



# IXL Skill Plan for the ACT<sup>®</sup>

## English

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# Score range 13-15

## Writing development

ACT topic	IXL skills	
Topic and organization	3-M.1	Select the detail that does not support the topic sentence >>
	3-M.2	Choose topic sentences for narrative paragraphs >>
	3-M.3	Choose topic sentences for expository paragraphs >>
	3-O.2	Use time-order words >>
	3-O.4	Use subordinating conjunctions >>
	3-O.5	Choose the best transition >>
	3-O.6	Use linking words to complete a passage >>

## Word choice and usage

ACT topic	IXL skills	
Common word errors	4-Q.1	Correct errors with signs >>

## English language conventions

ACT topic	IXL skills	
Joining simple clauses	4-M.2	Use coordinating conjunctions >>
	4-M.3	Use subordinating conjunctions >>
	4-CC.9	Create compound sentences >>
Inappropriate shifts in verb tense	5-FF.5	Correct inappropriate shifts in verb tense >>

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**Irregular past tense and past participle**

- 4-HH.5**    Form and use the irregular past tense: set 1 >>
- 4-HH.6**    Form and use the irregular past tense: set 2 >>
- 4-HH.7**    Form and use the irregular past tense: set 3 >>
- 4-HH.8**    Form and use the irregular past tense: set 4 >>
- 4-HH.15**   Choose between the past tense and past participle >>

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**Comparative and superlative adjectives**

- 4-JJ.10**    Use adjectives to compare >>
- 4-JJ.11**    Spell adjectives that compare >>
- 4-JJ.12**    Use adjectives with more and most >>

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**Commas**

- 5-KK.1**    Commas with a series >>
  - 5-KK.2**    Commas with dates and places >>
  - 5-KK.3**    Commas with direct addresses >>
  - 5-KK.4**    Commas with introductory elements >>
  - 5-KK.5**    Commas with compound and complex sentences >>
  - 5-KK.6**    Commas: review >>
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# Score range 16-19

## Writing development

ACT topic	IXL skills	
<b>Topic and organization</b>	<b>5-K.5</b>	Organize information by main idea >>
<b>Purpose</b>	<b>4-JJ.1</b>	Does the adjective tell you what kind or how many? >>
	<b>4-JJ.2</b>	Identify the adjective that describes the noun >>
	<b>4-JJ.5</b>	Does the adverb tell you how, when, or where? >>
	<b>5-B.1</b>	Identify the purpose of a text >>
	<b>5-M.1</b>	Show character emotions and traits >>
	<b>5-X.2</b>	Positive and negative connotation >>

## Word choice and usage

ACT topic	IXL skills	
<b>Style and tone</b>	<b>6-C.1</b>	Which sentence is more formal? >>
	<b>6-C.2</b>	Compare passages for tone >>

## English language conventions

ACT topic	IXL skills	
<b>Sentences, fragments and run-ons</b>	<b>5-AA.4</b>	Is it a complete sentence or a fragment? >>
	<b>5-AA.5</b>	Is it a complete sentence or a run-on? >>
	<b>5-AA.6</b>	Is it a complete sentence, a fragment, or a run-on? >>
	<b>6-JJ.2</b>	Commas with compound and complex sentences >>
<b>Inappropriate shifts in verb tense</b>	<b>6-DD.3</b>	Correct inappropriate shifts in verb tense >>
<b>Adjectives vs. adverbs</b>	<b>6-EE.5</b>	Choose between adjectives and adverbs >>

<b>Subject-verb agreement</b>	<b>5-EE.1</b>	Use the correct subject or verb >>
	<b>5-EE.2</b>	Use the correct subject or verb - with compound subjects >>
<b>Pronoun-antecedent agreement</b>	<b>6-Z.1</b>	Identify pronouns and their antecedents >>
	<b>6-Z.2</b>	Use the pronoun that agrees with the antecedent >>
<b>Frequently confused words</b>	<b>5-O.1</b>	Use the correct frequently confused word >>
	<b>5-O.2</b>	Correct errors with frequently confused words >>
	<b>5-O.3</b>	Correct errors with signs >>
<b>Commas</b>	<b>6-JJ.1</b>	Commas with series, dates, and places >>
	<b>6-JJ.2</b>	Commas with compound and complex sentences >>
	<b>6-JJ.3</b>	Commas with direct addresses, introductory words, interjections, and interrupters >>
	<b>6-JJ.4</b>	Commas with coordinate adjectives >>
	<b>6-JJ.5</b>	Commas: review >>

# Score range 20-23

## Writing development

ACT topic	IXL skills	
<b>Topic and organization</b>	<b>7-J.1</b>	Order topics from broadest to narrowest >>
	<b>7-J.2</b>	Organize information by main idea >>
	<b>7-J.3</b>	Transitions with conjunctive adverbs >>
	<b>7-K.1</b>	Identify thesis statements >>
	<b>7-N.7</b>	Suggest appropriate revisions >>
<b>Purpose</b>	<b>5-M.1</b>	Show character emotions and traits >>
	<b>7-C.1</b>	Identify author's purpose >>
	<b>7-L.1</b>	Identify appeals to ethos, pathos, and logos in advertisements >>
	<b>7-M.1</b>	Use personification >>
	<b>7-T.2</b>	Positive and negative connotation >>

