



# IXL Skill Plan for the NWEA<sup>®</sup> MAP<sup>™</sup> Growth Language grades 2-12



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[www.ixl.com/ela/skill-plans/nwea-map-growth-language-2-12](http://www.ixl.com/ela/skill-plans/nwea-map-growth-language-2-12)

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# Language: Understand, Edit for Grammar, Usage

RIT Score: Less than 190

| Standard   | IXL skills   |
|--|--|
| <p><b>Parts of Speech</b></p>                        | <p><b>Singular and plural nouns</b></p> <ol style="list-style-type: none"> <li>1. Is the noun singular or plural? BYK</li> <li>2. Form and use irregular plurals GBG</li> </ol> <p><b>Reflexive pronouns</b></p> <ol style="list-style-type: none"> <li>3. Choose between personal and reflexive pronouns MWE</li> <li>4. Use reflexive pronouns EZR</li> </ol> <p><b>Irregular past tense</b></p> <ol style="list-style-type: none"> <li>5. Form and use the irregular past tense: set 1 G88</li> <li>6. Form and use the irregular past tense: set 2 LKH</li> <li>7. Form and use the irregular past tense: set 3 SFB</li> <li>8. Form and use the irregular past tense: set 4 64F</li> <li>9. To be: use the correct past tense form NJH</li> </ol> <p><b>Adjectives and adverbs</b></p> <ol style="list-style-type: none"> <li>10. Choose between adjectives and adverbs 4Y7</li> <li>11. Is the word an adjective or adverb? 5D5</li> </ol> |
| <p><b>Phrases, Clauses, Agreement, Sentences</b></p> | <p><b>Combine sentences</b></p> <ol style="list-style-type: none"> <li>1. Combine sentences: subjects JUH</li> <li>2. Combine sentences: predicates U72</li> <li>3. Combine sentences: subjects and predicates LFD</li> </ol> <p><b>Complete sentences</b></p> <ol style="list-style-type: none"> <li>4. Is it a complete sentence or a fragment? 69X</li> <li>5. Is it a complete sentence or a run-on? 36S</li> <li>6. Is it a complete sentence, a fragment, or a run-on? LZP</li> <li>7. Unscramble the words to make a complete sentence EW7</li> </ol>   |

## RIT Score: 190-199

| Standard                      | IXL skills  |
|-------------------------------|---|
| <p><b>Parts of Speech</b></p> | <p><b>Nouns</b></p> <ol style="list-style-type: none"> <li>1. Which word is a noun? SPZ</li> <li>2. Identify nouns ZT2</li> <li>3. Identify nouns - with abstract nouns LYG</li> <li>4. Identify common and proper nouns B47</li> </ol> <p><b>Plural nouns</b></p> <ol style="list-style-type: none"> <li>5. Form regular plurals with -s, -es, and -ies CZZ</li> <li>6. Use regular plurals with -s, -es, and -ies VNA</li> <li>7. Form and use irregular plurals PFL</li> </ol> <p><b>Pronouns</b></p> <ol style="list-style-type: none"> <li>8. Identify personal pronouns K8V</li> <li>9. Identify possessive pronouns DL5</li> </ol> <p><b>Verbs</b></p> <ol style="list-style-type: none"> <li>10. Use action verbs D2V</li> <li>11. Identify action verbs YLU</li> <li>12. Identify main verbs and helping verbs SRA</li> </ol> <p><b>Verb tense</b></p> <ol style="list-style-type: none"> <li>13. Form and use the regular past tense Z6T</li> <li>14. Is the sentence in the past, present, or future tense? RQ5</li> <li>15. Change the sentence to future tense CSP</li> </ol> <p><b>Irregular verbs</b></p> <ol style="list-style-type: none"> <li>16. Form and use the irregular past tense: set 1 8YP</li> <li>17. Form and use the irregular past tense: set 2 TPD</li> <li>18. Form and use the irregular past tense: set 3 Q5K</li> <li>19. Form and use the irregular past tense: set 4 N92</li> <li>20. Form and use the irregular past tense: set 5 CWX</li> </ol> |

21. To be: use the correct form JG2
22. To have: use the correct form ANK

### Adjectives

23. Does the adjective tell you what kind or how many? ZQU
24. Identify the adjective that describes the noun 6SQ
25. Identify adjectives VJW

