela/grade-10/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-10/suggest-appropriate-revisions) |
| 1. [**N.4**](https://www.ixl.com/ela/grade-10/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-10/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**N.5**](https://www.ixl.com/ela/grade-10/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-10/identify-plagiarism) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-10/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-10/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-10/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-10/use-words-accurately-and-precisely) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-10/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-10/replace-words-using-a-thesaurus) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-10/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-10/explore-words-with-new-or-contested-usages) |
| 1. [**W.2**](https://www.ixl.com/ela/grade-10/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-10/identify-sentence-fragments) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-10/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-10/identify-run-on-sentences) |
| 1. [**W.4**](https://www.ixl.com/ela/grade-10/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-10/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**X.6**](https://www.ixl.com/ela/grade-10/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-10/combine-sentences-using-relative-clauses) |
| 1. [**Z.7**](https://www.ixl.com/ela/grade-10/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-10/identify-vague-pronoun-references) |
| 1. [**Z.8**](https://www.ixl.com/ela/grade-10/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-10/identify-all-of-the-possible-antecedents) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-10/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-10/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**EE.1**](https://www.ixl.com/ela/grade-10/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-10/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-10/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-10/misplaced-modifiers-with-pictures) |
| 1. [**FF.2**](https://www.ixl.com/ela/grade-10/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-10/select-the-misplaced-or-dangling-modifier) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-10/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-10/are-the-modifiers-used-correctly) |
| 1. [**GG.1**](https://www.ixl.com/ela/grade-10/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-10/what-does-the-punctuation-suggest) |

[**Eleventh-grade skills**](https://www.ixl.com/ela/grade-11)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-11/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-11/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-11/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-11/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-11/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-11/identify-audience-and-purpose) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-11/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-11/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-11/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-11/identify-the-narrative-point-of-view) |
| 1. [**C.8**](https://www.ixl.com/ela/grade-11/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-11/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-11/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-11/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-11/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-11/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-11/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-11/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-11/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-11/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-11/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-11/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-11/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-11/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-11/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-11/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-11/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-11/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-11/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-11/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-11/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-11/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-11/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-11/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-11/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-11/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-11/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-11/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-11/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-11/transitions-with-conjunctive-adverbs) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-11/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-11/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-11/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-11/identify-sentences-with-parallel-structure) |
| 1. [**J.4**](https://www.ixl.com/ela/grade-11/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-11/use-parallel-structure) |
| 1. [**J.5**](https://www.ixl.com/ela/grade-11/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-11/remove-redundant-words-or-phrases) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-11/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-11/use-the-correct-frequently-confused-word) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-11/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-11/correct-errors-in-everyday-use) |
| 1. [**K.7**](https://www.ixl.com/ela/grade-11/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-11/suggest-appropriate-revisions) |
| 1. [**L.4**](https://www.ixl.com/ela/grade-11/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-11/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**L.5**](https://www.ixl.com/ela/grade-11/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-11/identify-plagiarism) |
| 1. [**Q.2**](https://www.ixl.com/ela/grade-11/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-11/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**Q.3**](https://www.ixl.com/ela/grade-11/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-11/use-words-accurately-and-precisely) |
| 1. [**Q.4**](https://www.ixl.com/ela/grade-11/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-11/replace-words-using-a-thesaurus) |
| 1. [**Q.6**](https://www.ixl.com/ela/grade-11/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-11/explore-words-with-new-or-contested-usages) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-11/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-11/identify-sentence-fragments) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-11/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-11/identify-run-on-sentences) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-11/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-11/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**U.6**](https://www.ixl.com/ela/grade-11/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-11/combine-sentences-using-relative-clauses) |
| 1. [**V.7**](https://www.ixl.com/ela/grade-11/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-11/identify-vague-pronoun-references) |
| 1. [**V.8**](https://www.ixl.com/ela/grade-11/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-11/identify-all-of-the-possible-antecedents) |
| 1. [**V.9**](https://www.ixl.com/ela/grade-11/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-11/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-11/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-11/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-11/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-11/misplaced-modifiers-with-pictures) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-11/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-11/select-the-misplaced-or-dangling-modifier) |
| 1. [**AA.3**](https://www.ixl.com/ela/grade-11/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-11/are-the-modifiers-used-correctly) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-11/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-11/what-does-the-punctuation-suggest) |

[**Twelfth-grade skills**](https://www.ixl.com/ela/grade-12)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-12/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-12/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-12/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-12/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-12/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-12/identify-audience-and-purpose) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-12/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-12/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-12/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-12/identify-the-narrative-point-of-view) |
| 1. [**C.8**](https://www.ixl.com/ela/grade-12/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-12/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-12/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-12/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-12/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-12/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-12/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-12/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-12/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-12/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-12/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-12/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-12/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-12/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-12/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-12/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-12/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-12/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-12/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-12/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-12/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-12/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-12/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-12/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-12/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-12/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-12/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-12/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-12/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-12/transitions-with-conjunctive-adverbs) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-12/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-12/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-12/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-12/identify-sentences-with-parallel-structure) |
| 1. [**J.4**](https://www.ixl.com/ela/grade-12/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-12/use-parallel-structure) |
| 1. [**J.5**](https://www.ixl.com/ela/grade-12/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-12/remove-redundant-words-or-phrases) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-12/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-12/use-the-correct-frequently-confused-word) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-12/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-12/correct-errors-in-everyday-use) |
| 1. [**K.7**](https://www.ixl.com/ela/grade-12/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-12/suggest-appropriate-revisions) |
| 1. [**L.4**](https://www.ixl.com/ela/grade-12/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-12/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**L.5**](https://www.ixl.com/ela/grade-12/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-12/identify-plagiarism) |
| 1. [**Q.2**](https://www.ixl.com/ela/grade-12/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-12/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**Q.3**](https://www.ixl.com/ela/grade-12/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-12/use-words-accurately-and-precisely) |
| 1. [**Q.4**](https://www.ixl.com/ela/grade-12/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-12/replace-words-using-a-thesaurus) |
| 1. [**Q.6**](https://www.ixl.com/ela/grade-12/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-12/explore-words-with-new-or-contested-usages) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-12/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-12/identify-sentence-fragments) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-12/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-12/identify-run-on-sentences) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-12/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-12/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**U.6**](https://www.ixl.com/ela/grade-12/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-12/combine-sentences-using-relative-clauses) |
| 1. [**V.7**](https://www.ixl.com/ela/grade-12/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-12/identify-vague-pronoun-references) |
| 1. [**V.8**](https://www.ixl.com/ela/grade-12/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-12/identify-all-of-the-possible-antecedents) |
| 1. [**V.9**](https://www.ixl.com/ela/grade-12/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-12/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-12/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-12/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-12/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-12/misplaced-modifiers-with-pictures) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-12/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-12/select-the-misplaced-or-dangling-modifier) |
| 1. [**AA.3**](https://www.ixl.com/ela/grade-12/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-12/are-the-modifiers-used-correctly) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-12/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-12/what-does-the-punctuation-suggest) |

[Adjectives and adverbs](https://www.ixl.com/ela/adjectives-and-adverbs)

[Punctuation and capitalization](https://www.ixl.com/ela/punctuation-and-capitalization)

[Figurative language](https://www.ixl.com/ela/figurative-language)

[Grammar](https://www.ixl.com/ela/grammar)

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[Phonics](https://www.ixl.com/ela/phonics)

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[Reading comprehension](https://www.ixl.com/ela/reading-comprehension)

[Reference skills](https://www.ixl.com/ela/reference-skills)

[Sentences](https://www.ixl.com/ela/sentences)

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Here is a list of all of the skills that cover writing and composition! These skills are organized by grade, and you can move your mouse over any skill name to preview the skill. To start practicing, just click on any link. IXL will track your score, and the questions will automatically increase in difficulty as you improve!

[**First-grade skills**](https://www.ixl.com/ela/grade-1)

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| 1. [**NN.3**](https://www.ixl.com/ela/grade-1/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-1/put-the-sentences-in-order) |

[**Second-grade skills**](https://www.ixl.com/ela/grade-2)

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| 1. [**Q.1**](https://www.ixl.com/ela/grade-2/which-book-title-goes-with-the-picture) | 1. [Which book title goes with the picture?](https://www.ixl.com/ela/grade-2/which-book-title-goes-with-the-picture) |
| 1. [**Q.2**](https://www.ixl.com/ela/grade-2/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-2/use-actions-and-dialogue-to-understand-characters) |
| 1. [**X.1**](https://www.ixl.com/ela/grade-2/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-2/put-the-sentences-in-order) |
| 1. [**Y.1**](https://www.ixl.com/ela/grade-2/select-the-detail-that-does-not-support-the-topic-sentence) | 1. [Select the detail that does not support the topic sentence](https://www.ixl.com/ela/grade-2/select-the-detail-that-does-not-support-the-topic-sentence) |
| 1. [**Y.2**](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-narrative-paragraphs) | 1. [Choose topic sentences for narrative paragraphs](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-narrative-paragraphs) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-expository-paragraphs) | 1. [Choose topic sentences for expository paragraphs](https://www.ixl.com/ela/grade-2/choose-topic-sentences-for-expository-paragraphs) |
| 1. [**Z.2**](https://www.ixl.com/ela/grade-2/use-subordinating-conjunctions) | 1. [Use subordinating conjunctions](https://www.ixl.com/ela/grade-2/use-subordinating-conjunctions) |
| 1. [**Z.4**](https://www.ixl.com/ela/grade-2/use-time-order-words) | 1. [Use time-order words](https://www.ixl.com/ela/grade-2/use-time-order-words) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-2/use-linking-words-to-complete-a-passage) | 1. [Use linking words to complete a passage](https://www.ixl.com/ela/grade-2/use-linking-words-to-complete-a-passage) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-2/choose-the-text-that-matches-the-writers-purpose) | 1. [Choose the text that matches the writer's purpose](https://www.ixl.com/ela/grade-2/choose-the-text-that-matches-the-writers-purpose) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-2/complete-the-fact-and-opinion-sentences) | 1. [Complete the fact and opinion sentences](https://www.ixl.com/ela/grade-2/complete-the-fact-and-opinion-sentences) |
| 1. [**BB.2**](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-an-example) | 1. [Complete the opinion passage with an example](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-an-example) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-a-reason) | 1. [Complete the opinion passage with a reason](https://www.ixl.com/ela/grade-2/complete-the-opinion-passage-with-a-reason) |
| 1. [**BB.4**](https://www.ixl.com/ela/grade-2/complete-the-opinion-reason-example-table) | 1. [Complete the opinion-reason-example table](https://www.ixl.com/ela/grade-2/complete-the-opinion-reason-example-table) |
| 1. [**CC.1**](https://www.ixl.com/ela/grade-2/choose-the-sensory-details-that-match-the-picture) | 1. [Choose the sensory details that match the picture](https://www.ixl.com/ela/grade-2/choose-the-sensory-details-that-match-the-picture) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-2/add-descriptive-details-to-sentences) | 1. [Add descriptive details to sentences](https://www.ixl.com/ela/grade-2/add-descriptive-details-to-sentences) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-2/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-2/revise-the-sentence-using-a-stronger-verb) |
| 1. [**CC.4**](https://www.ixl.com/ela/grade-2/insert-dialogue-into-a-story) | 1. [Insert dialogue into a story](https://www.ixl.com/ela/grade-2/insert-dialogue-into-a-story) |
| 1. [**DD.1**](https://www.ixl.com/ela/grade-2/combine-sentences-subjects) | 1. [Combine sentences: subjects](https://www.ixl.com/ela/grade-2/combine-sentences-subjects) |
| 1. [**DD.2**](https://www.ixl.com/ela/grade-2/combine-sentences-predicates) | 1. [Combine sentences: predicates](https://www.ixl.com/ela/grade-2/combine-sentences-predicates) |
| 1. [**DD.3**](https://www.ixl.com/ela/grade-2/combine-sentences-subjects-and-predicates) | 1. [Combine sentences: subjects and predicates](https://www.ixl.com/ela/grade-2/combine-sentences-subjects-and-predicates) |
| 1. [**DD.4**](https://www.ixl.com/ela/grade-2/rewrite-sentences-using-introductory-elements) | 1. [Rewrite sentences using introductory elements](https://www.ixl.com/ela/grade-2/rewrite-sentences-using-introductory-elements) |
| 1. [**EE.4**](https://www.ixl.com/ela/grade-2/use-the-prefixes-pre-re-and-mis) | 1. [Use the prefixes pre-, re-, and mis-](https://www.ixl.com/ela/grade-2/use-the-prefixes-pre-re-and-mis) |
| 1. [**II.3**](https://www.ixl.com/ela/grade-2/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-2/use-the-correct-homophone) |
| 1. [**OO.4**](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**OO.5**](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**OO.6**](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-2/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**PP.6**](https://www.ixl.com/ela/grade-2/form-regular-plurals-with-s-and-es) | 1. [Form regular plurals with -s and -es](https://www.ixl.com/ela/grade-2/form-regular-plurals-with-s-and-es) |
| 1. [**PP.7**](https://www.ixl.com/ela/grade-2/use-regular-plurals-with-s-and-es) | 1. [Use regular plurals with -s and -es](https://www.ixl.com/ela/grade-2/use-regular-plurals-with-s-and-es) |
| 1. [**PP.10**](https://www.ixl.com/ela/grade-2/form-and-use-irregular-plurals) | 1. [Form and use irregular plurals](https://www.ixl.com/ela/grade-2/form-and-use-irregular-plurals) |
| 1. [**PP.12**](https://www.ixl.com/ela/grade-2/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-2/form-the-singular-or-plural-possessive) |
| 1. [**PP.13**](https://www.ixl.com/ela/grade-2/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-2/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**QQ.2**](https://www.ixl.com/ela/grade-2/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-2/choose-between-subject-and-object-personal-pronouns) |
| 1. [**QQ.3**](https://www.ixl.com/ela/grade-2/replace-the-singular-noun-with-a-personal-pronoun) | 1. [Replace the singular noun with a personal pronoun](https://www.ixl.com/ela/grade-2/replace-the-singular-noun-with-a-personal-pronoun) |
| 1. [**QQ.4**](https://www.ixl.com/ela/grade-2/replace-the-plural-noun-with-a-personal-pronoun) | 1. [Replace the plural noun with a personal pronoun](https://www.ixl.com/ela/grade-2/replace-the-plural-noun-with-a-personal-pronoun) |
| 1. [**QQ.5**](https://www.ixl.com/ela/grade-2/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-2/compound-subjects-and-objects-with-i-and-me) |
| 1. [**QQ.8**](https://www.ixl.com/ela/grade-2/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-2/use-possessive-pronouns) |
| 1. [**QQ.9**](https://www.ixl.com/ela/grade-2/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-2/choose-between-personal-and-reflexive-pronouns) |
| 1. [**QQ.10**](https://www.ixl.com/ela/grade-2/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-2/use-reflexive-pronouns) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-2/use-action-verbs) | 1. [Use action verbs](https://www.ixl.com/ela/grade-2/use-action-verbs) |
| 1. [**SS.2**](https://www.ixl.com/ela/grade-2/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-2/use-the-correct-subject-or-verb) |
| 1. [**SS.3**](https://www.ixl.com/ela/grade-2/pronoun-verb-agreement) | 1. [Pronoun-verb agreement](https://www.ixl.com/ela/grade-2/pronoun-verb-agreement) |
| 1. [**TT.3**](https://www.ixl.com/ela/grade-2/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-2/form-and-use-the-regular-past-tense) |
| 1. [**TT.5**](https://www.ixl.com/ela/grade-2/change-the-sentence-to-future-tense) | 1. [Change the sentence to future tense](https://www.ixl.com/ela/grade-2/change-the-sentence-to-future-tense) |
| 1. [**TT.8**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-1) | 1. [Form and use the irregular past tense: set 1](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-1) |
| 1. [**TT.9**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-2) | 1. [Form and use the irregular past tense: set 2](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-2) |
| 1. [**TT.10**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-3) | 1. [Form and use the irregular past tense: set 3](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-3) |
| 1. [**TT.11**](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-4) | 1. [Form and use the irregular past tense: set 4](https://www.ixl.com/ela/grade-2/form-and-use-the-irregular-past-tense-set-4) |
| 1. [**TT.13**](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-present-tense-form) | 1. [To be: use the correct present tense form](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-present-tense-form) |
| 1. [**TT.14**](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-past-tense-form) | 1. [To be: use the correct past tense form](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-past-tense-form) |
| 1. [**TT.15**](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-form) | 1. [To be: use the correct form](https://www.ixl.com/ela/grade-2/to-be-use-the-correct-form) |
| 1. [**TT.16**](https://www.ixl.com/ela/grade-2/to-have-use-the-correct-form) | 1. [To have: use the correct form](https://www.ixl.com/ela/grade-2/to-have-use-the-correct-form) |
| 1. [**UU.1**](https://www.ixl.com/ela/grade-2/use-the-correct-article-a-or-an) | 1. [Use the correct article: a or an](https://www.ixl.com/ela/grade-2/use-the-correct-article-a-or-an) |
| 1. [**VV.8**](https://www.ixl.com/ela/grade-2/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-2/choose-between-adjectives-and-adverbs) |
| 1. [**XX.4**](https://www.ixl.com/ela/grade-2/use-pronoun-verb-contractions) | 1. [Use pronoun-verb contractions](https://www.ixl.com/ela/grade-2/use-pronoun-verb-contractions) |
| 1. [**XX.5**](https://www.ixl.com/ela/grade-2/use-contractions-with-not) | 1. [Use contractions with "not"](https://www.ixl.com/ela/grade-2/use-contractions-with-not) |

