



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



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# Score range 13–15

## Writing development

Standard	IXL skills
Topic and organization	<ol style="list-style-type: none"> <li>1. Choose the best topic sentence C5Z</li> <li>2. Remove the sentence that does not belong 82A</li> <li>3. Use coordinating conjunctions F79</li> <li>4. Use subordinating conjunctions 27D</li> <li>5. Choose the best transition YMU</li> </ol>

## Word choice and usage

Standard	IXL skills
Common word errors	<ol style="list-style-type: none"> <li>1. Correct errors with signs D54</li> </ol>

## English language conventions

Standard	IXL skills
Joining simple clauses	<ol style="list-style-type: none"> <li>1. Use coordinating conjunctions F79</li> <li>2. Use subordinating conjunctions 27D</li> <li>3. Create compound sentences XA7</li> </ol>
Inappropriate shifts in verb tense	<ol style="list-style-type: none"> <li>1. Correct inappropriate shifts in verb tense WDH</li> </ol>
Irregular past tense and past participle	<ol style="list-style-type: none"> <li>1. Form and use the irregular past tense: set 1 Q9P</li> <li>2. Form and use the irregular past tense: set 2 H6N</li> <li>3. Form and use the irregular past tense: set 3 49P</li> <li>4. Form and use the irregular past tense: set 4 MYG</li> <li>5. Choose between the past tense and past participle EWM</li> </ol>
Comparative and superlative adjectives	<ol style="list-style-type: none"> <li>1. Use adjectives to compare GW2</li> <li>2. Spell adjectives that compare WA9</li> <li>3. Use adjectives with more and most G9T</li> </ol>

## 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
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# Score range 16–19

## Writing development

Standard	IXL skills
Topic and organization	<ol style="list-style-type: none"> <li>1. Organize information by main idea XL8</li> <li>2. Choose the best topic sentence PBS</li> <li>3. Remove the sentence that does not belong 6PZ</li> <li>4. Choose the best transition X9M</li> <li>5. Choose the best concluding sentence LGR</li> </ol>
Purpose	<ol style="list-style-type: none"> <li>1. Identify the purpose of a text QX6</li> <li>2. Show character emotions and traits 2AF</li> <li>3. Positive and negative connotation BPJ</li> <li>4. Revise the sentence using a stronger verb ALY</li> </ol>

## Word choice and usage

Standard	IXL skills
Style and tone	<ol style="list-style-type: none"> <li>1. Which sentence is more formal? R5Q</li> <li>2. Compare passages for tone ZBZ</li> </ol>

## English language conventions

Standard	IXL skills
Sentences, fragments and run-ons	<ol style="list-style-type: none"> <li>1. Is it a complete sentence or a fragment? DQC</li> <li>2. Is it a complete sentence or a run-on? 6XL</li> <li>3. Is it a complete sentence, a fragment, or a run-on? NJT</li> <li>4. Commas with compound and complex sentences 2AC</li> </ol>
Inappropriate shifts in verb tense	<ol style="list-style-type: none"> <li>1. Correct inappropriate shifts in verb tense B2Q</li> </ol>
Adjectives vs. adverbs	<ol style="list-style-type: none"> <li>1. Choose between adjectives and adverbs RBC</li> </ol>

## Subject-verb agreement

1. Use the correct subject or verb F5Q
2. Use the correct subject or verb – with compound subjects XGL

## 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

Standard	IXL skills
Topic and organization	<ol style="list-style-type: none"> <li>1. Order topics from broadest to narrowest XQ2</li> <li>2. Organize information by main idea LTH</li> <li>3. Transitions with conjunctive adverbs 8BF</li> <li>4. Identify thesis statements ERK</li> <li>5. Suggest appropriate revisions 25J</li> </ol>
Purpose	<ol style="list-style-type: none"> <li>1. Show character emotions and traits 2AF</li> <li>2. Identify the author's purpose H9H</li> <li>3. Identify appeals to ethos, pathos, and logos in advertisements 7BT</li> <li>4. Use personification UBQ</li> <li>5. Positive and negative connotation 45Q</li> </ol>