### Adverbs

26. Does the adverb tell you how, when, or where? Q45
27. Identify adverbs HQY

### Comparative and superlative

28. Choose between adjectives and adverbs 62X
29. Use adjectives to compare AED
30. Spell adjectives that compare 5LM
31. Use adverbs to compare 36M

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## Phrases, Clauses, Agreement, Sentences

### Combine sentences

1. Combine sentences: subjects and predicates ZGV

### Sentence variety

2. Create varied sentences based on models MPJ

### Subjects and predicates

3. Identify the complete subject of a sentence JXU
4. Identify the complete predicate of a sentence 5QJ

### Sentences, fragments, and run-ons

5. Is it a complete sentence or a fragment? 9VB
6. Is it a complete sentence or a run-on? 95A
7. Is it a complete sentence, a fragment, or a run-on? P7Z

### Compound sentences

8. Create compound sentences T49

**Sentence structure**

9. Order the words to create a sentence ZQG

**Pronoun-antecedent agreement**

10. Replace the noun with a personal pronoun ESB

**Subject-verb agreement**

11. Is the subject singular or plural? EH8

12. Use the correct subject or verb FZR

13. Pronoun-verb agreement DBY

**Coordinating conjunctions**

14. Use coordinating conjunctions TCZ

15. Identify coordinating conjunctions UXW

**Subordinating conjunctions**

16. Use subordinating conjunctions QWF

17. Identify subordinating conjunctions N2X

**RIT Score: 200-206****Standard****Parts of Speech****IXL skills****Plural and possessive nouns**

1. Identify and correct errors with plural and possessive nouns WMN

**Relative pronouns**

2. Identify relative pronouns 7HQ

3. Use relative pronouns: who and whom BMC

4. Use relative pronouns: who, whom, whose, which, and that 5AY

**Modal verbs**

5. What does the modal verb show? B9S

6. Use the correct modal verb 6HX

**Progressive verb tense**

7. Use the progressive verb tenses QNP

8. Form the progressive verb tenses SXQ

### Relative adverbs

9. Use relative adverbs PJV

### Prepositions

10. Identify prepositions 8ZS
11. Identify prepositions and their objects S8J
12. Identify prepositional phrases Y6S
13. Prepositions: review ZJL

## Phrases, Clauses, Agreement, Sentences

### Sentence variety

1. Create varied sentences based on models JSA

### Sentence structure

2. Order the words to create a sentence ACF

### Sentences, fragments, and run-ons

3. Is it a complete sentence or a fragment? L7P
4. Is it a complete sentence or a run-on? AUH
5. Is it a complete sentence, a fragment, or a run-on? X9V

### Adjective order

6. Order adjectives 57U

## RIT Score: 207-211

### Standard

#### Parts of Speech

### IXL skills

#### Modal verbs

1. What does the modal verb show? GFQ
2. Use the correct modal verb TGD

#### Past, present, and future tense

3. Is the sentence in the past, present, or future tense? PSC
4. Form and use the simple past, present, and future tense B54

#### Past tense

5. Form and use the regular past tense S7F
6. Form and use the irregular past tense 42P

**Progressive tense**

7. Use the progressive verb tenses RY6

**Shifts in verb tense**

8. Correct inappropriate shifts in verb tense WDH

**Perfect verb tense**

9. Choose between the past tense and past participle AV6
10. Use the perfect verb tenses YLV
11. Form the perfect verb tenses AJQ

**Prepositions**

12. Identify prepositions 2NZ
13. Identify prepositions and their objects U6W
14. Identify prepositional phrases UZH

**Coordinating conjunctions**

15. Use coordinating conjunctions RMV
16. Identify coordinating conjunctions FGB

**Subordinating conjunctions**

17. Identify subordinating conjunctions GQ6

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**Phrases, Clauses, Agreement, Sentences****Sentence variety**

1. Create varied sentences based on models UBL

**Pronouns and antecedents**

2. Use the pronoun that agrees with the antecedent EXW

**Subject and object pronouns**

3. Choose between subject and object pronouns RUD
4. Compound subjects and objects with "I" and "me" 85C
5. Compound subjects and objects with pronouns TLV