[**Third-grade skills**](https://www.ixl.com/ela/grade-3)

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| 1. [**A.2**](https://www.ixl.com/ela/grade-3/determine-the-main-idea-of-a-passage) | 1. [Determine the main idea of a passage](https://www.ixl.com/ela/grade-3/determine-the-main-idea-of-a-passage) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-3/identify-the-authors-purpose-passages) | 1. [Identify the author's purpose: passages](https://www.ixl.com/ela/grade-3/identify-the-authors-purpose-passages) |
| 1. [**D.1**](https://www.ixl.com/ela/grade-3/determine-the-order-of-events-in-informational-texts) | 1. [Determine the order of events in informational texts](https://www.ixl.com/ela/grade-3/determine-the-order-of-events-in-informational-texts) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-3/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-3/match-causes-and-effects-in-informational-texts) |
| 1. [**D.5**](https://www.ixl.com/ela/grade-3/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-3/match-problems-with-their-solutions) |
| 1. [**D.6**](https://www.ixl.com/ela/grade-3/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-3/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-3/sort-sensory-details) | 1. [Sort sensory details](https://www.ixl.com/ela/grade-3/sort-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-3/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-3/identify-sensory-details) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-3/which-book-title-goes-with-the-picture) | 1. [Which book title goes with the picture?](https://www.ixl.com/ela/grade-3/which-book-title-goes-with-the-picture) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-3/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-3/use-actions-and-dialogue-to-understand-characters) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-3/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-3/put-the-sentences-in-order) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-3/order-items-from-most-general-to-most-specific) | 1. [Order items from most general to most specific](https://www.ixl.com/ela/grade-3/order-items-from-most-general-to-most-specific) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-3/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-3/organize-information-by-main-idea) |
| 1. [**P.1**](https://www.ixl.com/ela/grade-3/select-the-detail-that-does-not-support-the-topic-sentence) | 1. [Select the detail that does not support the topic sentence](https://www.ixl.com/ela/grade-3/select-the-detail-that-does-not-support-the-topic-sentence) |
| 1. [**P.2**](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-narrative-paragraphs) | 1. [Choose topic sentences for narrative paragraphs](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-narrative-paragraphs) |
| 1. [**P.3**](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-expository-paragraphs) | 1. [Choose topic sentences for expository paragraphs](https://www.ixl.com/ela/grade-3/choose-topic-sentences-for-expository-paragraphs) |
| 1. [**Q.1**](https://www.ixl.com/ela/grade-3/choose-the-text-that-matches-the-writers-purpose) | 1. [Choose the text that matches the writer's purpose](https://www.ixl.com/ela/grade-3/choose-the-text-that-matches-the-writers-purpose) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-3/identify-time-order-words) | 1. [Identify time-order words](https://www.ixl.com/ela/grade-3/identify-time-order-words) |
| 1. [**R.2**](https://www.ixl.com/ela/grade-3/use-time-order-words) | 1. [Use time-order words](https://www.ixl.com/ela/grade-3/use-time-order-words) |
| 1. [**R.3**](https://www.ixl.com/ela/grade-3/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-3/use-coordinating-conjunctions) |
| 1. [**R.4**](https://www.ixl.com/ela/grade-3/use-subordinating-conjunctions) | 1. [Use subordinating conjunctions](https://www.ixl.com/ela/grade-3/use-subordinating-conjunctions) |
| 1. [**R.5**](https://www.ixl.com/ela/grade-3/choose-the-best-transition) | 1. [Choose the best transition](https://www.ixl.com/ela/grade-3/choose-the-best-transition) |
| 1. [**R.6**](https://www.ixl.com/ela/grade-3/use-linking-words-to-complete-a-passage) | 1. [Use linking words to complete a passage](https://www.ixl.com/ela/grade-3/use-linking-words-to-complete-a-passage) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-3/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-3/distinguish-facts-from-opinions) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-3/identify-an-authors-statement-of-opinion) | 1. [Identify an author's statement of opinion](https://www.ixl.com/ela/grade-3/identify-an-authors-statement-of-opinion) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-3/choose-reasons-to-support-an-opinion) | 1. [Choose reasons to support an opinion](https://www.ixl.com/ela/grade-3/choose-reasons-to-support-an-opinion) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-an-example) | 1. [Complete the opinion passage with an example](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-an-example) |
| 1. [**S.5**](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-a-reason) | 1. [Complete the opinion passage with a reason](https://www.ixl.com/ela/grade-3/complete-the-opinion-passage-with-a-reason) |
| 1. [**S.6**](https://www.ixl.com/ela/grade-3/complete-the-opinion-reason-example-table) | 1. [Complete the opinion-reason-example table](https://www.ixl.com/ela/grade-3/complete-the-opinion-reason-example-table) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-3/add-descriptive-details-to-sentences) | 1. [Add descriptive details to sentences](https://www.ixl.com/ela/grade-3/add-descriptive-details-to-sentences) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-3/show-character-emotions-and-traits) | 1. [Show character emotions and traits](https://www.ixl.com/ela/grade-3/show-character-emotions-and-traits) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-3/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-3/revise-the-sentence-using-a-stronger-verb) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-3/combine-sentences-subjects-and-predicates) | 1. [Combine sentences: subjects and predicates](https://www.ixl.com/ela/grade-3/combine-sentences-subjects-and-predicates) |
| 1. [**U.2**](https://www.ixl.com/ela/grade-3/combine-sentences-by-adding-key-details) | 1. [Combine sentences by adding key details](https://www.ixl.com/ela/grade-3/combine-sentences-by-adding-key-details) |
| 1. [**U.3**](https://www.ixl.com/ela/grade-3/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-3/create-varied-sentences-based-on-models) |
| 1. [**V.1**](https://www.ixl.com/ela/grade-3/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-3/correct-errors-with-signs) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-3/use-the-prefixes-pre-re-and-mis) | 1. [Use the prefixes pre-, re-, and mis-](https://www.ixl.com/ela/grade-3/use-the-prefixes-pre-re-and-mis) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-3/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-3/use-the-correct-homophone) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**HH.7**](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-3/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**HH.9**](https://www.ixl.com/ela/grade-3/create-compound-sentences) | 1. [Create compound sentences](https://www.ixl.com/ela/grade-3/create-compound-sentences) |
| 1. [**HH.10**](https://www.ixl.com/ela/grade-3/order-the-words-to-create-a-sentence) | 1. [Order the words to create a sentence](https://www.ixl.com/ela/grade-3/order-the-words-to-create-a-sentence) |
| 1. [**II.5**](https://www.ixl.com/ela/grade-3/form-regular-plurals-with-s-es-and-ies) | 1. [Form regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-3/form-regular-plurals-with-s-es-and-ies) |
| 1. [**II.6**](https://www.ixl.com/ela/grade-3/use-regular-plurals-with-s-es-and-ies) | 1. [Use regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-3/use-regular-plurals-with-s-es-and-ies) |
| 1. [**II.8**](https://www.ixl.com/ela/grade-3/form-and-use-irregular-plurals) | 1. [Form and use irregular plurals](https://www.ixl.com/ela/grade-3/form-and-use-irregular-plurals) |
| 1. [**II.10**](https://www.ixl.com/ela/grade-3/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-3/form-the-singular-or-plural-possessive) |
| 1. [**II.11**](https://www.ixl.com/ela/grade-3/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-3/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**JJ.2**](https://www.ixl.com/ela/grade-3/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-3/choose-between-subject-and-object-personal-pronouns) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-3/replace-the-noun-with-a-personal-pronoun) | 1. [Replace the noun with a personal pronoun](https://www.ixl.com/ela/grade-3/replace-the-noun-with-a-personal-pronoun) |
| 1. [**JJ.4**](https://www.ixl.com/ela/grade-3/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-3/compound-subjects-and-objects-with-i-and-me) |
| 1. [**JJ.6**](https://www.ixl.com/ela/grade-3/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-3/use-possessive-pronouns) |
| 1. [**JJ.7**](https://www.ixl.com/ela/grade-3/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-3/choose-between-personal-and-reflexive-pronouns) |
| 1. [**JJ.8**](https://www.ixl.com/ela/grade-3/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-3/use-reflexive-pronouns) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-3/use-action-verbs) | 1. [Use action verbs](https://www.ixl.com/ela/grade-3/use-action-verbs) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-3/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-3/use-the-correct-subject-or-verb) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-3/pronoun-verb-agreement) | 1. [Pronoun-verb agreement](https://www.ixl.com/ela/grade-3/pronoun-verb-agreement) |
| 1. [**MM.3**](https://www.ixl.com/ela/grade-3/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-3/form-and-use-the-regular-past-tense) |
| 1. [**MM.6**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-1) | 1. [Form and use the irregular past tense: set 1](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-1) |
| 1. [**MM.7**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-2) | 1. [Form and use the irregular past tense: set 2](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-2) |
| 1. [**MM.8**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-3) | 1. [Form and use the irregular past tense: set 3](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-3) |
| 1. [**MM.9**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-4) | 1. [Form and use the irregular past tense: set 4](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-4) |
| 1. [**MM.10**](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-5) | 1. [Form and use the irregular past tense: set 5](https://www.ixl.com/ela/grade-3/form-and-use-the-irregular-past-tense-set-5) |
| 1. [**MM.11**](https://www.ixl.com/ela/grade-3/to-be-use-the-correct-form) | 1. [To be: use the correct form](https://www.ixl.com/ela/grade-3/to-be-use-the-correct-form) |
| 1. [**MM.12**](https://www.ixl.com/ela/grade-3/to-have-use-the-correct-form) | 1. [To have: use the correct form](https://www.ixl.com/ela/grade-3/to-have-use-the-correct-form) |
| 1. [**MM.14**](https://www.ixl.com/ela/grade-3/change-the-sentence-to-future-tense) | 1. [Change the sentence to future tense](https://www.ixl.com/ela/grade-3/change-the-sentence-to-future-tense) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-or-an) | 1. [Use the correct article: a or an](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-or-an) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-an-or-the) | 1. [Use the correct article: a, an, or the](https://www.ixl.com/ela/grade-3/use-the-correct-article-a-an-or-the) |
| 1. [**OO.6**](https://www.ixl.com/ela/grade-3/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-3/choose-between-adjectives-and-adverbs) |
| 1. [**OO.8**](https://www.ixl.com/ela/grade-3/use-adjectives-to-compare) | 1. [Use adjectives to compare](https://www.ixl.com/ela/grade-3/use-adjectives-to-compare) |
| 1. [**OO.9**](https://www.ixl.com/ela/grade-3/spell-adjectives-that-compare) | 1. [Spell adjectives that compare](https://www.ixl.com/ela/grade-3/spell-adjectives-that-compare) |
| 1. [**OO.10**](https://www.ixl.com/ela/grade-3/use-adverbs-to-compare) | 1. [Use adverbs to compare](https://www.ixl.com/ela/grade-3/use-adverbs-to-compare) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-3/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-3/pronoun-verb-contractions) |
| 1. [**RR.2**](https://www.ixl.com/ela/grade-3/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-3/contractions-with-not) |
| 1. [**VV.6**](https://www.ixl.com/ela/grade-3/punctuating-dialogue) | 1. [Punctuating dialogue](https://www.ixl.com/ela/grade-3/punctuating-dialogue) |

