



IXL Skill Plan for the ACT[®] Aspire English Early High School



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Emerging

Production of Writing

Standard	IXL skills
Determine the purpose of an essay	1. Identify the author's purpose K5H
Determine the purpose of individual sentences	1. Identify appeals to ethos, pathos, and logos in advertisements QUT
Logically sequence information in a paragraph or essay	1. Trace an argument UNX 2. Organize information by main idea 2CA
Use supporting details to improve a paragraph or essay	1. Choose evidence to support a claim BMP 2. Identify supporting details in informational texts 8HV 3. Identify supporting details in literary texts XXH
Introduce main ideas in an essay	1. Choose the topic sentence that best captures the main idea 6CH 2. Identify thesis statements TM6
Use transition words and phrases	1. Transitions with conjunctive adverbs 24R

Knowledge of Language

Standard	IXL skills
Identify how style and tone develop throughout a piece of writing	1. Which sentence is more formal? R6L 2. Compare passages for tone NSM
Precisely communicate ideas and relationships	1. Avoid double, illogical, and unclear comparisons S5Q 2. Choose the analysis that logically connects the evidence to the claim RWB
Identify redundancy	1. Remove redundant words or phrases JHX

Conventions of Standard English

Standard	IXL skills
Identify faulty sentence structure	<ol style="list-style-type: none"> 1. Is it a complete sentence or a fragment? UWQ 2. Is it a complete sentence or a run-on? S56 3. Is it a complete sentence, a fragment, or a run-on? HPN
Identify errors in subject-verb agreement	<ol style="list-style-type: none"> 1. Correct errors with subject-verb agreement TB5 2. Use the correct verb – with compound subjects 3W6
Identify errors in pronoun-antecedent agreement	<ol style="list-style-type: none"> 1. Identify pronouns and their antecedents EJT 2. Use the pronoun that agrees with the antecedent PB9
Identify errors in verb formation and inappropriate verb tense shifts	<ol style="list-style-type: none"> 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
Use modifiers including comparative and superlative adjectives	<ol style="list-style-type: none"> 1. Form and use comparative and superlative adjectives WR7
Use prepositions and other idiomatic language	<ol style="list-style-type: none"> 1. Identify prepositional phrases M5X
Use commas in a series or after introductory phrases	<ol style="list-style-type: none"> 1. Commas with direct addresses, introductory words, interjections, and interrupters GMT 2. Commas with series, dates, and places 5LC
Avoid errors with semicolons	<ol style="list-style-type: none"> 1. Use semicolons and commas to separate clauses 5ZM
Use apostrophes	<ol style="list-style-type: none"> 1. Form the singular or plural possessive XAF 2. Identify and correct errors with plural and possessive nouns AAR

Close

Production of Writing

Standard	IXL skills
Determine the purpose of an essay	1. Analyze rhetorical strategies in historical texts: set 1 MMA
Determine the purpose of individual sentences	1. Identify appeals to ethos, pathos, and logos in advertisements JLS
Add or delete sentences, phrases, or words to improve a paragraph	1. Suggest appropriate revisions 5UK
Determine if an essay has logical sequencing	1. Trace an argument: set 1 TWV
Use transition words and phrases	1. Transition logically between claims, evidence, analysis, and counterclaims LGU

Knowledge of Language

Standard	IXL skills
Use a consistent style and tone	1. Which text is most formal? GT9
Precisely communicate ideas and relationships	1. Avoid double, illogical, and unclear comparisons VZJ
Avoid redundancy	1. Remove redundant words or phrases HWZ

Conventions of Standard English

Standard	IXL skills
Avoid faulty sentence structure	<p>Sentences, fragments, and run-ons</p> <ol style="list-style-type: none"> 1. Identify sentence fragments FVY 2. Identify run-on sentences KM8 <p>Sentence types</p> <ol style="list-style-type: none"> 3. Identify dependent and independent clauses 7BC

4. Is the sentence simple, compound, complex, or compound-complex? 9RC

Avoid errors in subject-verb agreement

1. Identify and correct errors with subject-verb agreement F96

Avoid errors in pronoun-antecedent agreement

1. Correct inappropriate shifts in pronoun number and person 5DX

Avoid errors in verb formation and inappropriate shifts in verb tense

1. Form the progressive verb tenses 92T
2. Form the perfect verb tenses DPS
3. Identify and correct inappropriate shifts in verb tense 38E

Use modifiers including comparative and superlative adjectives

1. Form and use comparative and superlative adverbs TWF

Identify errors with prepositions and other idiomatic language

1. Identify prepositional phrases M5X
2. Interpret figures of speech GPY

Use commas in a series or after introductory phrases

1. Commas with direct addresses, introductory words, interjections, interrupters, and antithetical phrases MQG
2. Commas with series, dates, and places 2PN

Avoid errors with semicolons

1. Use semicolons, colons, and commas with lists FQB
2. Semicolons, colons, and commas: review TLD

Use apostrophes

1. Identify and correct errors with plural and possessive nouns 7YA
2. Identify and correct errors with compound and joint possession SJD