**Sentence structure**

6. Create compound sentences U9M

### Correlative conjunctions

7. Use the correct pair of correlative conjunctions 7QW
8. Fill in the missing correlative conjunction DHV

## RIT Score: 212-214

### Standard

### IXL skills

#### Parts of Speech

#### Plural and possessive nouns

1. Form plurals: review NLA
2. Form and use plurals: review KSA
3. Identify and correct errors with plural and possessive nouns PMQ

#### Pronouns

4. Use possessive pronouns N82
5. Choose between personal and reflexive pronouns A5T
6. Use reflexive pronouns PC6
7. Is the pronoun reflexive or intensive? 6WX
8. Use relative pronouns: who and whom CSF
9. Use relative pronouns: who, whom, whose, which, and that R6F

#### Verbs

10. Use the correct subject or verb UZN
11. Use the correct verb - with compound subjects 8XP

#### Verb tense

12. Irregular past tense: review 9P7
13. Simple past, present, and future tense: review 6VU
14. Form the progressive verb tenses DKY

#### Adjectives and adverbs

15. Order adjectives 5XY
16. Use relative adverbs BVJ
17. Choose between adjectives and adverbs RBC
18. Is the word an adjective or adverb? P52



19. Form and use comparative and superlative adjectives JG5
20. Good, better, best, bad, worse, and worst 7R7
21. Form and use comparative and superlative adverbs RMB
22. Well, better, best, badly, worse, and worst M47

### Prepositions

23. Prepositions: review AHC

### Conjunctions

24. Use the correct pair of correlative conjunctions 9TP

## Phrases, Clauses, Agreement, Sentences

### Sentence variety

1. Create varied sentences based on models YJK

### Pronouns and antecedents

2. Identify vague pronoun references MGF
3. Identify all of the possible antecedents RYQ
4. Correct inappropriate shifts in pronoun number and person HTL

## RIT Score: 215-218

### Standard

### IXL skills

#### Parts of Speech

#### Declarative, interrogative, imperative, and exclamatory

1. Is the sentence declarative, interrogative, imperative, or exclamatory? AGY

#### Plural nouns

2. Form and use plurals: review 6E8

#### Verbals

3. Identify participles and what they modify 8GV
4. Identify gerunds and their functions FAC
5. Identify infinitives and infinitive phrases SGC

**Phrases, Clauses, Agreement, Sentences**

**Active and passive voice**

1. Identify active and passive voice WBA
2. Rewrite the sentence in active voice W2F

**Phrases and clauses**

3. Is it a complete sentence, a fragment, or a run-on? M63
4. Is it a phrase or a clause? LMH

**Sentences**

5. Is the sentence simple, compound, complex, or compound-complex? CCW

**Shifts in verb tense**

6. Identify and correct inappropriate shifts in verb tense 8BV

**Misplaced and dangling modifiers**

7. Misplaced modifiers with pictures J89
8. Select the misplaced or dangling modifier KSR
9. Are the modifiers used correctly? Z9U

**RIT Score: 219+**

| Standard   | IXL skills   |
|--|--|
| <p><b>Parts of Speech</b></p>                        | <p><b>Prepositions</b></p> <ol style="list-style-type: none"> <li>1. Identify prepositional phrases RTV</li> </ol> <p><b>Plural and possessive nouns</b></p> <ol style="list-style-type: none"> <li>2. Identify and correct errors with plural and possessive nouns WHL</li> </ol>   |
| <p><b>Phrases, Clauses, Agreement, Sentences</b></p> | <p><b>Parallel structure</b></p> <ol style="list-style-type: none"> <li>1. Identify sentences with parallel structure Y7D</li> <li>2. Use parallel structure N6C</li> </ol> <p><b>Phrases and clauses</b></p> <ol style="list-style-type: none"> <li>3. Identify appositives and appositive phrases CS9</li> <li>4. Identify dependent and independent clauses LT7</li> <li>5. Combine sentences using relative clauses KTW</li> </ol> |