[**Fourth-grade skills**](https://www.ixl.com/ela/grade-4)

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| 1. [**A.2**](https://www.ixl.com/ela/grade-4/determine-the-main-idea-of-a-passage) | 1. [Determine the main idea of a passage](https://www.ixl.com/ela/grade-4/determine-the-main-idea-of-a-passage) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-4/identify-purposes-for-writing) | 1. [Identify the purpose of a text](https://www.ixl.com/ela/grade-4/identify-purposes-for-writing) |
| 1. [**D.1**](https://www.ixl.com/ela/grade-4/determine-the-order-of-events-in-informational-texts) | 1. [Determine the order of events in informational texts](https://www.ixl.com/ela/grade-4/determine-the-order-of-events-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-4/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-4/match-causes-and-effects-in-informational-texts) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-4/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-4/match-problems-with-their-solutions) |
| 1. [**D.5**](https://www.ixl.com/ela/grade-4/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-4/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-4/sort-sensory-details) | 1. [Sort sensory details](https://www.ixl.com/ela/grade-4/sort-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-4/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-4/identify-sensory-details) |
| 1. [**F.5**](https://www.ixl.com/ela/grade-4/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-4/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-4/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-4/identify-the-narrative-point-of-view) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-4/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-4/use-actions-and-dialogue-to-understand-characters) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-4/which-book-title-goes-with-the-picture) | 1. [Which book title goes with the picture?](https://www.ixl.com/ela/grade-4/which-book-title-goes-with-the-picture) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-4/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-4/read-graphic-organizers) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-4/put-the-sentences-in-order) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-4/put-the-sentences-in-order) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-4/order-items-from-most-general-to-most-specific) | 1. [Order items from most general to most specific](https://www.ixl.com/ela/grade-4/order-items-from-most-general-to-most-specific) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-4/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-4/organize-information-by-main-idea) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-4/remove-the-sentence-that-does-not-belong) | 1. [Remove the sentence that does not belong](https://www.ixl.com/ela/grade-4/remove-the-sentence-that-does-not-belong) |
| 1. [**P.1**](https://www.ixl.com/ela/grade-4/choose-the-best-topic-sentence) | 1. [Choose the best topic sentence](https://www.ixl.com/ela/grade-4/choose-the-best-topic-sentence) |
| 1. [**P.2**](https://www.ixl.com/ela/grade-4/choose-the-best-concluding-sentence) | 1. [Choose the best concluding sentence](https://www.ixl.com/ela/grade-4/choose-the-best-concluding-sentence) |
| 1. [**Q.1**](https://www.ixl.com/ela/grade-4/summarize-a-story) | 1. [Summarize a story](https://www.ixl.com/ela/grade-4/summarize-a-story) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-4/identify-time-order-words) | 1. [Identify time-order words](https://www.ixl.com/ela/grade-4/identify-time-order-words) |
| 1. [**R.2**](https://www.ixl.com/ela/grade-4/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-4/use-coordinating-conjunctions) |
| 1. [**R.3**](https://www.ixl.com/ela/grade-4/use-subordinating-conjunctions) | 1. [Use subordinating conjunctions](https://www.ixl.com/ela/grade-4/use-subordinating-conjunctions) |
| 1. [**R.4**](https://www.ixl.com/ela/grade-4/choose-the-best-transition) | 1. [Choose the best transition](https://www.ixl.com/ela/grade-4/choose-the-best-transition) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-4/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-4/distinguish-facts-from-opinions) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-4/identify-an-authors-statement-of-opinion) | 1. [Identify an author's statement of opinion](https://www.ixl.com/ela/grade-4/identify-an-authors-statement-of-opinion) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-4/choose-reasons-to-support-an-opinion) | 1. [Choose reasons to support an opinion](https://www.ixl.com/ela/grade-4/choose-reasons-to-support-an-opinion) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-literary-texts) |
| 1. [**S.5**](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-4/identify-supporting-details-in-informational-texts) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-4/show-character-emotions-and-traits) | 1. [Show character emotions and traits](https://www.ixl.com/ela/grade-4/show-character-emotions-and-traits) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-4/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-4/revise-the-sentence-using-a-stronger-verb) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-4/add-imagery-to-stories) | 1. [Add imagery to stories](https://www.ixl.com/ela/grade-4/add-imagery-to-stories) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-4/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-4/create-varied-sentences-based-on-models) |
| 1. [**V.1**](https://www.ixl.com/ela/grade-4/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-4/correct-errors-with-signs) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-4/use-the-prefixes-pre-re-and-mis) | 1. [Use the prefixes pre-, re-, and mis-](https://www.ixl.com/ela/grade-4/use-the-prefixes-pre-re-and-mis) |
| 1. [**Y.1**](https://www.ixl.com/ela/grade-4/form-compound-words-with-pictures) | 1. [Form compound words with pictures](https://www.ixl.com/ela/grade-4/form-compound-words-with-pictures) |
| 1. [**Y.2**](https://www.ixl.com/ela/grade-4/form-compound-words) | 1. [Form compound words](https://www.ixl.com/ela/grade-4/form-compound-words) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-4/form-and-use-compound-words) | 1. [Form and use compound words](https://www.ixl.com/ela/grade-4/form-and-use-compound-words) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-4/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-4/use-the-correct-homophone) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**HH.7**](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-4/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**HH.9**](https://www.ixl.com/ela/grade-4/create-compound-sentences) | 1. [Create compound sentences](https://www.ixl.com/ela/grade-4/create-compound-sentences) |
| 1. [**HH.10**](https://www.ixl.com/ela/grade-4/order-the-words-to-create-a-sentence) | 1. [Order the words to create a sentence](https://www.ixl.com/ela/grade-4/order-the-words-to-create-a-sentence) |
| 1. [**II.5**](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-and-ies) | 1. [Form regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-and-ies) |
| 1. [**II.6**](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-and-ies) | 1. [Use regular plurals with -s, -es, and -ies](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-and-ies) |
| 1. [**II.7**](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-ies-and-ves) | 1. [Form regular plurals with -s, -es, -ies, and -ves](https://www.ixl.com/ela/grade-4/form-regular-plurals-with-s-es-ies-and-ves) |
| 1. [**II.8**](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-ies-and-ves) | 1. [Use regular plurals with -s, -es, -ies, and -ves](https://www.ixl.com/ela/grade-4/use-regular-plurals-with-s-es-ies-and-ves) |
| 1. [**II.10**](https://www.ixl.com/ela/grade-4/form-and-use-irregular-plurals) | 1. [Form and use irregular plurals](https://www.ixl.com/ela/grade-4/form-and-use-irregular-plurals) |
| 1. [**II.12**](https://www.ixl.com/ela/grade-4/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-4/form-the-singular-or-plural-possessive) |
| 1. [**II.13**](https://www.ixl.com/ela/grade-4/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-4/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**JJ.2**](https://www.ixl.com/ela/grade-4/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-4/choose-between-subject-and-object-personal-pronouns) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-4/replace-the-noun-with-a-personal-pronoun) | 1. [Replace the noun with a personal pronoun](https://www.ixl.com/ela/grade-4/replace-the-noun-with-a-personal-pronoun) |
| 1. [**JJ.4**](https://www.ixl.com/ela/grade-4/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-4/compound-subjects-and-objects-with-i-and-me) |
| 1. [**JJ.6**](https://www.ixl.com/ela/grade-4/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-4/use-possessive-pronouns) |
| 1. [**JJ.7**](https://www.ixl.com/ela/grade-4/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-4/choose-between-personal-and-reflexive-pronouns) |
| 1. [**JJ.8**](https://www.ixl.com/ela/grade-4/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-4/use-reflexive-pronouns) |
| 1. [**JJ.10**](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-and-whom) |
| 1. [**JJ.11**](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-4/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-4/use-action-verbs) | 1. [Use action verbs](https://www.ixl.com/ela/grade-4/use-action-verbs) |
| 1. [**KK.5**](https://www.ixl.com/ela/grade-4/use-the-correct-modal-verb) | 1. [Use the correct modal verb](https://www.ixl.com/ela/grade-4/use-the-correct-modal-verb) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-4/pronoun-verb-agreement) | 1. [Pronoun-verb agreement](https://www.ixl.com/ela/grade-4/pronoun-verb-agreement) |
| 1. [**LL.4**](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb-with-compound-subjects) | 1. [Use the correct subject or verb – with compound subjects](https://www.ixl.com/ela/grade-4/use-the-correct-subject-or-verb-with-compound-subjects) |
| 1. [**MM.3**](https://www.ixl.com/ela/grade-4/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-4/form-and-use-the-regular-past-tense) |
| 1. [**MM.5**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-1) | 1. [Form and use the irregular past tense: set 1](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-1) |
| 1. [**MM.6**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-2) | 1. [Form and use the irregular past tense: set 2](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-2) |
| 1. [**MM.7**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-3) | 1. [Form and use the irregular past tense: set 3](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-3) |
| 1. [**MM.8**](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-4) | 1. [Form and use the irregular past tense: set 4](https://www.ixl.com/ela/grade-4/form-and-use-the-irregular-past-tense-set-4) |
| 1. [**MM.9**](https://www.ixl.com/ela/grade-4/to-be-use-the-correct-form) | 1. [To be: use the correct form](https://www.ixl.com/ela/grade-4/to-be-use-the-correct-form) |
| 1. [**MM.10**](https://www.ixl.com/ela/grade-4/to-have-use-the-correct-form) | 1. [To have: use the correct form](https://www.ixl.com/ela/grade-4/to-have-use-the-correct-form) |
| 1. [**MM.13**](https://www.ixl.com/ela/grade-4/use-the-progressive-verb-tenses) | 1. [Use the progressive verb tenses](https://www.ixl.com/ela/grade-4/use-the-progressive-verb-tenses) |
| 1. [**MM.14**](https://www.ixl.com/ela/grade-4/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-4/form-the-progressive-verb-tenses) |
| 1. [**MM.15**](https://www.ixl.com/ela/grade-4/choose-between-the-past-tense-and-past-participle) | 1. [Choose between the past tense and past participle](https://www.ixl.com/ela/grade-4/choose-between-the-past-tense-and-past-participle) |
| 1. [**MM.16**](https://www.ixl.com/ela/grade-4/use-the-perfect-verb-tenses) | 1. [Use the perfect verb tenses](https://www.ixl.com/ela/grade-4/use-the-perfect-verb-tenses) |
| 1. [**MM.17**](https://www.ixl.com/ela/grade-4/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-4/form-the-perfect-verb-tenses) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-or-an) | 1. [Use the correct article: a or an](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-or-an) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-an-or-the) | 1. [Use the correct article: a, an, or the](https://www.ixl.com/ela/grade-4/use-the-correct-article-a-an-or-the) |
| 1. [**OO.4**](https://www.ixl.com/ela/grade-4/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-4/order-adjectives) |
| 1. [**OO.7**](https://www.ixl.com/ela/grade-4/use-relative-adverbs) | 1. [Use relative adverbs](https://www.ixl.com/ela/grade-4/use-relative-adverbs) |
| 1. [**OO.8**](https://www.ixl.com/ela/grade-4/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-4/choose-between-adjectives-and-adverbs) |
| 1. [**OO.10**](https://www.ixl.com/ela/grade-4/use-adjectives-to-compare) | 1. [Use adjectives to compare](https://www.ixl.com/ela/grade-4/use-adjectives-to-compare) |
| 1. [**OO.11**](https://www.ixl.com/ela/grade-4/spell-adjectives-that-compare) | 1. [Spell adjectives that compare](https://www.ixl.com/ela/grade-4/spell-adjectives-that-compare) |
| 1. [**OO.12**](https://www.ixl.com/ela/grade-4/use-adjectives-with-more-and-most) | 1. [Use adjectives with more and most](https://www.ixl.com/ela/grade-4/use-adjectives-with-more-and-most) |
| 1. [**OO.13**](https://www.ixl.com/ela/grade-4/use-adverbs-to-compare) | 1. [Use adverbs to compare](https://www.ixl.com/ela/grade-4/use-adverbs-to-compare) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-4/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-4/pronoun-verb-contractions) |
| 1. [**RR.2**](https://www.ixl.com/ela/grade-4/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-4/contractions-with-not) |
| 1. [**VV.6**](https://www.ixl.com/ela/grade-4/punctuating-dialogue) | 1. [Punctuating dialogue](https://www.ixl.com/ela/grade-4/punctuating-dialogue) |