## Word choice and usage

ACT topic	IXL skills	
<b>Redundancy</b>	<b>7-N.2</b>	Remove redundant words or phrases >>
<b>Shades of meaning</b>	<b>7-T.1</b>	Describe the difference between related words >>
<b>Style and tone</b>	<b>7-C.2</b>	Which sentence is more formal? >>
	<b>7-C.3</b>	Compare passages for tone >>
<b>Conjunctions</b>	<b>6-HH.4</b>	Use the correct pair of correlative conjunctions >>

## English language conventions

ACT topic	IXL skills	
<b>Sentences, fragments, and run-ons</b>	<b>7-Y.5</b>	Is it a complete sentence or a fragment? >>
	<b>7-Y.6</b>	Is it a complete sentence or a run-on? >>
	<b>7-Y.7</b>	Is it a complete sentence, a fragment, or a run-on? >>
<b>Adjective placement</b>	<b>7-GG.2</b>	Order adjectives >>
<b>Misplaced and dangling modifiers</b>	<b>7-KK.1</b>	Misplaced modifiers with pictures >>
<b>Relative pronouns</b>	<b>6-AA.9</b>	Use relative pronouns: who and whom >>
	<b>6-AA.10</b>	Use relative pronouns: who, whom, whose, which, and that >>
<b>Comparative and superlative adjectives</b>	<b>7-GG.6</b>	Form and use comparative and superlative adjectives >>
	<b>7-GG.7</b>	Good, better, best, bad, worse, and worst >>
	<b>7-GG.8</b>	Form and use comparative and superlative adverbs >>
	<b>7-GG.9</b>	Well, better, best, badly, worse, and worst >>
<b>Subject-verb agreement</b>	<b>7-EE.1</b>	Correct errors with subject-verb agreement >>
	<b>7-EE.2</b>	Correct errors with indefinite pronoun-verb agreement >>
	<b>7-EE.3</b>	Use the correct verb - with compound subjects >>
<b>Idiomatic expressions</b>	<b>6-S.1</b>	Determine the meaning of idioms from context: set 1 >>
	<b>6-S.2</b>	Identify the meaning of idioms and adages: set 1 >>
	<b>6-S.3</b>	Determine the meaning of idioms from context: set 2 >>
	<b>6-S.4</b>	Identify the meaning of idioms and adages: set 2 >>

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**Commas**

- 7-MM.1** [Commas with series, dates, and places >>](#)
- 7-MM.2** [Commas with compound and complex sentences >>](#)
- 7-MM.3** [Commas with direct addresses, introductory words, interjections, and interrupters >>](#)
- 7-MM.4** [Commas with coordinate adjectives >>](#)
- 7-MM.5** [Commas: review >>](#)

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**Apostrophes**

- 6-Y.8** [Identify and correct errors with plural and possessive nouns >>](#)
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# Score range 24-27

## Writing development

ACT topic	IXL skills	
<b>Topic and organization</b>	<b>9-E.1</b>	Analyze the development of informational passages: set 1 >>
	<b>9-E.2</b>	Analyze the development of informational passages: set 2 >>
	<b>9-F.1</b>	Order topics from broadest to narrowest >>
	<b>9-F.2</b>	Organize information by main idea >>
	<b>9-K.1</b>	Transitions with conjunctive adverbs >>
<b>Purpose</b>	<b>8-E.7</b>	Analyze the effects of figures of speech on meaning and tone >>
	<b>9-B.1</b>	Which text is most formal? >>
	<b>9-B.2</b>	Identify audience and purpose >>
	<b>9-B.3</b>	Compare passages for subjective and objective tone >>
	<b>9-B.4</b>	Compare passages for tone >>

## Word choice and usage

ACT topic	IXL skills	
<b>Word nuance</b>	<b>9-S.1</b>	Choose the word whose connotation and denotation best match the sentence >>
	<b>9-S.2</b>	Use words accurately and precisely >>
	<b>9-S.3</b>	Replace words using a thesaurus >>
<b>Style and tone</b>	<b>9-B.1</b>	Which text is most formal? >>
	<b>9-B.3</b>	Compare passages for subjective and objective tone >>
	<b>9-B.4</b>	Compare passages for tone >>
<b>Conjunctions</b>	<b>9.EE.1</b>	Use the correct pair of correlative conjunctions >>