Use commas with subordinating or coordinating clauses

1. Commas with compound and complex sentences JXR

Ready

Production of Writing

Standard	IXL skills
Determine if an essay accomplishes a rhetorical purpose	1. Analyze rhetorical strategies in historical texts: set 2 RNC
Determine the purpose of individual phrases or words	1. Identify appeals to ethos, pathos, and logos in advertisements JLS 2. Use appeals to ethos, pathos, and logos in persuasive writing 8F4
Add, delete, or revise content to improve a paragraph	1. Suggest appropriate revisions GLW
Determine if paragraph sequencing is logical	1. Trace an argument: set 2 QNQ
Use supporting details to improve a paragraph or essay	1. Choose the best evidence to support a claim ADR 2. Identify supporting evidence in a text XWU
Introduce main ideas in an essay	1. Choose the topic sentence that best captures the main idea HLG 2. Identify thesis statements WBW

Knowledge of Language

Standard	IXL skills
Use a consistent style and tone	1. Compare passages for tone LKY
Precisely communicate ideas and relationships	1. Choose the word whose connotation and denotation best match the sentence 89P 2. Use words accurately and precisely FD6 3. Transition logically between claims, evidence, analysis, and counterclaims MXF
Avoid redundancy	1. Remove redundant words or phrases HWZ

Conventions of Standard English

Standard	IXL skills
Avoid faulty sentence construction	<p>Sentences, fragments, and run-ons</p> <ol style="list-style-type: none"> 1. Choose punctuation to avoid fragments and run-ons 6RK <p>Parallel structure</p> <ol style="list-style-type: none"> 2. Identify sentences with parallel structure CGB 3. Use parallel structure F6G
Avoid errors in subject-verb agreement	<ol style="list-style-type: none"> 1. Identify and correct errors with indefinite pronoun-verb agreement QGF
Avoid errors in pronoun-antecedent agreement	<ol style="list-style-type: none"> 1. Identify vague pronoun references X2V 2. Identify all of the possible antecedents FGZ
Avoid errors in verb formation and inappropriate shifts in verb tense	<ol style="list-style-type: none"> 1. Identify and correct inappropriate shifts in verb tense 38E
Identify misplaced modifiers	<ol style="list-style-type: none"> 1. Misplaced modifiers with pictures DED 2. Select the misplaced or dangling modifier 7MQ
Use prepositions and other idiomatic language	<ol style="list-style-type: none"> 1. Interpret figures of speech FDC

Exceeding

Production of Writing

Standard	IXL skills
Revise content to improve the essay as a whole	<ol style="list-style-type: none"> 1. Replace words using a thesaurus LQU 2. Explore words with new or contested usages CF8
Determine the purpose of individual sentences, phrases, or words	<ol style="list-style-type: none"> 1. Use appeals to ethos, pathos, and logos in persuasive writing 8F4
Add, delete, or revise content to improve a paragraph	<ol style="list-style-type: none"> 1. Suggest appropriate revisions X8S
Analyze sequencing to develop rhetorical purpose	<ol style="list-style-type: none"> 1. Analyze rhetorical strategies in historical texts: set 1 F77 2. Analyze rhetorical strategies in historical texts: set 2 BYJ
Use supporting details to improve a paragraph or essay	<ol style="list-style-type: none"> 1. Identify stronger and weaker evidence to support a claim YN8
Connect ideas in a paragraph to the focus of the essay	<ol style="list-style-type: none"> 1. Transitions with conjunctive adverbs HRP
Use transition phrases to connect ideas between paragraphs	<ol style="list-style-type: none"> 1. Transition logically between claims, evidence, analysis, and counterclaims MXF

Knowledge of Language

Standard	IXL skills
Use a consistent style and tone	<ol style="list-style-type: none"> 1. Compare passages for subjective and objective tone 26U 2. Compare passages for tone K8L
Precisely communicate ideas and relationships	<ol style="list-style-type: none"> 1. Domain-specific vocabulary in context: science and technical subjects JBA 2. Choose the analysis that logically connects the evidence to the claim P93

Avoid redundancy

Conventions of Standard English

Standard	IXL skills
Avoid faulty sentence structure	<ol style="list-style-type: none"> 1. Identify active and passive voice 9UU 2. Rewrite the sentence in active voice HVK
Avoid errors in agreement	<ol style="list-style-type: none"> 1. Identify and correct verb agreement with compound subjects HRZ 2. Correct inappropriate shifts in pronoun number and person V5Z
Avoid errors in verb formation and inappropriate shifts in verb tense	<ol style="list-style-type: none"> 1. Identify and correct inappropriate shifts in verb tense R2G
Use modifiers, including adverbs and comparative and superlative adjectives	<ol style="list-style-type: none"> 1. Good, better, best, bad, worse, and worst 6R5 2. Well, better, best, badly, worse, and worst RFA
Avoid misplaced modifiers	<ol style="list-style-type: none"> 1. Are the modifiers used correctly? 87C
Use prepositions and other idiomatic language	<ol style="list-style-type: none"> 1. Interpret the figure of speech YS9