[**Fifth-grade skills**](https://www.ixl.com/ela/grade-5)

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| 1. [**A.2**](https://www.ixl.com/ela/grade-5/determine-the-main-idea-of-a-passage) | 1. [Determine the main idea of a passage](https://www.ixl.com/ela/grade-5/determine-the-main-idea-of-a-passage) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-5/identify-purposes-for-writing) | 1. [Identify the purpose of a text](https://www.ixl.com/ela/grade-5/identify-purposes-for-writing) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-5/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-5/which-sentence-is-more-formal) |
| 1. [**D.1**](https://www.ixl.com/ela/grade-5/determine-the-order-of-events-in-informational-texts) | 1. [Determine the order of events in informational texts](https://www.ixl.com/ela/grade-5/determine-the-order-of-events-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-5/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-5/match-causes-and-effects-in-informational-texts) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-5/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-5/match-problems-with-their-solutions) |
| 1. [**D.5**](https://www.ixl.com/ela/grade-5/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-5/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-5/sort-sensory-details) | 1. [Sort sensory details](https://www.ixl.com/ela/grade-5/sort-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-5/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-5/identify-sensory-details) |
| 1. [**F.5**](https://www.ixl.com/ela/grade-5/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-5/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-5/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-5/identify-the-narrative-point-of-view) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-5/use-actions-and-dialogue-to-understand-characters) | 1. [Use actions and dialogue to understand characters](https://www.ixl.com/ela/grade-5/use-actions-and-dialogue-to-understand-characters) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-5/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-5/read-graphic-organizers) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-5/order-sentences) | 1. [Put the sentences in order](https://www.ixl.com/ela/grade-5/order-sentences) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-5/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-5/use-coordinating-conjunctions) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-5/choose-the-best-transition) | 1. [Choose the best transition](https://www.ixl.com/ela/grade-5/choose-the-best-transition) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-5/order-items-from-most-general-to-most-specific) | 1. [Order items from most general to most specific](https://www.ixl.com/ela/grade-5/order-items-from-most-general-to-most-specific) |
| 1. [**O.5**](https://www.ixl.com/ela/grade-5/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-5/organize-information-by-main-idea) |
| 1. [**O.6**](https://www.ixl.com/ela/grade-5/remove-the-sentence-that-does-not-belong) | 1. [Remove the sentence that does not belong](https://www.ixl.com/ela/grade-5/remove-the-sentence-that-does-not-belong) |
| 1. [**P.1**](https://www.ixl.com/ela/grade-5/choose-the-best-topic-sentence) | 1. [Choose the best topic sentence](https://www.ixl.com/ela/grade-5/choose-the-best-topic-sentence) |
| 1. [**P.2**](https://www.ixl.com/ela/grade-5/choose-the-best-concluding-sentence) | 1. [Choose the best concluding sentence](https://www.ixl.com/ela/grade-5/choose-the-best-concluding-sentence) |
| 1. [**Q.1**](https://www.ixl.com/ela/grade-5/summarize-a-story) | 1. [Summarize a story](https://www.ixl.com/ela/grade-5/summarize-a-story) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-5/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-5/distinguish-facts-from-opinions) |
| 1. [**R.2**](https://www.ixl.com/ela/grade-5/identify-an-authors-statement-of-opinion) | 1. [Identify an author's statement of opinion](https://www.ixl.com/ela/grade-5/identify-an-authors-statement-of-opinion) |
| 1. [**R.3**](https://www.ixl.com/ela/grade-5/choose-reasons-to-support-an-opinion) | 1. [Choose reasons to support an opinion](https://www.ixl.com/ela/grade-5/choose-reasons-to-support-an-opinion) |
| 1. [**R.4**](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-literary-texts) |
| 1. [**R.5**](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-5/identify-supporting-details-in-informational-texts) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-5/show-character-emotions-and-traits) | 1. [Show character emotions and traits](https://www.ixl.com/ela/grade-5/show-character-emotions-and-traits) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-5/revise-the-sentence-using-a-stronger-verb) | 1. [Revise the sentence using a stronger verb](https://www.ixl.com/ela/grade-5/revise-the-sentence-using-a-stronger-verb) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-5/add-imagery-to-stories) | 1. [Add imagery to stories](https://www.ixl.com/ela/grade-5/add-imagery-to-stories) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-5/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-5/create-varied-sentences-based-on-models) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-5/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-5/use-the-correct-frequently-confused-word) |
| 1. [**U.2**](https://www.ixl.com/ela/grade-5/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-5/correct-errors-with-frequently-confused-words) |
| 1. [**U.3**](https://www.ixl.com/ela/grade-5/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-5/correct-errors-with-signs) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-5/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-5/use-the-correct-homophone) |
| 1. [**GG.4**](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**GG.5**](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**GG.6**](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-5/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**GG.10**](https://www.ixl.com/ela/grade-5/create-compound-sentences) | 1. [Create compound sentences](https://www.ixl.com/ela/grade-5/create-compound-sentences) |
| 1. [**GG.11**](https://www.ixl.com/ela/grade-5/order-words-to-create-a-sentence) | 1. [Order the words to create a sentence](https://www.ixl.com/ela/grade-5/order-words-to-create-a-sentence) |
| 1. [**HH.3**](https://www.ixl.com/ela/grade-5/form-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-5/form-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**HH.4**](https://www.ixl.com/ela/grade-5/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form and use plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-5/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-5/form-plurals-review) | 1. [Form plurals: review](https://www.ixl.com/ela/grade-5/form-plurals-review) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-5/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-5/form-and-use-plurals-review) |
| 1. [**HH.8**](https://www.ixl.com/ela/grade-5/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-5/form-the-singular-or-plural-possessive) |
| 1. [**HH.9**](https://www.ixl.com/ela/grade-5/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-5/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**II.2**](https://www.ixl.com/ela/grade-5/choose-between-subject-and-object-personal-pronouns) | 1. [Choose between subject and object personal pronouns](https://www.ixl.com/ela/grade-5/choose-between-subject-and-object-personal-pronouns) |
| 1. [**II.3**](https://www.ixl.com/ela/grade-5/replace-the-noun-with-a-personal-pronoun) | 1. [Replace the noun with a personal pronoun](https://www.ixl.com/ela/grade-5/replace-the-noun-with-a-personal-pronoun) |
| 1. [**II.4**](https://www.ixl.com/ela/grade-5/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-5/compound-subjects-and-objects-with-i-and-me) |
| 1. [**II.6**](https://www.ixl.com/ela/grade-5/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-5/use-possessive-pronouns) |
| 1. [**II.7**](https://www.ixl.com/ela/grade-5/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-5/choose-between-personal-and-reflexive-pronouns) |
| 1. [**II.8**](https://www.ixl.com/ela/grade-5/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-5/use-reflexive-pronouns) |
| 1. [**II.10**](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-and-whom) |
| 1. [**II.11**](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-5/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-5/use-the-correct-modal-verb) | 1. [Use the correct modal verb](https://www.ixl.com/ela/grade-5/use-the-correct-modal-verb) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb) |
| 1. [**KK.2**](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb-with-compound-subjects) | 1. [Use the correct subject or verb – with compound subjects](https://www.ixl.com/ela/grade-5/use-the-correct-subject-or-verb-with-compound-subjects) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-5/form-and-use-the-regular-past-tense) | 1. [Form and use the regular past tense](https://www.ixl.com/ela/grade-5/form-and-use-the-regular-past-tense) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-5/form-and-use-the-irregular-past-tense) | 1. [Form and use the irregular past tense](https://www.ixl.com/ela/grade-5/form-and-use-the-irregular-past-tense) |
| 1. [**LL.4**](https://www.ixl.com/ela/grade-5/form-and-use-the-simple-past-present-and-future-tense) | 1. [Form and use the simple past, present, and future tense](https://www.ixl.com/ela/grade-5/form-and-use-the-simple-past-present-and-future-tense) |
| 1. [**LL.5**](https://www.ixl.com/ela/grade-5/correct-inappropriate-shifts-in-verb-tense) | 1. [Correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-5/correct-inappropriate-shifts-in-verb-tense) |
| 1. [**LL.6**](https://www.ixl.com/ela/grade-5/use-the-progressive-verb-tenses) | 1. [Use the progressive verb tenses](https://www.ixl.com/ela/grade-5/use-the-progressive-verb-tenses) |
| 1. [**LL.7**](https://www.ixl.com/ela/grade-5/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-5/form-the-progressive-verb-tenses) |
| 1. [**LL.8**](https://www.ixl.com/ela/grade-5/choose-between-the-past-tense-and-past-participle) | 1. [Choose between the past tense and past participle](https://www.ixl.com/ela/grade-5/choose-between-the-past-tense-and-past-participle) |
| 1. [**LL.9**](https://www.ixl.com/ela/grade-5/use-the-perfect-verb-tenses) | 1. [Use the perfect verb tenses](https://www.ixl.com/ela/grade-5/use-the-perfect-verb-tenses) |
| 1. [**LL.10**](https://www.ixl.com/ela/grade-5/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-5/form-the-perfect-verb-tenses) |
| 1. [**MM.2**](https://www.ixl.com/ela/grade-5/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-5/order-adjectives) |
| 1. [**MM.4**](https://www.ixl.com/ela/grade-5/use-relative-adverbs) | 1. [Use relative adverbs](https://www.ixl.com/ela/grade-5/use-relative-adverbs) |
| 1. [**MM.5**](https://www.ixl.com/ela/grade-5/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-5/choose-between-adjectives-and-adverbs) |
| 1. [**MM.7**](https://www.ixl.com/ela/grade-5/use-adjectives-to-compare) | 1. [Use adjectives to compare](https://www.ixl.com/ela/grade-5/use-adjectives-to-compare) |
| 1. [**MM.8**](https://www.ixl.com/ela/grade-5/spell-adjectives-that-compare) | 1. [Spell adjectives that compare](https://www.ixl.com/ela/grade-5/spell-adjectives-that-compare) |
| 1. [**MM.9**](https://www.ixl.com/ela/grade-5/use-adjectives-with-more-and-most) | 1. [Use adjectives with more and most](https://www.ixl.com/ela/grade-5/use-adjectives-with-more-and-most) |
| 1. [**MM.10**](https://www.ixl.com/ela/grade-5/use-adverbs-to-compare) | 1. [Use adverbs to compare](https://www.ixl.com/ela/grade-5/use-adverbs-to-compare) |
| 1. [**OO.3**](https://www.ixl.com/ela/grade-5/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-5/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**OO.4**](https://www.ixl.com/ela/grade-5/fill-in-the-missing-correlative-conjunction) | 1. [Fill in the missing correlative conjunction](https://www.ixl.com/ela/grade-5/fill-in-the-missing-correlative-conjunction) |
| 1. [**PP.1**](https://www.ixl.com/ela/grade-5/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-5/pronoun-verb-contractions) |
| 1. [**PP.2**](https://www.ixl.com/ela/grade-5/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-5/contractions-with-not) |
| 1. [**QQ.1**](https://www.ixl.com/ela/grade-5/commas-with-a-series) | 1. [Commas with a series](https://www.ixl.com/ela/grade-5/commas-with-a-series) |
| 1. [**QQ.2**](https://www.ixl.com/ela/grade-5/commas-with-dates-and-places) | 1. [Commas with dates and places](https://www.ixl.com/ela/grade-5/commas-with-dates-and-places) |
| 1. [**QQ.3**](https://www.ixl.com/ela/grade-5/commas-with-direct-addresses) | 1. [Commas with direct addresses](https://www.ixl.com/ela/grade-5/commas-with-direct-addresses) |
| 1. [**QQ.5**](https://www.ixl.com/ela/grade-5/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-5/commas-with-compound-and-complex-sentences) |
| 1. [**QQ.6**](https://www.ixl.com/ela/grade-5/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-5/commas-review) |
| 1. [**RR.1**](https://www.ixl.com/ela/grade-5/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-5/correct-capitalization-errors) |
| 1. [**SS.4**](https://www.ixl.com/ela/grade-5/punctuating-dialogue) | 1. [Punctuating dialogue](https://www.ixl.com/ela/grade-5/punctuating-dialogue) |

[**Sixth-grade skills**](https://www.ixl.com/ela/grade-6)