## Word choice and usage

Standard	IXL skills
Redundancy	<ol style="list-style-type: none"> <li>1. Remove redundant words or phrases BGN</li> </ol>
Shades of meaning	<ol style="list-style-type: none"> <li>1. Describe the difference between related words G57</li> </ol>
Style and tone	<ol style="list-style-type: none"> <li>1. Which sentence is more formal? ZXT</li> <li>2. Compare passages for tone 6RG</li> </ol>
Conjunctions	<ol style="list-style-type: none"> <li>1. Use the correct pair of correlative conjunctions 9TP</li> </ol>

## English language conventions

Standard	IXL skills
Sentences, fragments and run-ons	<ol style="list-style-type: none"> <li>1. Is it a complete sentence or a fragment? GD9</li> <li>2. Is it a complete sentence or a run-on? 7F7</li> <li>3. Is it a complete sentence, a fragment, or a run-on? M63</li> </ol>
Adjective placement	<ol style="list-style-type: none"> <li>1. Order adjectives Z2S</li> </ol>
Misplaced and dangling modifiers	<ol style="list-style-type: none"> <li>1. Misplaced modifiers with pictures J89</li> </ol>
Relative pronouns	<ol style="list-style-type: none"> <li>1. Use relative pronouns: who and whom CSF</li> <li>2. Use relative pronouns: who, whom, whose, which, and that R6F</li> </ol>
Comparative and superlative adjectives	<ol style="list-style-type: none"> <li>1. Form and use comparative and superlative adjectives RCL</li> <li>2. Good, better, best, bad, worse, and worst 9ML</li> <li>3. Form and use comparative and superlative adverbs 9X4</li> <li>4. Well, better, best, badly, worse, and worst VEZ</li> </ol>
Subject-verb agreement	<ol style="list-style-type: none"> <li>1. Correct errors with subject-verb agreement 94Y</li> <li>2. Correct errors with indefinite pronoun-verb agreement EWG</li> <li>3. Use the correct verb – with compound subjects 7S6</li> </ol>
Idiomatic expressions	<ol style="list-style-type: none"> <li>1. Determine the meaning of idioms from context: set 1 FQN</li> <li>2. Identify the meaning of idioms and adages: set 1 YLM</li> <li>3. Determine the meaning of idioms from context: set 2 42L</li> <li>4. Identify the meaning of idioms and adages: set 2 72N</li> </ol>
Commas	<ol style="list-style-type: none"> <li>1. Commas with series, dates, and places PJ5</li> <li>2. Commas with compound and complex sentences U65</li> </ol>

3. Commas with direct addresses, introductory words, interjections, and interrupters KUB
4. Commas with coordinate adjectives 5L5
5. Commas: review UXZ

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## Apostrophes

1. Identify and correct errors with plural and possessive nouns PMQ
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# Score range 24–27

## Writing development

Standard	IXL skills
Topic and organization	<ol style="list-style-type: none"> <li>Analyze the development of informational passages: set 1 UDA</li> <li>Analyze the development of informational passages: set 2 EUN</li> <li>Order topics from broadest to narrowest AB7</li> <li>Organize information by main idea EGR</li> <li>Transitions with conjunctive adverbs 24R</li> </ol>
Purpose	<ol style="list-style-type: none"> <li>Analyze the effects of figures of speech on meaning and tone MMK</li> <li>Which text is most formal? GT9</li> <li>Identify audience and purpose 23Y</li> <li>Compare passages for subjective and objective tone 26U</li> <li>Compare passages for tone LKY</li> </ol>

## Word choice and usage

Standard	IXL skills
Word nuance	<ol style="list-style-type: none"> <li>Choose the word whose connotation and denotation best match the sentence 89P</li> <li>Use words accurately and precisely FD6</li> <li>Replace words using a thesaurus LQU</li> </ol>
Style and tone	<ol style="list-style-type: none"> <li>Which text is most formal? GT9</li> <li>Compare passages for subjective and objective tone 26U</li> <li>Compare passages for tone LKY</li> </ol>
Conjunctions	<ol style="list-style-type: none"> <li>Use the correct pair of correlative conjunctions GFT</li> </ol>