# Language: Understand, Edit for Mechanics

RIT Score: Less than 190

| Standard                     | IXL skills   |
|------------------------------|--|
| <p><b>Capitalization</b></p> | <ol style="list-style-type: none"> <li>Capitalizing the names of people and pets A2V</li> <li>Capitalizing days, months, and holidays MXD</li> <li>Capitalizing the names of places and geographic features 6US</li> <li>Capitalization: review BR9</li> </ol>   |
| <p><b>Punctuation</b></p>    | <p><b>Apostrophes</b></p> <ol style="list-style-type: none"> <li>Form the singular or plural possessive D58</li> <li>Form pronoun-verb contractions CNV</li> <li>Form contractions with "not" DQM</li> <li>Use pronoun-verb contractions HTZ</li> <li>Use contractions with "not" CDA</li> </ol> <p><b>Formatting letters</b></p> <ol style="list-style-type: none"> <li>Greetings and closings of letters ST2</li> </ol>  |
| <p><b>Spelling</b></p>       | <p><b>Digraphs</b></p> <ol style="list-style-type: none"> <li>Spell the digraph word: ch, sh, th PN8</li> <li>Spell the digraph word: ph, qu, wh 3B5</li> </ol> <p><b>Short vowels</b></p> <ol style="list-style-type: none"> <li>Spell the short a word 8UT</li> <li>Spell the short e word 6JW</li> <li>Spell the short i word 9V4</li> <li>Spell the short o word K6E</li> <li>Spell the short u word MBR</li> </ol> <p><b>Long vowels</b></p> <ol style="list-style-type: none"> <li>Spell the silent e word USY</li> <li>Spell the long a word: silent e, ai, ay 9KW</li> <li>Spell the long e word: ee, ea 78K</li> <li>Spell the long i word: silent e, ie, y 78Y</li> <li>Spell the long o word: silent e, oa, ow W69</li> </ol> |

13. Spell the long u word: silent e, ue, oo, ew KGG

### Soft g and c

14. Spell the soft g or soft c word 2AS

### Sight words

15. Spell the sight word 6K6

### Regular plurals

16. Form regular plurals with -s and -es MNW

## RIT Score: 190-199

| Standard              | IXL skills  |
|-----------------------|---|
| <b>Capitalization</b> | 1. Capitalizing titles KCY  |
| <b>Punctuation</b>    | <b>Apostrophes</b><br>1. Form the singular or plural possessive 74E<br><br><b>Contractions</b><br>2. Pronoun-verb contractions AFE<br>3. Contractions with "not" LDB<br><br><b>Commas</b><br>4. Commas with the names of places 2ES<br><br><b>Dialogue</b><br>5. Punctuating dialogue SYD |
| <b>Spelling</b>       | <b>Homophones</b><br>1. Homophones with pictures 84T<br>2. Use the correct homophone VNC<br><br><b>Word patterns</b><br>3. Spell rhyming words to answer riddles UPL<br>4. Word pattern analogies TQL<br>5. Word pattern sentences ME6  |

## RIT Score: 200-206

| Standard              | IXL skills   |
|-----------------------|--|
| <b>Capitalization</b> | <ol style="list-style-type: none"> <li>Capitalizing the names of historical events, periods, and documents L77</li> <li>Capitalizing proper adjectives, nationalities, and languages G83</li> <li>Capitalization: review 58V</li> <li>Capitalizing titles JCE</li> </ol>   |
| <b>Punctuation</b>    | <p><b>Commas in compound sentences</b></p> <ol style="list-style-type: none"> <li>Use coordinating conjunctions F79</li> <li>Create compound sentences XA7</li> </ol> <p><b>Apostrophes</b></p> <ol style="list-style-type: none"> <li>Form the singular or plural possessive BRH</li> </ol> <p><b>Contractions</b></p> <ol style="list-style-type: none"> <li>Pronoun-verb contractions U8T</li> <li>Contractions with "not" XNV</li> </ol> <p><b>Dialogue</b></p> <ol style="list-style-type: none"> <li>Punctuating dialogue ECG</li> </ol> |
| <b>Spelling</b>       | <p><b>Compound words</b></p> <ol style="list-style-type: none"> <li>Form compound words JSG</li> <li>Form and use compound words JX5</li> </ol> <p><b>Homophones</b></p> <ol style="list-style-type: none"> <li>Homophones with pictures YE5</li> <li>Identify homophones ZR5</li> <li>Use the correct homophone S8L</li> </ol> <p><b>Reference skills</b></p> <ol style="list-style-type: none"> <li>Use guide words AJ5</li> </ol>   |