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| 1. [**A.1**](https://www.ixl.com/ela/grade-6/determine-the-main-idea) | 1. [Determine the main idea](https://www.ixl.com/ela/grade-6/determine-the-main-idea) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-6/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-6/which-sentence-is-more-formal) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-6/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-6/compare-passages-for-tone) |
| 1. [**C.3**](https://www.ixl.com/ela/grade-6/identify-authors-purpose) | 1. [Identify author's purpose](https://www.ixl.com/ela/grade-6/identify-authors-purpose) |
| 1. [**D.2**](https://www.ixl.com/ela/grade-6/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-6/match-causes-and-effects-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-6/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-6/match-problems-with-their-solutions) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-6/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-6/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-6/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-6/identify-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-6/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-6/identify-the-narrative-point-of-view) |
| 1. [**E.6**](https://www.ixl.com/ela/grade-6/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-6/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-6/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-6/read-graphic-organizers) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-6/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-6/order-topics-from-broadest-to-narrowest) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-6/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-6/organize-information-by-main-idea) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-6/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-6/transitions-with-conjunctive-adverbs) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-6/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-6/distinguish-facts-from-opinions) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-6/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-6/choose-evidence-to-support-a-claim) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-informational-texts) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-6/identify-supporting-details-in-literary-texts) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-6/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-6/classify-logical-fallacies) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-6/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-6/use-personification) |
| 1. [**L.2**](https://www.ixl.com/ela/grade-6/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-6/create-varied-sentences-based-on-models) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-6/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-6/use-the-correct-frequently-confused-word) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-6/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-6/correct-errors-with-frequently-confused-words) |
| 1. [**M.3**](https://www.ixl.com/ela/grade-6/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-6/correct-errors-with-signs) |
| 1. [**M.4**](https://www.ixl.com/ela/grade-6/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-6/correct-errors-in-everyday-use) |
| 1. [**M.5**](https://www.ixl.com/ela/grade-6/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-6/suggest-appropriate-revisions) |
| 1. [**N.3**](https://www.ixl.com/ela/grade-6/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-6/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**R.1**](https://www.ixl.com/ela/grade-6/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-6/use-the-correct-homophone) |
| 1. [**X.5**](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**X.6**](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**X.7**](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-6/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**Y.2**](https://www.ixl.com/ela/grade-6/form-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-6/form-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-6/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) | 1. [Form and use plurals of nouns ending in f, fe, o, and y](https://www.ixl.com/ela/grade-6/form-and-use-plurals-of-nouns-ending-in-f-fe-o-and-y) |
| 1. [**Y.4**](https://www.ixl.com/ela/grade-6/form-plurals-review) | 1. [Form plurals: review](https://www.ixl.com/ela/grade-6/form-plurals-review) |
| 1. [**Y.5**](https://www.ixl.com/ela/grade-6/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-6/form-and-use-plurals-review) |
| 1. [**Y.7**](https://www.ixl.com/ela/grade-6/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-6/form-the-singular-or-plural-possessive) |
| 1. [**Y.8**](https://www.ixl.com/ela/grade-6/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-6/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**Z.2**](https://www.ixl.com/ela/grade-6/use-the-pronoun-that-agrees-with-the-antecedent) | 1. [Use the pronoun that agrees with the antecedent](https://www.ixl.com/ela/grade-6/use-the-pronoun-that-agrees-with-the-antecedent) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-6/choose-between-subject-and-object-pronouns) | 1. [Choose between subject and object pronouns](https://www.ixl.com/ela/grade-6/choose-between-subject-and-object-pronouns) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-i-and-me) |
| 1. [**AA.3**](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-pronouns) | 1. [Compound subjects and objects with pronouns](https://www.ixl.com/ela/grade-6/compound-subjects-and-objects-with-pronouns) |
| 1. [**AA.4**](https://www.ixl.com/ela/grade-6/use-possessive-pronouns) | 1. [Use possessive pronouns](https://www.ixl.com/ela/grade-6/use-possessive-pronouns) |
| 1. [**AA.5**](https://www.ixl.com/ela/grade-6/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-6/choose-between-personal-and-reflexive-pronouns) |
| 1. [**AA.6**](https://www.ixl.com/ela/grade-6/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-6/use-reflexive-pronouns) |
| 1. [**AA.9**](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-and-whom) |
| 1. [**AA.10**](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-6/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**BB.5**](https://www.ixl.com/ela/grade-6/use-the-correct-modal-verb) | 1. [Use the correct modal verb](https://www.ixl.com/ela/grade-6/use-the-correct-modal-verb) |
| 1. [**CC.1**](https://www.ixl.com/ela/grade-6/use-the-correct-subject-or-verb) | 1. [Use the correct subject or verb](https://www.ixl.com/ela/grade-6/use-the-correct-subject-or-verb) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-6/use-the-correct-verb-with-compound-subjects) | 1. [Use the correct verb – with compound subjects](https://www.ixl.com/ela/grade-6/use-the-correct-verb-with-compound-subjects) |
| 1. [**DD.1**](https://www.ixl.com/ela/grade-6/irregular-past-tense-review) | 1. [Irregular past tense: review](https://www.ixl.com/ela/grade-6/irregular-past-tense-review) |
| 1. [**DD.2**](https://www.ixl.com/ela/grade-6/simple-past-present-and-future-tense-review) | 1. [Simple past, present, and future tense: review](https://www.ixl.com/ela/grade-6/simple-past-present-and-future-tense-review) |
| 1. [**DD.3**](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-verb-tense) | 1. [Correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-6/correct-inappropriate-shifts-in-verb-tense) |
| 1. [**DD.4**](https://www.ixl.com/ela/grade-6/use-the-progressive-verb-tenses) | 1. [Use the progressive verb tenses](https://www.ixl.com/ela/grade-6/use-the-progressive-verb-tenses) |
| 1. [**DD.5**](https://www.ixl.com/ela/grade-6/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-6/form-the-progressive-verb-tenses) |
| 1. [**DD.6**](https://www.ixl.com/ela/grade-6/choose-between-the-past-tense-and-past-participle) | 1. [Choose between the past tense and past participle](https://www.ixl.com/ela/grade-6/choose-between-the-past-tense-and-past-participle) |
| 1. [**DD.7**](https://www.ixl.com/ela/grade-6/use-the-perfect-verb-tenses) | 1. [Use the perfect verb tenses](https://www.ixl.com/ela/grade-6/use-the-perfect-verb-tenses) |
| 1. [**DD.8**](https://www.ixl.com/ela/grade-6/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-6/form-the-perfect-verb-tenses) |
| 1. [**EE.2**](https://www.ixl.com/ela/grade-6/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-6/order-adjectives) |
| 1. [**EE.4**](https://www.ixl.com/ela/grade-6/use-relative-adverbs) | 1. [Use relative adverbs](https://www.ixl.com/ela/grade-6/use-relative-adverbs) |
| 1. [**EE.5**](https://www.ixl.com/ela/grade-6/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-6/choose-between-adjectives-and-adverbs) |
| 1. [**EE.7**](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adjectives) | 1. [Form and use comparative and superlative adjectives](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adjectives) |
| 1. [**EE.8**](https://www.ixl.com/ela/grade-6/good-better-best-bad-worse-and-worst) | 1. [Good, better, best, bad, worse, and worst](https://www.ixl.com/ela/grade-6/good-better-best-bad-worse-and-worst) |
| 1. [**EE.9**](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adverbs) | 1. [Form and use comparative and superlative adverbs](https://www.ixl.com/ela/grade-6/form-and-use-comparative-and-superlative-adverbs) |
| 1. [**EE.10**](https://www.ixl.com/ela/grade-6/well-better-best-badly-worse-and-worst) | 1. [Well, better, best, badly, worse, and worst](https://www.ixl.com/ela/grade-6/well-better-best-badly-worse-and-worst) |
| 1. [**HH.1**](https://www.ixl.com/ela/grade-6/use-coordinating-conjunctions) | 1. [Use coordinating conjunctions](https://www.ixl.com/ela/grade-6/use-coordinating-conjunctions) |
| 1. [**HH.4**](https://www.ixl.com/ela/grade-6/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-6/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**HH.5**](https://www.ixl.com/ela/grade-6/fill-in-the-missing-correlative-conjunction) | 1. [Fill in the missing correlative conjunction](https://www.ixl.com/ela/grade-6/fill-in-the-missing-correlative-conjunction) |
| 1. [**II.1**](https://www.ixl.com/ela/grade-6/pronoun-verb-contractions) | 1. [Pronoun-verb contractions](https://www.ixl.com/ela/grade-6/pronoun-verb-contractions) |
| 1. [**II.2**](https://www.ixl.com/ela/grade-6/contractions-with-not) | 1. [Contractions with "not"](https://www.ixl.com/ela/grade-6/contractions-with-not) |
| 1. [**JJ.1**](https://www.ixl.com/ela/grade-6/commas-with-series-dates-and-places) | 1. [Commas with series, dates, and places](https://www.ixl.com/ela/grade-6/commas-with-series-dates-and-places) |
| 1. [**JJ.2**](https://www.ixl.com/ela/grade-6/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-6/commas-with-compound-and-complex-sentences) |
| 1. [**JJ.3**](https://www.ixl.com/ela/grade-6/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) | 1. [Commas with direct addresses, introductory words, interjections, and interrupters](https://www.ixl.com/ela/grade-6/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) |
| 1. [**JJ.4**](https://www.ixl.com/ela/grade-6/commas-with-coordinate-adjectives) | 1. [Commas with coordinate adjectives](https://www.ixl.com/ela/grade-6/commas-with-coordinate-adjectives) |
| 1. [**JJ.5**](https://www.ixl.com/ela/grade-6/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-6/commas-review) |
| 1. [**JJ.6**](https://www.ixl.com/ela/grade-6/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-6/what-does-the-punctuation-suggest) |
| 1. [**JJ.7**](https://www.ixl.com/ela/grade-6/commas-with-nonrestrictive-elements) | 1. [Commas with nonrestrictive elements](https://www.ixl.com/ela/grade-6/commas-with-nonrestrictive-elements) |
| 1. [**JJ.8**](https://www.ixl.com/ela/grade-6/use-dashes) | 1. [Use dashes](https://www.ixl.com/ela/grade-6/use-dashes) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-6/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-6/correct-capitalization-errors) |
| 1. [**LL.4**](https://www.ixl.com/ela/grade-6/formatting-quotations-and-dialogue) | 1. [Formatting quotations and dialogue](https://www.ixl.com/ela/grade-6/formatting-quotations-and-dialogue) |

[**Seventh-grade skills**](https://www.ixl.com/ela/grade-7)

