IXL Skill Plan for the ACT®

English

Score range 13-15

Writing development

ACT Topic	IXL skills
Topic and organization	1. Select the detail that does not support the topic sentence 3X2
	2. Choose topic sentences for narrative paragraphs SJM
	3. Choose topic sentences for expository paragraphs GHA
	4. Use time-order words V2M
	5. Use subordinating conjunctions QWF
	6. Choose the best transition 5HN
	7. Use linking words to complete a passage EBL

Word choice and usage

ACT Topic	IXL skills
Common word errors	1. Correct errors with signs D54

English language conventions

ACT Topic	IXL skills
Joining simple clauses	1. Use coordinating conjunctions F79
	2. Use subordinating conjunctions 27D
	3. Create compound sentences XA7
Inappropriate shifts in verb tense	1. Correct inappropriate shifts in verb tense WDH
Irregular past tense and past participle	1. Form and use the irregular past tense: set 1 Q9P
	2. Form and use the irregular past tense: set 2 H6N
	3. Form and use the irregular past tense: set 3 49P
	4. Form and use the irregular past tense: set 4 MYG
	5. Choose between the past tense and past participle EWM

IXL

Comparative and superlative adjectives	1. Use adjectives to compare GW2
	2. Spell adjectives that compare WA9
	3. Use adjectives with more and most G9T

Commas	1. Commas with a series WCN
	2. Commas with dates and places 77M
	3. Commas with direct addresses DTB
	4. Commas with introductory elements D56
	5. Commas with compound and complex sentences QM9
	6. Commas: review DVV

Score range 16-19

Writing development

ACT Topic	IXL skills
Topic and organization	1. Organize information by main idea XL8
Purpose	1. Identify the purpose of a text QX6
	2. Show character emotions and traits 2AF
	3. Positive and negative connotation BPJ
	4. Does the adjective tell you what kind or how many? YXE
	5. Identify the adjective that describes the noun F9L
	6. Does the adverb tell you how, when, or where? KHW

Word choice and usage

ACT Topic	IXL skills
Style and tone	1. Which sentence is more formal? R5Q
	2. Compare passages for tone ZBZ

English language conventions

ACT Topic	IXL skills
Sentences, fragments and run-ons	1. Is it a complete sentence or a fragment? DQC
	2. Is it a complete sentence or a run-on? 6XL
	3. Is it a complete sentence, a fragment, or a run-on? NJT
	4. Commas with compound and complex sentences 2AC
Inappropriate shifts in verb tense	1. Correct inappropriate shifts in verb tense B2Q
Adjectives vs. adverbs	1. Choose between adjectives and adverbs RBC
Subject-verb agreement	1. Use the correct subject or verb F5Q
	2. Use the correct subject or verb – with compound subjects XGL

IXL

Pronoun-antecedent agreement	1. Identify pronouns and their antecedents 5AR
	2. Use the pronoun that agrees with the antecedent EXW
Frequently confused words	1. Use the correct frequently confused word L2X
	2. Correct errors with frequently confused words 5XZ
	3. Correct errors with signs XSD
Commas	1. Commas with series, dates, and places SSV
	2. Commas with compound and complex sentences 2AC
	3. Commas with direct addresses, introductory words, interjections, and interrupters KV5
	4. Commas with coordinate adjectives 5DU
	5. Commas: review B2P

Score range 20-23

Writing development

ACT Topic	IXL skills
Topic and organization	1. Order topics from broadest to narrowest XQ2 2. Organize information by main idea LTH 3. Transitions with conjunctive adverbs 8BF 4. Identify thesis statements ERK 5. Suggest appropriate revisions 25J
Purpose	1. Identify author's purpose H9H 2. Identify appeals to ethos, pathos, and logos in advertisements 7BT 3. Use personification UBQ 4. Show character emotions and traits 2AF 5. Positive and negative connotation 45Q

Word choice and usage

ACT Topic	IXL skills
Redundancy	1. Remove redundant words or phrases BGN
Shades of meaning	1. Describe the difference between related words G57
Style and tone	1. Which sentence is more formal? ZXT 2. Compare passages for tone 6RG
Conjunctions	1. Use the correct pair of correlative conjunctions 9TP

English language conventions

ACT Topic	IXL skills
Sentences, fragments and run-ons	1. Is it a complete sentence or a fragment? GD9 2. Is it a complete sentence or a run-on? 7F7 3. Is it a complete sentence, a fragment, or a run-on? M63

IXL

Adjective placement	1. Order adjectives Z2S

Misplaced and dangling modifiers	1. Misplaced modifiers with pictures J89

Relative pronouns	1. Use relative pronouns: who and whom CSF
	2. Use relative pronouns: who, whom, whose, which, and that R6F

Comparative and superlative adjectives	1. Form and use comparative and superlative adjectives RCL
	2. Good, better, best, bad, worse, and worst 9ML
	3. Form and use comparative and superlative adverbs 9X4
	4. Well, better, best, badly, worse, and worst VEZ

Subject-verb agreement	1. Correct errors with subject-verb agreement 94Y
	2. Correct errors with indefinite pronoun-verb agreement EWG
	3. Use the correct verb – with compound subjects 7S6

Idiomatic expressions	1. Determine the meaning of idioms from context: set 1 FQN
	2. Identify the meaning of idioms and adages: set 1 YLM
	3. Determine the meaning of idioms from context: set 2 42L
	4. Identify the meaning of idioms and adages: set 2 72N