## English language conventions

Standard	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
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## Apostrophes

1. Form the singular or plural possessive XAF
  2. Identify and correct errors with plural and possessive nouns 7YA
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# Score range 28–36

## Writing development

Standard	IXL skills
Topic and organization	<ol style="list-style-type: none"> <li>Analyze the development of informational passages: set 1 <a href="#">CN7</a></li> <li>Analyze the development of informational passages: set 2 <a href="#">8X8</a></li> <li>Trace an argument: set 1 <a href="#">C7M</a></li> <li>Trace an argument: set 2 <a href="#">QFC</a></li> <li>Choose the topic sentence that best captures the main idea <a href="#">HE6</a></li> <li>Identify thesis statements <a href="#">Q8K</a></li> <li>Transition logically between claims, evidence, analysis, and counterclaims <a href="#">UVF</a></li> <li>Transitions with conjunctive adverbs <a href="#">HRP</a></li> </ol>

## Word choice and usage

Standard	IXL skills
Word usage	<ol style="list-style-type: none"> <li>Avoid double, illogical, and unclear comparisons <a href="#">7L7</a></li> <li>Use the correct foreign expression <a href="#">UW7</a></li> <li>Describe the difference between related words <a href="#">EGN</a></li> <li>Choose the word whose connotation and denotation best match the sentence <a href="#">GFU</a></li> <li>Explore words with new or contested usages <a href="#">VT6</a></li> </ol>

## English language conventions

Standard	IXL skills
Sentences	<ol style="list-style-type: none"> <li>Avoid double, illogical, and unclear comparisons <a href="#">7L7</a></li> <li>Are the modifiers used correctly? <a href="#">R5N</a></li> </ol>

Verb and pronoun consistency	<ol style="list-style-type: none"> <li>1. Correct inappropriate shifts in pronoun number and person 5EB</li> <li>2. Identify and correct inappropriate shifts in verb tense R2G</li> </ol>
Subject-verb-agreement	<ol style="list-style-type: none"> <li>1. Identify and correct errors with subject-verb agreement QBS</li> <li>2. Identify and correct errors with indefinite pronoun-verb agreement GK6</li> <li>3. Identify and correct verb agreement with compound subjects HYE</li> </ol>
Pronouns	<ol style="list-style-type: none"> <li>1. Use reflexive pronouns FNY</li> <li>2. Identify and correct errors with frequently confused pronouns and contractions 9LY</li> <li>3. Identify and correct errors with subject and object pronouns NCA</li> <li>4. Subject and object pronouns review TGH</li> <li>5. Identify and correct pronoun errors with "who" 5YE</li> <li>6. Use relative pronouns: who and whom C6D</li> <li>7. Use relative pronouns: who, whom, whose, which, and that DYY</li> </ol>
Frequently-confused words	<ol style="list-style-type: none"> <li>1. Use the correct frequently confused word YJY</li> <li>2. Identify and correct errors with frequently confused words PSE</li> </ol>
Commas	<ol style="list-style-type: none"> <li>1. Commas: review U8Y</li> </ol>
Restrictive and nonrestrictive elements	<ol style="list-style-type: none"> <li>1. What does the punctuation suggest? 7YM</li> <li>2. Commas with nonrestrictive elements UHX</li> </ol>
Apostrophes	<ol style="list-style-type: none"> <li>1. Identify and correct errors with plural and possessive nouns ZNP</li> <li>2. Identify and correct errors with compound and joint possession BLR</li> </ol>
Semicolons	<ol style="list-style-type: none"> <li>1. Join sentences with semicolons, colons, and commas 9QF</li> <li>2. Semicolons, colons, and commas: review G98</li> </ol>