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| 1. [**A.1**](https://www.ixl.com/ela/grade-7/determine-the-main-idea) | 1. [Determine the main idea](https://www.ixl.com/ela/grade-7/determine-the-main-idea) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-7/identify-authors-purpose) | 1. [Identify author's purpose](https://www.ixl.com/ela/grade-7/identify-authors-purpose) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-7/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-7/which-sentence-is-more-formal) |
| 1. [**C.3**](https://www.ixl.com/ela/grade-7/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-7/compare-passages-for-tone) |
| 1. [**D.2**](https://www.ixl.com/ela/grade-7/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-7/match-causes-and-effects-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-7/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-7/match-problems-with-their-solutions) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-7/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-7/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-7/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-7/identify-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-7/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-7/identify-the-narrative-point-of-view) |
| 1. [**E.7**](https://www.ixl.com/ela/grade-7/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-7/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-7/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-7/read-graphic-organizers) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-7/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-7/order-topics-from-broadest-to-narrowest) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-7/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-7/organize-information-by-main-idea) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-7/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-7/transitions-with-conjunctive-adverbs) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-7/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-7/identify-thesis-statements) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-7/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-7/distinguish-facts-from-opinions) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-7/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-7/choose-evidence-to-support-a-claim) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-informational-texts) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-7/identify-supporting-details-in-literary-texts) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-7/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-7/classify-logical-fallacies) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-7/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-7/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-7/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-7/use-personification) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-7/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-7/create-varied-sentences-based-on-models) |
| 1. [**N.1**](https://www.ixl.com/ela/grade-7/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-7/use-parallel-structure) |
| 1. [**N.2**](https://www.ixl.com/ela/grade-7/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-7/remove-redundant-words-or-phrases) |
| 1. [**N.3**](https://www.ixl.com/ela/grade-7/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-7/use-the-correct-frequently-confused-word) |
| 1. [**N.4**](https://www.ixl.com/ela/grade-7/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-7/correct-errors-with-frequently-confused-words) |
| 1. [**N.5**](https://www.ixl.com/ela/grade-7/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-7/correct-errors-with-signs) |
| 1. [**N.6**](https://www.ixl.com/ela/grade-7/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-7/correct-errors-in-everyday-use) |
| 1. [**N.7**](https://www.ixl.com/ela/grade-7/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-7/suggest-appropriate-revisions) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-7/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-7/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-7/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-7/identify-plagiarism) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-7/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-7/use-the-correct-homophone) |
| 1. [**Y.5**](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**Y.6**](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**Y.7**](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-7/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-7/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-7/combine-sentences-using-relative-clauses) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-7/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-7/form-and-use-plurals-review) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-7/form-and-use-plurals-of-compound-nouns) | 1. [Form and use plurals of compound nouns](https://www.ixl.com/ela/grade-7/form-and-use-plurals-of-compound-nouns) |
| 1. [**AA.4**](https://www.ixl.com/ela/grade-7/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-7/form-the-singular-or-plural-possessive) |
| 1. [**AA.5**](https://www.ixl.com/ela/grade-7/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-7/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**BB.2**](https://www.ixl.com/ela/grade-7/use-the-pronoun-that-agrees-with-the-antecedent) | 1. [Use the pronoun that agrees with the antecedent](https://www.ixl.com/ela/grade-7/use-the-pronoun-that-agrees-with-the-antecedent) |
| 1. [**BB.3**](https://www.ixl.com/ela/grade-7/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-7/identify-vague-pronoun-references) |
| 1. [**BB.4**](https://www.ixl.com/ela/grade-7/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-7/identify-all-of-the-possible-antecedents) |
| 1. [**BB.5**](https://www.ixl.com/ela/grade-7/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-7/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**CC.1**](https://www.ixl.com/ela/grade-7/choose-between-subject-and-object-pronouns) | 1. [Choose between subject and object pronouns](https://www.ixl.com/ela/grade-7/choose-between-subject-and-object-pronouns) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-i-and-me) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-pronouns) | 1. [Compound subjects and objects with pronouns](https://www.ixl.com/ela/grade-7/compound-subjects-and-objects-with-pronouns) |
| 1. [**CC.4**](https://www.ixl.com/ela/grade-7/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-7/choose-between-personal-and-reflexive-pronouns) |
| 1. [**CC.5**](https://www.ixl.com/ela/grade-7/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-7/use-reflexive-pronouns) |
| 1. [**CC.7**](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-and-whom) |
| 1. [**CC.8**](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-7/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**EE.1**](https://www.ixl.com/ela/grade-7/correct-errors-with-subject-verb-agreement) | 1. [Correct errors with subject-verb agreement](https://www.ixl.com/ela/grade-7/correct-errors-with-subject-verb-agreement) |
| 1. [**EE.2**](https://www.ixl.com/ela/grade-7/correct-errors-with-indefinite-pronoun-verb-agreement) | 1. [Correct errors with indefinite pronoun-verb agreement](https://www.ixl.com/ela/grade-7/correct-errors-with-indefinite-pronoun-verb-agreement) |
| 1. [**EE.3**](https://www.ixl.com/ela/grade-7/use-the-correct-verb-with-compound-subjects) | 1. [Use the correct verb – with compound subjects](https://www.ixl.com/ela/grade-7/use-the-correct-verb-with-compound-subjects) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-7/irregular-past-tense-review) | 1. [Irregular past tense: review](https://www.ixl.com/ela/grade-7/irregular-past-tense-review) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-7/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-7/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**FF.4**](https://www.ixl.com/ela/grade-7/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-7/form-the-progressive-verb-tenses) |
| 1. [**FF.5**](https://www.ixl.com/ela/grade-7/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-7/form-the-perfect-verb-tenses) |
| 1. [**GG.2**](https://www.ixl.com/ela/grade-7/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-7/order-adjectives) |
| 1. [**GG.6**](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adjectives) | 1. [Form and use comparative and superlative adjectives](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adjectives) |
| 1. [**GG.8**](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adverbs) | 1. [Form and use comparative and superlative adverbs](https://www.ixl.com/ela/grade-7/form-and-use-comparative-and-superlative-adverbs) |
| 1. [**JJ.1**](https://www.ixl.com/ela/grade-7/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-7/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-7/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-7/misplaced-modifiers-with-pictures) |
| 1. [**KK.2**](https://www.ixl.com/ela/grade-7/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-7/select-the-misplaced-or-dangling-modifier) |
| 1. [**KK.3**](https://www.ixl.com/ela/grade-7/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-7/are-the-modifiers-used-correctly) |
| 1. [**LL.1**](https://www.ixl.com/ela/grade-7/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-7/what-does-the-punctuation-suggest) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-7/commas-with-nonrestrictive-elements) | 1. [Commas with nonrestrictive elements](https://www.ixl.com/ela/grade-7/commas-with-nonrestrictive-elements) |
| 1. [**MM.1**](https://www.ixl.com/ela/grade-7/commas-with-series-dates-and-places) | 1. [Commas with series, dates, and places](https://www.ixl.com/ela/grade-7/commas-with-series-dates-and-places) |
| 1. [**MM.2**](https://www.ixl.com/ela/grade-7/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-7/commas-with-compound-and-complex-sentences) |
| 1. [**MM.3**](https://www.ixl.com/ela/grade-7/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) | 1. [Commas with direct addresses, introductory words, interjections, and interrupters](https://www.ixl.com/ela/grade-7/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) |
| 1. [**MM.4**](https://www.ixl.com/ela/grade-7/commas-with-coordinate-adjectives) | 1. [Commas with coordinate adjectives](https://www.ixl.com/ela/grade-7/commas-with-coordinate-adjectives) |
| 1. [**MM.5**](https://www.ixl.com/ela/grade-7/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-7/commas-review) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-7/use-semicolons-and-commas-to-separate-clauses) | 1. [Use semicolons and commas to separate clauses](https://www.ixl.com/ela/grade-7/use-semicolons-and-commas-to-separate-clauses) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-7/use-semicolons-colons-and-commas-with-lists) | 1. [Use semicolons, colons, and commas with lists](https://www.ixl.com/ela/grade-7/use-semicolons-colons-and-commas-with-lists) |
| 1. [**OO.1**](https://www.ixl.com/ela/grade-7/use-dashes) | 1. [Use dashes](https://www.ixl.com/ela/grade-7/use-dashes) |
| 1. [**OO.2**](https://www.ixl.com/ela/grade-7/use-hyphens-in-compound-adjectives) | 1. [Use hyphens in compound adjectives](https://www.ixl.com/ela/grade-7/use-hyphens-in-compound-adjectives) |
| 1. [**PP.1**](https://www.ixl.com/ela/grade-7/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-7/correct-capitalization-errors) |
| 1. [**QQ.4**](https://www.ixl.com/ela/grade-7/formatting-quotations-and-dialogue) | 1. [Formatting quotations and dialogue](https://www.ixl.com/ela/grade-7/formatting-quotations-and-dialogue) |

[**Eighth-grade skills**](https://www.ixl.com/ela/grade-8)

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| 1. [**A.1**](https://www.ixl.com/ela/grade-8/determine-the-main-idea) | 1. [Determine the main idea](https://www.ixl.com/ela/grade-8/determine-the-main-idea) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-8/identify-authors-purpose) | 1. [Identify author's purpose](https://www.ixl.com/ela/grade-8/identify-authors-purpose) |
| 1. [**C.2**](https://www.ixl.com/ela/grade-8/which-sentence-is-more-formal) | 1. [Which sentence is more formal?](https://www.ixl.com/ela/grade-8/which-sentence-is-more-formal) |
| 1. [**C.3**](https://www.ixl.com/ela/grade-8/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-8/compare-passages-for-tone) |
| 1. [**D.2**](https://www.ixl.com/ela/grade-8/match-causes-and-effects-in-informational-texts) | 1. [Match causes and effects in informational texts](https://www.ixl.com/ela/grade-8/match-causes-and-effects-in-informational-texts) |
| 1. [**D.3**](https://www.ixl.com/ela/grade-8/match-problems-with-their-solutions) | 1. [Match problems with their solutions](https://www.ixl.com/ela/grade-8/match-problems-with-their-solutions) |
| 1. [**D.4**](https://www.ixl.com/ela/grade-8/identify-text-structures) | 1. [Identify text structures](https://www.ixl.com/ela/grade-8/identify-text-structures) |
| 1. [**E.1**](https://www.ixl.com/ela/grade-8/identify-sensory-details) | 1. [Identify sensory details](https://www.ixl.com/ela/grade-8/identify-sensory-details) |
| 1. [**E.2**](https://www.ixl.com/ela/grade-8/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-8/identify-the-narrative-point-of-view) |
| 1. [**E.7**](https://www.ixl.com/ela/grade-8/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-8/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-8/read-graphic-organizers) | 1. [Read graphic organizers](https://www.ixl.com/ela/grade-8/read-graphic-organizers) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-8/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-8/order-topics-from-broadest-to-narrowest) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-8/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-8/organize-information-by-main-idea) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-8/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-8/transitions-with-conjunctive-adverbs) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-8/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-8/identify-thesis-statements) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-8/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-8/distinguish-facts-from-opinions) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-8/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-8/choose-evidence-to-support-a-claim) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-informational-texts) | 1. [Identify supporting details in informational texts](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-informational-texts) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-literary-texts) | 1. [Identify supporting details in literary texts](https://www.ixl.com/ela/grade-8/identify-supporting-details-in-literary-texts) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-8/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-8/classify-logical-fallacies) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-8/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-8/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-8/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-8/use-personification) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-8/create-varied-sentences-based-on-models) | 1. [Create varied sentences based on models](https://www.ixl.com/ela/grade-8/create-varied-sentences-based-on-models) |
| 1. [**N.1**](https://www.ixl.com/ela/grade-8/identify-active-and-passive-voice) | 1. [Identify active and passive voice](https://www.ixl.com/ela/grade-8/identify-active-and-passive-voice) |
| 1. [**N.2**](https://www.ixl.com/ela/grade-8/rewrite-the-sentence-in-active-voice) | 1. [Rewrite the sentence in active voice](https://www.ixl.com/ela/grade-8/rewrite-the-sentence-in-active-voice) |
| 1. [**O.1**](https://www.ixl.com/ela/grade-8/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-8/use-parallel-structure) |
| 1. [**O.2**](https://www.ixl.com/ela/grade-8/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-8/remove-redundant-words-or-phrases) |
| 1. [**O.3**](https://www.ixl.com/ela/grade-8/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-8/use-the-correct-frequently-confused-word) |
| 1. [**O.4**](https://www.ixl.com/ela/grade-8/correct-errors-with-frequently-confused-words) | 1. [Correct errors with frequently confused words](https://www.ixl.com/ela/grade-8/correct-errors-with-frequently-confused-words) |
| 1. [**O.5**](https://www.ixl.com/ela/grade-8/correct-errors-with-signs) | 1. [Correct errors with signs](https://www.ixl.com/ela/grade-8/correct-errors-with-signs) |
| 1. [**O.6**](https://www.ixl.com/ela/grade-8/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-8/correct-errors-in-everyday-use) |
| 1. [**O.7**](https://www.ixl.com/ela/grade-8/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-8/suggest-appropriate-revisions) |
| 1. [**P.3**](https://www.ixl.com/ela/grade-8/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-8/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**P.4**](https://www.ixl.com/ela/grade-8/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-8/identify-plagiarism) |
| 1. [**U.1**](https://www.ixl.com/ela/grade-8/use-the-correct-homophone) | 1. [Use the correct homophone](https://www.ixl.com/ela/grade-8/use-the-correct-homophone) |
| 1. [**Z.5**](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-fragment) | 1. [Is it a complete sentence or a fragment?](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-fragment) |
| 1. [**Z.6**](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-run-on) | 1. [Is it a complete sentence or a run-on?](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-or-a-run-on) |
| 1. [**Z.7**](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-a-fragment-or-a-run-on) | 1. [Is it a complete sentence, a fragment, or a run-on?](https://www.ixl.com/ela/grade-8/is-it-a-complete-sentence-a-fragment-or-a-run-on) |
| 1. [**AA.5**](https://www.ixl.com/ela/grade-8/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-8/combine-sentences-using-relative-clauses) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-8/form-and-use-plurals-review) | 1. [Form and use plurals: review](https://www.ixl.com/ela/grade-8/form-and-use-plurals-review) |
| 1. [**BB.2**](https://www.ixl.com/ela/grade-8/form-and-use-plurals-of-compound-nouns) | 1. [Form and use plurals of compound nouns](https://www.ixl.com/ela/grade-8/form-and-use-plurals-of-compound-nouns) |
| 1. [**BB.4**](https://www.ixl.com/ela/grade-8/form-the-singular-or-plural-possessive) | 1. [Form the singular or plural possessive](https://www.ixl.com/ela/grade-8/form-the-singular-or-plural-possessive) |
| 1. [**BB.5**](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-plural-and-possessive-nouns) | 1. [Identify and correct errors with plural and possessive nouns](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-plural-and-possessive-nouns) |
| 1. [**BB.6**](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-compound-and-joint-possession) | 1. [Identify and correct errors with compound and joint possession](https://www.ixl.com/ela/grade-8/identify-and-correct-errors-with-compound-and-joint-possession) |
| 1. [**CC.2**](https://www.ixl.com/ela/grade-8/use-the-pronoun-that-agrees-with-the-antecedent) | 1. [Use the pronoun that agrees with the antecedent](https://www.ixl.com/ela/grade-8/use-the-pronoun-that-agrees-with-the-antecedent) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-8/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-8/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**CC.4**](https://www.ixl.com/ela/grade-8/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-8/identify-vague-pronoun-references) |
| 1. [**CC.5**](https://www.ixl.com/ela/grade-8/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-8/identify-all-of-the-possible-antecedents) |
| 1. [**DD.1**](https://www.ixl.com/ela/grade-8/choose-between-subject-and-object-pronouns) | 1. [Choose between subject and object pronouns](https://www.ixl.com/ela/grade-8/choose-between-subject-and-object-pronouns) |
| 1. [**DD.2**](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-i-and-me) | 1. [Compound subjects and objects with "I" and "me"](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-i-and-me) |
| 1. [**DD.3**](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-pronouns) | 1. [Compound subjects and objects with pronouns](https://www.ixl.com/ela/grade-8/compound-subjects-and-objects-with-pronouns) |
| 1. [**DD.4**](https://www.ixl.com/ela/grade-8/choose-between-personal-and-reflexive-pronouns) | 1. [Choose between personal and reflexive pronouns](https://www.ixl.com/ela/grade-8/choose-between-personal-and-reflexive-pronouns) |
| 1. [**DD.5**](https://www.ixl.com/ela/grade-8/use-reflexive-pronouns) | 1. [Use reflexive pronouns](https://www.ixl.com/ela/grade-8/use-reflexive-pronouns) |
| 1. [**DD.7**](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-and-whom) | 1. [Use relative pronouns: who and whom](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-and-whom) |
| 1. [**DD.8**](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-whom-whose-which-and-that) | 1. [Use relative pronouns: who, whom, whose, which, and that](https://www.ixl.com/ela/grade-8/use-relative-pronouns-who-whom-whose-which-and-that) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-8/correct-errors-with-subject-verb-agreement) | 1. [Correct errors with subject-verb agreement](https://www.ixl.com/ela/grade-8/correct-errors-with-subject-verb-agreement) |
| 1. [**FF.2**](https://www.ixl.com/ela/grade-8/correct-errors-with-indefinite-pronoun-verb-agreement) | 1. [Correct errors with indefinite pronoun-verb agreement](https://www.ixl.com/ela/grade-8/correct-errors-with-indefinite-pronoun-verb-agreement) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-8/use-the-correct-verb-with-compound-subjects) | 1. [Use the correct verb – with compound subjects](https://www.ixl.com/ela/grade-8/use-the-correct-verb-with-compound-subjects) |
| 1. [**GG.1**](https://www.ixl.com/ela/grade-8/irregular-past-tense-review) | 1. [Irregular past tense: review](https://www.ixl.com/ela/grade-8/irregular-past-tense-review) |
| 1. [**GG.3**](https://www.ixl.com/ela/grade-8/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-8/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**GG.4**](https://www.ixl.com/ela/grade-8/form-the-progressive-verb-tenses) | 1. [Form the progressive verb tenses](https://www.ixl.com/ela/grade-8/form-the-progressive-verb-tenses) |
| 1. [**GG.5**](https://www.ixl.com/ela/grade-8/form-the-perfect-verb-tenses) | 1. [Form the perfect verb tenses](https://www.ixl.com/ela/grade-8/form-the-perfect-verb-tenses) |
| 1. [**HH.2**](https://www.ixl.com/ela/grade-8/order-adjectives) | 1. [Order adjectives](https://www.ixl.com/ela/grade-8/order-adjectives) |
| 1. [**HH.4**](https://www.ixl.com/ela/grade-8/choose-between-adjectives-and-adverbs) | 1. [Choose between adjectives and adverbs](https://www.ixl.com/ela/grade-8/choose-between-adjectives-and-adverbs) |
| 1. [**HH.6**](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adjectives) | 1. [Form and use comparative and superlative adjectives](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adjectives) |
| 1. [**HH.8**](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adverbs) | 1. [Form and use comparative and superlative adverbs](https://www.ixl.com/ela/grade-8/form-and-use-comparative-and-superlative-adverbs) |
| 1. [**KK.1**](https://www.ixl.com/ela/grade-8/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-8/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**LL.1**](https://www.ixl.com/ela/grade-8/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-8/misplaced-modifiers-with-pictures) |
| 1. [**LL.2**](https://www.ixl.com/ela/grade-8/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-8/select-the-misplaced-or-dangling-modifier) |
| 1. [**LL.3**](https://www.ixl.com/ela/grade-8/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-8/are-the-modifiers-used-correctly) |
| 1. [**MM.1**](https://www.ixl.com/ela/grade-8/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-8/what-does-the-punctuation-suggest) |
| 1. [**MM.2**](https://www.ixl.com/ela/grade-8/commas-with-nonrestrictive-elements) | 1. [Commas with nonrestrictive elements](https://www.ixl.com/ela/grade-8/commas-with-nonrestrictive-elements) |
| 1. [**NN.1**](https://www.ixl.com/ela/grade-8/commas-with-series-dates-and-places) | 1. [Commas with series, dates, and places](https://www.ixl.com/ela/grade-8/commas-with-series-dates-and-places) |
| 1. [**NN.2**](https://www.ixl.com/ela/grade-8/commas-with-compound-and-complex-sentences) | 1. [Commas with compound and complex sentences](https://www.ixl.com/ela/grade-8/commas-with-compound-and-complex-sentences) |
| 1. [**NN.3**](https://www.ixl.com/ela/grade-8/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) | 1. [Commas with direct addresses, introductory words, interjections, and interrupters](https://www.ixl.com/ela/grade-8/commas-with-direct-addresses-introductory-words-interjections-and-interrupters) |
| 1. [**NN.4**](https://www.ixl.com/ela/grade-8/commas-with-coordinate-adjectives) | 1. [Commas with coordinate adjectives](https://www.ixl.com/ela/grade-8/commas-with-coordinate-adjectives) |
| 1. [**NN.5**](https://www.ixl.com/ela/grade-8/commas-review) | 1. [Commas: review](https://www.ixl.com/ela/grade-8/commas-review) |
| 1. [**OO.1**](https://www.ixl.com/ela/grade-8/use-semicolons-and-commas-to-separate-clauses) | 1. [Use semicolons and commas to separate clauses](https://www.ixl.com/ela/grade-8/use-semicolons-and-commas-to-separate-clauses) |
| 1. [**OO.2**](https://www.ixl.com/ela/grade-8/use-semicolons-colons-and-commas-with-lists) | 1. [Use semicolons, colons, and commas with lists](https://www.ixl.com/ela/grade-8/use-semicolons-colons-and-commas-with-lists) |
| 1. [**PP.1**](https://www.ixl.com/ela/grade-8/use-dashes) | 1. [Use dashes](https://www.ixl.com/ela/grade-8/use-dashes) |
| 1. [**PP.2**](https://www.ixl.com/ela/grade-8/use-hyphens-in-compound-adjectives) | 1. [Use hyphens in compound adjectives](https://www.ixl.com/ela/grade-8/use-hyphens-in-compound-adjectives) |
| 1. [**QQ.1**](https://www.ixl.com/ela/grade-8/correct-capitalization-errors) | 1. [Correct capitalization errors](https://www.ixl.com/ela/grade-8/correct-capitalization-errors) |
| 1. [**RR.4**](https://www.ixl.com/ela/grade-8/formatting-quotations-and-dialogue) | 1. [Formatting quotations and dialogue](https://www.ixl.com/ela/grade-8/formatting-quotations-and-dialogue) |