Commas	1. Commas with series, dates, and places PJ5
	2. Commas with compound and complex sentences U65
	3. Commas with direct addresses, introductory words, interjections, and interrupters KUB
	4. Commas with coordinate adjectives 5L5
	5. Commas: review UXZ

Apostrophes	1. Identify and correct errors with plural and possessive nouns PMQ

Score range 24-27

Writing development

ACT Topic	IXL skills
Topic and organization	1. Analyze the development of informational passages: set 1 UDA 2. Analyze the development of informational passages: set 2 EUN 3. Order topics from broadest to narrowest AB7 4. Organize information by main idea EGR 5. Transitions with conjunctive adverbs 24R
Purpose	1. Which text is most formal? GT9 2. Identify audience and purpose 23Y 3. Compare passages for subjective and objective tone 26U 4. Compare passages for tone LKY 5. Analyze the effects of figures of speech on meaning and tone MMK

Word choice and usage

ACT Topic	IXL skills
Word nuance	1. Choose the word whose connotation and denotation best match the sentence 89P 2. Use words accurately and precisely FD6 3. Replace words using a thesaurus LQU
Style and tone	1. Which text is most formal? GT9 2. Compare passages for subjective and objective tone 26U 3. Compare passages for tone LKY
Conjunctions	1. Use the correct pair of correlative conjunctions GFT

English language conventions

ACT Topic	IXL skills
Sentences, fragments, and run-ons	1. Choose punctuation to avoid fragments and run-ons 6RK
Misplaced and dangling modifiers	1. Select the misplaced or dangling modifier 7MQ
Parallelism	1. Identify sentences with parallel structure CGB
	2. Use parallel structure F6G
Verb and pronoun consistency	1. Correct inappropriate shifts in pronoun number and person V5Z
	2. Identify and correct inappropriate shifts in verb tense 38E
Verb tense	1. Irregular past tense: review KWY
	2. Simple past, present, and future tense: review 6FT
	3. Form the progressive verb tenses QNR
	4. Form the perfect verb tenses MQC
Pronouns	1. Use the pronoun that agrees with the antecedent PB9
	2. Identify vague pronoun references QVP
	3. Identify all of the possible antecedents 8EC
Commas	1. Commas with direct addresses, introductory words, interjections, interrupters, and antithetical phrases MQG
	2. Commas with series, dates, and places 2PN
	3. Commas with compound and complex sentences JXR
	4. Commas with coordinate adjectives XDS
Colons and semicolons	1. Use semicolons and commas to separate clauses 5ZM
	2. Use semicolons, colons, and commas with lists FQB
Parenthetical elements	1. Identify appositives and appositive phrases RXR
	2. Combine sentences using relative clauses CHJ

3. Commas with direct addresses, introductory words, interjections, interrupters, and antithetical phrases MQG

4. Semicolons, colons, and commas review TLD

5. Use dashes TRM

Apostrophes

1. Form the singular or plural possessive XAF

2. Identify and correct errors with plural and possessive nouns 7YA

Score range 28-36

Writing development

ACT Topic	IXL skills
Topic and organization	1. Analyze the development of informational passages: set 1 CN7
	2. Analyze the development of informational passages: set 2 8X8
	3. Trace an argument: set 1 C7M
	4. Trace an argument: set 2 QFC
	5. Choose the topic sentence that best captures the main idea HE6
	6. Identify thesis statements Q8K
	7. Transition logically between claims, evidence, analysis, and counterclaims UVF
	8. Transitions with conjunctive adverbs HRP

Word choice and usage

ACT Topic	IXL skills
Word usage	1. Avoid double, illogical, and unclear comparisons 7L7
	2. Use the correct foreign expression UW7
	3. Describe the difference between related words EGN
	4. Choose the word whose connotation and denotation best match the sentence GFU
	5. Explore words with new or contested usages VT6

English language conventions

ACT Topic	IXL skills
Sentences	1. Avoid double, illogical, and unclear comparisons 7L7
	2. Are the modifiers used correctly? R5N

| Verb and pronoun consistency | 1. Correct inappropriate shifts in pronoun number and person 5EB |
| | 2. Identify and correct inappropriate shifts in verb tense R2G |

Subject-verb-agreement	1. Identify and correct errors with subject-verb agreement QBS
	2. Identify and correct errors with indefinite pronoun-verb agreement GK6
	3. Identify and correct verb agreement with compound subjects HYE

Pronouns	1. Identify and correct errors with frequently confused pronouns and contractions 9LY
	2. Identify and correct errors with subject and object pronouns NCA
	3. Subject and object pronouns review TGH
	4. Identify and correct pronoun errors with "who" 5YE
	5. Use relative pronouns: who and whom C6D
	6. Use relative pronouns: who, whom, whose, which, and that DYY
	7. Use reflexive pronouns FNY

| Frequently-confused words | 1. Use the correct frequently confused word YJY |
| | 2. Identify and correct errors with frequently confused words PSE |

| Commas | 1. Commas: review U8Y |

| Restrictive and nonrestrictive elements | 1. What does the punctuation suggest? 7YM |
| | 2. Commas with nonrestrictive elements UHX |

| Apostrophes | 1. Identify and correct errors with plural and possessive nouns ZNP |
| | 2. Identify and correct errors with compound and joint possession BLR |

| Semicolons | 1. Join sentences with semicolons, colons, and commas 9QF |
| | 2. Semicolons, colons, and commas review G98 |