## English language conventions

ACT topic	IXL skills	
<b>Sentences, fragments, and run-ons</b>	<b>9-W.4</b>	Choose punctuation to avoid fragments and run-ons >>
<b>Misplaced and dangling modifiers</b>	<b>9-FF.2</b>	Select the misplaced or dangling modifier >>
<b>Parallelism</b>	<b>9-K.3</b>	Identify sentences with parallel structure >>
	<b>9-K.4</b>	Use parallel structure >>
<b>Verb and pronoun consistency</b>	<b>9-Z-9</b>	Correct inappropriate shifts in pronoun number and person >>
	<b>9-CC.3</b>	Identify and correct inappropriate shifts in verb tense >>
<b>Verb tense</b>	<b>8-GG.1</b>	Irregular past tense: review >>
	<b>8-GG.2</b>	Simple past, present, and future tense: review >>
	<b>8-GG.4</b>	Form the progressive verb tenses >>
	<b>8-GG.5</b>	Form the perfect verb tenses >>
<b>Pronouns</b>	<b>8-CC.2</b>	Use the pronoun that agrees with the antecedent >>
	<b>8-CC.4</b>	Identify vague pronoun references >>
	<b>8-CC.5</b>	Identify all of the possible antecedents >>
<b>Commas</b>	<b>9-HH.1</b>	Commas with direct addresses, introductory words, interjections, interrupters, and antithetical phrases >>
	<b>9-HH.2</b>	Commas with series, dates, and places >>
	<b>9-HH.3</b>	Commas with compound and complex sentences >>
	<b>9-HH.4</b>	Commas with coordinate adjectives >>
<b>Colons and semicolons</b>	<b>9-OO.1</b>	Use semicolons and commas to separate clauses >>
	<b>9-OO.2</b>	Use semicolons, colons, and commas with lists >>

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**Parenthetical elements**

- 9-X.3** Identify appositives and appositive phrases >>
- 9-X.6** Combine sentences using relative clauses >>
- 9-HH.1** Commas with direct addresses, introductory words, interjections, interrupters, and antithetical phrases >>
- 9-II.3** Semicolons, colons, and commas review >>
- 9-JJ.1** Use dashes >>

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**Apostrophes**

- 8-BB.4** Form the singular or plural possessive >>
  - 9-KK.1** Identify and correct errors with plural and possessive nouns >>
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# Score range 28-36

## Writing development

ACT topic	IXL skills	
Topic and organization	11-E.1	Analyze the development of informational passages: set 1 >>
	11-E.2	Analyze the development of informational passages: set 2 >>
	11-E.3	Trace an argument: set 1 >>
	11-E.4	Trace an argument: set 2 >>
	11-G.1	Choose the topic sentence that best captures the main idea >>
	11-G.2	Identify thesis statements >>
	11-H.6	Transition logically between claims, evidence, analysis, and counterclaims >>
	11-J.1	Transitions with conjunctive adverbs >>

## Word choice and usage

ACT topic	IXL skills	
Word usage	11-J.2	Avoid double, illogical, and unclear comparisons >>
	11-P.3	Use the correct foreign expression >>
	11-Q.1	Describe the difference between related words >>
	11-Q.2	Choose the word whose connotation and denotation best match the sentence >>
	11-Q.6	Explore words with new or contested usages >>

## English language conventions

ACT topic	IXL skills	
<b>Sentences</b>	<b>11-J.2</b>	Avoid double, illogical, and unclear comparisons >>
	<b>11-AA.3</b>	Are the modifiers used correctly? >>
<b>Verb and pronoun consistency</b>	<b>11-V.9</b>	Correct inappropriate shifts in pronoun number and person >>
	<b>11-Y.3</b>	Identify and correct inappropriate shifts in verb tense >>
<b>Subject-verb-agreement</b>	<b>11-X.1</b>	Identify and correct errors with subject-verb agreement >>
	<b>11-X.2</b>	Identify and correct errors with indefinite pronoun-verb agreement >>
	<b>11-X.3</b>	Identify and correct verb agreement with compound subjects >>
<b>Pronouns</b>	<b>8-DD.5</b>	Use reflexive pronouns >>
	<b>11-K.3</b>	Identify and correct errors with frequently confused pronouns and contractions >>
	<b>11-V.1</b>	Identify and correct errors with subject and object pronouns >>
	<b>11-V.2</b>	Subject and object pronouns review >>
	<b>11-V.4</b>	Identify and correct pronoun errors with "who" >>
	<b>11-V.5</b>	Use relative pronouns: who and whom >>
	<b>11-V.6</b>	Use relative pronouns: who, whom, whose, which, and that >>
<b>Frequently-confused words</b>	<b>11-K.1</b>	Use the correct frequently confused word >>
	<b>11-K.2</b>	Identify and correct errors with frequently confused words >>
<b>Commas</b>	<b>11-CC.5</b>	Commas: review >>

<b>Restrictive and nonrestrictive elements</b>	<b>11-BB.1</b>	What does the punctuation suggest? >>
	<b>11-BB.2</b>	Commas with nonrestrictive elements >>
<b>Apostrophes</b>	<b>11-FF.1</b>	Identify and correct errors with plural and possessive nouns >>
	<b>11-FF.2</b>	Identify and correct errors with compound and joint possession >>
<b>Semicolons</b>	<b>11-DD.1</b>	Join sentences with semicolons, colons, and commas >>
	<b>11-DD.4</b>	Semicolons, colons, and commas review >>