[**Ninth-grade skills**](https://www.ixl.com/ela/grade-9)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-9/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-9/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-9/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-9/identify-audience-and-purpose) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-9/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-9/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-9/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-9/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-9/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-9/identify-the-narrative-point-of-view) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-9/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-9/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-9/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-9/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-9/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-9/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-9/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-9/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-9/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-9/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-9/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-9/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-9/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-9/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-9/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-9/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-9/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-9/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-9/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-9/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-9/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-9/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-9/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-9/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-9/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-9/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-9/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-9/use-personification) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-9/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-9/transitions-with-conjunctive-adverbs) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-9/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-9/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-9/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-9/identify-sentences-with-parallel-structure) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-9/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-9/use-parallel-structure) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-9/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-9/remove-redundant-words-or-phrases) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-9/identify-active-and-passive-voice) | 1. [Identify active and passive voice](https://www.ixl.com/ela/grade-9/identify-active-and-passive-voice) |
| 1. [**L.2**](https://www.ixl.com/ela/grade-9/rewrite-the-sentence-in-active-voice) | 1. [Rewrite the sentence in active voice](https://www.ixl.com/ela/grade-9/rewrite-the-sentence-in-active-voice) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-9/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-9/use-the-correct-frequently-confused-word) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**M.3**](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-9/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**M.6**](https://www.ixl.com/ela/grade-9/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-9/correct-errors-in-everyday-use) |
| 1. [**M.7**](https://www.ixl.com/ela/grade-9/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-9/suggest-appropriate-revisions) |
| 1. [**N.4**](https://www.ixl.com/ela/grade-9/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-9/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**N.5**](https://www.ixl.com/ela/grade-9/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-9/identify-plagiarism) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-9/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-9/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-9/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-9/use-words-accurately-and-precisely) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-9/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-9/replace-words-using-a-thesaurus) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-9/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-9/explore-words-with-new-or-contested-usages) |
| 1. [**W.2**](https://www.ixl.com/ela/grade-9/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-9/identify-sentence-fragments) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-9/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-9/identify-run-on-sentences) |
| 1. [**W.4**](https://www.ixl.com/ela/grade-9/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-9/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**X.6**](https://www.ixl.com/ela/grade-9/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-9/combine-sentences-using-relative-clauses) |
| 1. [**Z.7**](https://www.ixl.com/ela/grade-9/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-9/identify-vague-pronoun-references) |
| 1. [**Z.8**](https://www.ixl.com/ela/grade-9/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-9/identify-all-of-the-possible-antecedents) |
| 1. [**Z.9**](https://www.ixl.com/ela/grade-9/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-9/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-9/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-9/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**EE.1**](https://www.ixl.com/ela/grade-9/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-9/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-9/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-9/misplaced-modifiers-with-pictures) |
| 1. [**FF.2**](https://www.ixl.com/ela/grade-9/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-9/select-the-misplaced-or-dangling-modifier) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-9/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-9/are-the-modifiers-used-correctly) |

[**Tenth-grade skills**](https://www.ixl.com/ela/grade-10)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-10/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-10/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-10/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-10/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-10/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-10/identify-audience-and-purpose) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-10/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-10/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-10/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-10/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-10/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-10/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-10/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-10/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-10/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-10/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-10/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-10/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-10/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-10/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-10/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-10/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-10/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-10/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-10/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-10/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-10/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-10/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-10/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-10/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-10/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-10/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-10/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-10/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-10/use-personification) | 1. [Use personification](https://www.ixl.com/ela/grade-10/use-personification) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-10/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-10/transitions-with-conjunctive-adverbs) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-10/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-10/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-10/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-10/identify-sentences-with-parallel-structure) |
| 1. [**K.4**](https://www.ixl.com/ela/grade-10/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-10/use-parallel-structure) |
| 1. [**K.5**](https://www.ixl.com/ela/grade-10/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-10/remove-redundant-words-or-phrases) |
| 1. [**L.1**](https://www.ixl.com/ela/grade-10/identify-active-and-passive-voice) | 1. [Identify active and passive voice](https://www.ixl.com/ela/grade-10/identify-active-and-passive-voice) |
| 1. [**L.2**](https://www.ixl.com/ela/grade-10/rewrite-the-sentence-in-active-voice) | 1. [Rewrite the sentence in active voice](https://www.ixl.com/ela/grade-10/rewrite-the-sentence-in-active-voice) |
| 1. [**M.1**](https://www.ixl.com/ela/grade-10/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-10/use-the-correct-frequently-confused-word) |
| 1. [**M.2**](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**M.3**](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-10/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**M.6**](https://www.ixl.com/ela/grade-10/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-10/correct-errors-in-everyday-use) |
| 1. [**M.7**](https://www.ixl.com/ela/grade-10/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-10/suggest-appropriate-revisions) |
| 1. [**N.4**](https://www.ixl.com/ela/grade-10/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-10/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**N.5**](https://www.ixl.com/ela/grade-10/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-10/identify-plagiarism) |
| 1. [**S.1**](https://www.ixl.com/ela/grade-10/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-10/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**S.2**](https://www.ixl.com/ela/grade-10/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-10/use-words-accurately-and-precisely) |
| 1. [**S.3**](https://www.ixl.com/ela/grade-10/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-10/replace-words-using-a-thesaurus) |
| 1. [**S.4**](https://www.ixl.com/ela/grade-10/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-10/explore-words-with-new-or-contested-usages) |
| 1. [**W.2**](https://www.ixl.com/ela/grade-10/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-10/identify-sentence-fragments) |
| 1. [**W.3**](https://www.ixl.com/ela/grade-10/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-10/identify-run-on-sentences) |
| 1. [**W.4**](https://www.ixl.com/ela/grade-10/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-10/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**X.6**](https://www.ixl.com/ela/grade-10/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-10/combine-sentences-using-relative-clauses) |
| 1. [**Z.7**](https://www.ixl.com/ela/grade-10/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-10/identify-vague-pronoun-references) |
| 1. [**Z.8**](https://www.ixl.com/ela/grade-10/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-10/identify-all-of-the-possible-antecedents) |
| 1. [**CC.3**](https://www.ixl.com/ela/grade-10/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-10/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**EE.1**](https://www.ixl.com/ela/grade-10/use-the-correct-pair-of-correlative-conjunctions) | 1. [Use the correct pair of correlative conjunctions](https://www.ixl.com/ela/grade-10/use-the-correct-pair-of-correlative-conjunctions) |
| 1. [**FF.1**](https://www.ixl.com/ela/grade-10/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-10/misplaced-modifiers-with-pictures) |
| 1. [**FF.2**](https://www.ixl.com/ela/grade-10/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-10/select-the-misplaced-or-dangling-modifier) |
| 1. [**FF.3**](https://www.ixl.com/ela/grade-10/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-10/are-the-modifiers-used-correctly) |
| 1. [**GG.1**](https://www.ixl.com/ela/grade-10/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-10/what-does-the-punctuation-suggest) |

[**Eleventh-grade skills**](https://www.ixl.com/ela/grade-11)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-11/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-11/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-11/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-11/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-11/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-11/identify-audience-and-purpose) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-11/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-11/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-11/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-11/identify-the-narrative-point-of-view) |
| 1. [**C.8**](https://www.ixl.com/ela/grade-11/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-11/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-11/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-11/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-11/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-11/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-11/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-11/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-11/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-11/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-11/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-11/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-11/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-11/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-11/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-11/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-11/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-11/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-11/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-11/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-11/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-11/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-11/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-11/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-11/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-11/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-11/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-11/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-11/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-11/transitions-with-conjunctive-adverbs) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-11/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-11/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-11/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-11/identify-sentences-with-parallel-structure) |
| 1. [**J.4**](https://www.ixl.com/ela/grade-11/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-11/use-parallel-structure) |
| 1. [**J.5**](https://www.ixl.com/ela/grade-11/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-11/remove-redundant-words-or-phrases) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-11/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-11/use-the-correct-frequently-confused-word) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-11/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-11/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-11/correct-errors-in-everyday-use) |
| 1. [**K.7**](https://www.ixl.com/ela/grade-11/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-11/suggest-appropriate-revisions) |
| 1. [**L.4**](https://www.ixl.com/ela/grade-11/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-11/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**L.5**](https://www.ixl.com/ela/grade-11/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-11/identify-plagiarism) |
| 1. [**Q.2**](https://www.ixl.com/ela/grade-11/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-11/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**Q.3**](https://www.ixl.com/ela/grade-11/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-11/use-words-accurately-and-precisely) |
| 1. [**Q.4**](https://www.ixl.com/ela/grade-11/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-11/replace-words-using-a-thesaurus) |
| 1. [**Q.6**](https://www.ixl.com/ela/grade-11/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-11/explore-words-with-new-or-contested-usages) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-11/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-11/identify-sentence-fragments) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-11/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-11/identify-run-on-sentences) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-11/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-11/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**U.6**](https://www.ixl.com/ela/grade-11/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-11/combine-sentences-using-relative-clauses) |
| 1. [**V.7**](https://www.ixl.com/ela/grade-11/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-11/identify-vague-pronoun-references) |
| 1. [**V.8**](https://www.ixl.com/ela/grade-11/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-11/identify-all-of-the-possible-antecedents) |
| 1. [**V.9**](https://www.ixl.com/ela/grade-11/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-11/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-11/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-11/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-11/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-11/misplaced-modifiers-with-pictures) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-11/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-11/select-the-misplaced-or-dangling-modifier) |
| 1. [**AA.3**](https://www.ixl.com/ela/grade-11/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-11/are-the-modifiers-used-correctly) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-11/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-11/what-does-the-punctuation-suggest) |

[**Twelfth-grade skills**](https://www.ixl.com/ela/grade-12)

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| 1. [**B.1**](https://www.ixl.com/ela/grade-12/which-text-is-most-formal) | 1. [Which text is most formal?](https://www.ixl.com/ela/grade-12/which-text-is-most-formal) |
| 1. [**B.2**](https://www.ixl.com/ela/grade-12/compare-passages-for-subjective-and-objective-tone) | 1. [Compare passages for subjective and objective tone](https://www.ixl.com/ela/grade-12/compare-passages-for-subjective-and-objective-tone) |
| 1. [**B.3**](https://www.ixl.com/ela/grade-12/identify-audience-and-purpose) | 1. [Identify audience and purpose](https://www.ixl.com/ela/grade-12/identify-audience-and-purpose) |
| 1. [**B.4**](https://www.ixl.com/ela/grade-12/compare-passages-for-tone) | 1. [Compare passages for tone](https://www.ixl.com/ela/grade-12/compare-passages-for-tone) |
| 1. [**C.1**](https://www.ixl.com/ela/grade-12/identify-the-narrative-point-of-view) | 1. [Identify the narrative point of view](https://www.ixl.com/ela/grade-12/identify-the-narrative-point-of-view) |
| 1. [**C.8**](https://www.ixl.com/ela/grade-12/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) | 1. [Analyze the effects of figures of speech on meaning and tone](https://www.ixl.com/ela/grade-12/analyze-the-effects-of-figures-of-speech-on-meaning-and-tone) |
| 1. [**F.1**](https://www.ixl.com/ela/grade-12/order-topics-from-broadest-to-narrowest) | 1. [Order topics from broadest to narrowest](https://www.ixl.com/ela/grade-12/order-topics-from-broadest-to-narrowest) |
| 1. [**F.2**](https://www.ixl.com/ela/grade-12/organize-information-by-main-idea) | 1. [Organize information by main idea](https://www.ixl.com/ela/grade-12/organize-information-by-main-idea) |
| 1. [**G.1**](https://www.ixl.com/ela/grade-12/choose-the-topic-sentence-that-best-captures-the-main-idea) | 1. [Choose the topic sentence that best captures the main idea](https://www.ixl.com/ela/grade-12/choose-the-topic-sentence-that-best-captures-the-main-idea) |
| 1. [**G.2**](https://www.ixl.com/ela/grade-12/identify-thesis-statements) | 1. [Identify thesis statements](https://www.ixl.com/ela/grade-12/identify-thesis-statements) |
| 1. [**H.1**](https://www.ixl.com/ela/grade-12/distinguish-facts-from-opinions) | 1. [Distinguish facts from opinions](https://www.ixl.com/ela/grade-12/distinguish-facts-from-opinions) |
| 1. [**H.2**](https://www.ixl.com/ela/grade-12/choose-evidence-to-support-a-claim) | 1. [Choose evidence to support a claim](https://www.ixl.com/ela/grade-12/choose-evidence-to-support-a-claim) |
| 1. [**H.3**](https://www.ixl.com/ela/grade-12/identify-supporting-evidence-in-a-text) | 1. [Identify supporting evidence in a text](https://www.ixl.com/ela/grade-12/identify-supporting-evidence-in-a-text) |
| 1. [**H.4**](https://www.ixl.com/ela/grade-12/choose-the-most-appropriate-counterclaim-for-a-given-claim) | 1. [Choose the most appropriate counterclaim for a given claim](https://www.ixl.com/ela/grade-12/choose-the-most-appropriate-counterclaim-for-a-given-claim) |
| 1. [**H.5**](https://www.ixl.com/ela/grade-12/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) | 1. [Choose the analysis that logically connects the evidence to the claim](https://www.ixl.com/ela/grade-12/choose-the-analysis-that-logically-connects-the-evidence-to-the-claim) |
| 1. [**H.6**](https://www.ixl.com/ela/grade-12/transition-logically-between-claims-evidence-analysis-and-counterclaims) | 1. [Transition logically between claims, evidence, analysis, and counterclaims](https://www.ixl.com/ela/grade-12/transition-logically-between-claims-evidence-analysis-and-counterclaims) |
| 1. [**H.7**](https://www.ixl.com/ela/grade-12/classify-logical-fallacies) | 1. [Classify logical fallacies](https://www.ixl.com/ela/grade-12/classify-logical-fallacies) |
| 1. [**I.1**](https://www.ixl.com/ela/grade-12/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) | 1. [Identify appeals to ethos, pathos, and logos in advertisements](https://www.ixl.com/ela/grade-12/identify-appeals-to-ethos-pathos-and-logos-in-advertisements) |
| 1. [**I.2**](https://www.ixl.com/ela/grade-12/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) | 1. [Use appeals to ethos, pathos, and logos in persuasive writing](https://www.ixl.com/ela/grade-12/use-appeals-to-ethos-pathos-and-logos-in-persuasive-writing) |
| 1. [**J.1**](https://www.ixl.com/ela/grade-12/transitions-with-conjunctive-adverbs) | 1. [Transitions with conjunctive adverbs](https://www.ixl.com/ela/grade-12/transitions-with-conjunctive-adverbs) |
| 1. [**J.2**](https://www.ixl.com/ela/grade-12/avoid-double-illogical-and-unclear-comparisons) | 1. [Avoid double, illogical, and unclear comparisons](https://www.ixl.com/ela/grade-12/avoid-double-illogical-and-unclear-comparisons) |
| 1. [**J.3**](https://www.ixl.com/ela/grade-12/identify-sentences-with-parallel-structure) | 1. [Identify sentences with parallel structure](https://www.ixl.com/ela/grade-12/identify-sentences-with-parallel-structure) |
| 1. [**J.4**](https://www.ixl.com/ela/grade-12/use-parallel-structure) | 1. [Use parallel structure](https://www.ixl.com/ela/grade-12/use-parallel-structure) |
| 1. [**J.5**](https://www.ixl.com/ela/grade-12/remove-redundant-words-or-phrases) | 1. [Remove redundant words or phrases](https://www.ixl.com/ela/grade-12/remove-redundant-words-or-phrases) |
| 1. [**K.1**](https://www.ixl.com/ela/grade-12/use-the-correct-frequently-confused-word) | 1. [Use the correct frequently confused word](https://www.ixl.com/ela/grade-12/use-the-correct-frequently-confused-word) |
| 1. [**K.2**](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-words) | 1. [Identify and correct errors with frequently confused words](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-words) |
| 1. [**K.3**](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) | 1. [Identify and correct errors with frequently confused pronouns and contractions](https://www.ixl.com/ela/grade-12/identify-and-correct-errors-with-frequently-confused-pronouns-and-contractions) |
| 1. [**K.6**](https://www.ixl.com/ela/grade-12/correct-errors-in-everyday-use) | 1. [Correct errors in everyday use](https://www.ixl.com/ela/grade-12/correct-errors-in-everyday-use) |
| 1. [**K.7**](https://www.ixl.com/ela/grade-12/suggest-appropriate-revisions) | 1. [Suggest appropriate revisions](https://www.ixl.com/ela/grade-12/suggest-appropriate-revisions) |
| 1. [**L.4**](https://www.ixl.com/ela/grade-12/use-in-text-citations-mla-7th-8th-editions) | 1. [Use in-text citations (MLA 7th–8th editions)](https://www.ixl.com/ela/grade-12/use-in-text-citations-mla-7th-8th-editions) |
| 1. [**L.5**](https://www.ixl.com/ela/grade-12/identify-plagiarism) | 1. [Identify plagiarism](https://www.ixl.com/ela/grade-12/identify-plagiarism) |
| 1. [**Q.2**](https://www.ixl.com/ela/grade-12/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) | 1. [Choose the word whose connotation and denotation best match the sentence](https://www.ixl.com/ela/grade-12/choose-the-word-whose-connotation-and-denotation-best-match-the-sentence) |
| 1. [**Q.3**](https://www.ixl.com/ela/grade-12/use-words-accurately-and-precisely) | 1. [Use words accurately and precisely](https://www.ixl.com/ela/grade-12/use-words-accurately-and-precisely) |
| 1. [**Q.4**](https://www.ixl.com/ela/grade-12/replace-words-using-a-thesaurus) | 1. [Replace words using a thesaurus](https://www.ixl.com/ela/grade-12/replace-words-using-a-thesaurus) |
| 1. [**Q.6**](https://www.ixl.com/ela/grade-12/explore-words-with-new-or-contested-usages) | 1. [Explore words with new or contested usages](https://www.ixl.com/ela/grade-12/explore-words-with-new-or-contested-usages) |
| 1. [**T.1**](https://www.ixl.com/ela/grade-12/identify-sentence-fragments) | 1. [Identify sentence fragments](https://www.ixl.com/ela/grade-12/identify-sentence-fragments) |
| 1. [**T.2**](https://www.ixl.com/ela/grade-12/identify-run-on-sentences) | 1. [Identify run-on sentences](https://www.ixl.com/ela/grade-12/identify-run-on-sentences) |
| 1. [**T.3**](https://www.ixl.com/ela/grade-12/choose-punctuation-to-avoid-fragments-and-run-ons) | 1. [Choose punctuation to avoid fragments and run-ons](https://www.ixl.com/ela/grade-12/choose-punctuation-to-avoid-fragments-and-run-ons) |
| 1. [**U.6**](https://www.ixl.com/ela/grade-12/combine-sentences-using-relative-clauses) | 1. [Combine sentences using relative clauses](https://www.ixl.com/ela/grade-12/combine-sentences-using-relative-clauses) |
| 1. [**V.7**](https://www.ixl.com/ela/grade-12/identify-vague-pronoun-references) | 1. [Identify vague pronoun references](https://www.ixl.com/ela/grade-12/identify-vague-pronoun-references) |
| 1. [**V.8**](https://www.ixl.com/ela/grade-12/identify-all-of-the-possible-antecedents) | 1. [Identify all of the possible antecedents](https://www.ixl.com/ela/grade-12/identify-all-of-the-possible-antecedents) |
| 1. [**V.9**](https://www.ixl.com/ela/grade-12/correct-inappropriate-shifts-in-pronoun-number-and-person) | 1. [Correct inappropriate shifts in pronoun number and person](https://www.ixl.com/ela/grade-12/correct-inappropriate-shifts-in-pronoun-number-and-person) |
| 1. [**Y.3**](https://www.ixl.com/ela/grade-12/identify-and-correct-inappropriate-shifts-in-verb-tense) | 1. [Identify and correct inappropriate shifts in verb tense](https://www.ixl.com/ela/grade-12/identify-and-correct-inappropriate-shifts-in-verb-tense) |
| 1. [**AA.1**](https://www.ixl.com/ela/grade-12/misplaced-modifiers-with-pictures) | 1. [Misplaced modifiers with pictures](https://www.ixl.com/ela/grade-12/misplaced-modifiers-with-pictures) |
| 1. [**AA.2**](https://www.ixl.com/ela/grade-12/select-the-misplaced-or-dangling-modifier) | 1. [Select the misplaced or dangling modifier](https://www.ixl.com/ela/grade-12/select-the-misplaced-or-dangling-modifier) |
| 1. [**AA.3**](https://www.ixl.com/ela/grade-12/are-the-modifiers-used-correctly) | 1. [Are the modifiers used correctly?](https://www.ixl.com/ela/grade-12/are-the-modifiers-used-correctly) |
| 1. [**BB.1**](https://www.ixl.com/ela/grade-12/what-does-the-punctuation-suggest) | 1. [What does the punctuation suggest?](https://www.ixl.com/ela/grade-12/what-does-the-punctuation-suggest) |

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[Punctuation and capitalization](https://www.ixl.com/ela/punctuation-and-capitalization)

[Figurative language](https://www.ixl.com/ela/figurative-language)

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