**RIT Score: 207-211**

| Standard           | IXL skills  |
|--------------------|---|
| <b>Punctuation</b> | <b>Contractions</b> <ol style="list-style-type: none"><li>1. Pronoun-verb contractions J79</li><li>2. Contractions with "not" KRX</li></ol> <b>Commas</b> <ol style="list-style-type: none"><li>3. Commas with a series WCN</li><li>4. Commas with direct addresses DTB</li><li>5. Commas with introductory elements D56</li></ol> <b>Formatting titles</b> <ol style="list-style-type: none"><li>6. Formatting titles KX8</li><li>7. Formatting and capitalizing titles X47</li></ol>  |
| <b>Spelling</b>    | <b>Correct errors</b> <ol style="list-style-type: none"><li>1. Correct errors with signs XSD</li></ol> <b>Word patterns</b> <ol style="list-style-type: none"><li>2. Word pattern analogies WWV</li><li>3. Word pattern sentences 47F</li></ol> <b>Homophones</b> <ol style="list-style-type: none"><li>4. Homophones with pictures 7ZU</li><li>5. Use the correct homophone D59</li></ol> <b>Homographs</b> <ol style="list-style-type: none"><li>6. Multiple-meaning words with pictures QQU</li></ol> <b>Plurals</b> <ol style="list-style-type: none"><li>7. Form plurals of nouns ending in f, fe, o, and y JHG</li><li>8. Form and use plurals of nouns ending in f, fe, o, and y MYY</li></ol> |

## RIT Score: 212-214

| Standard           | IXL skills  |
|--------------------|---|
| <b>Punctuation</b> | <ol style="list-style-type: none"> <li>1. Form the singular or plural possessive 7U7</li> <li>2. What does the punctuation suggest? CVE</li> <li>3. Commas with nonrestrictive elements PZY</li> </ol>  |
| <b>Spelling</b>    | <p><b>Frequently confused words</b></p> <ol style="list-style-type: none"> <li>1. Use the correct frequently confused word ZK7</li> <li>2. Correct errors with frequently confused words QGB</li> </ol> <p><b>Homophones</b></p> <ol style="list-style-type: none"> <li>3. Use the correct homophone XN5</li> </ol> |

## RIT Score: 215-218

| Standard           | IXL skills   |
|--------------------|--|
| <b>Punctuation</b> | <p><b>Commas</b></p> <ol style="list-style-type: none"> <li>1. Commas with coordinate adjectives 5L5</li> <li>2. Commas with compound and complex sentences JGH</li> <li>3. Commas with direct addresses, introductory words, interjections, and interrupters GMT</li> </ol> <p><b>Dashes</b></p> <ol style="list-style-type: none"> <li>4. Use dashes RD8</li> </ol> <p><b>Ellipses</b></p> <ol style="list-style-type: none"> <li>5. Decide whether ellipses are used appropriately 5AV</li> </ol> |
| <b>Spelling</b>    | <ol style="list-style-type: none"> <li>1. Correct errors with signs FXP</li> <li>2. Correct errors in everyday use HCU</li> <li>3. Identify and correct errors with compound and joint possession VEC</li> </ol>   |

**RIT Score: 219+**

| Standard           | IXL skills   |
|--------------------|--|
| <b>Punctuation</b> | <b>Semicolons, colons, and commas</b> <ol style="list-style-type: none"><li data-bbox="850 394 1435 457">1. Use semicolons and commas to separate clauses 8BX</li><li data-bbox="850 478 1451 541">2. Use semicolons, colons, and commas with lists J8H</li></ol> <b>Hyphens</b> <ol style="list-style-type: none"><li data-bbox="850 630 1451 661">3. Use hyphens in compound adjectives ZFQ</li></ol>  |
| <b>Spelling</b>    | <b>Frequently confused words</b> <ol style="list-style-type: none"><li data-bbox="850 751 1500 783">1. Use the correct frequently confused word FBK</li><li data-bbox="850 804 1451 867">2. Identify and correct errors with frequently confused words NAS</li><li data-bbox="850 888 1451 951">3. Identify and correct errors with frequently confused pronouns and contractions S9R</li><li data-bbox="850 972 1435 1035">4. Correct errors with commonly misspelled words CSE</li></ol> <b>Homophones</b> <ol style="list-style-type: none"><li data-bbox="850 1123 1321 1155">5. Use the correct homophone 5AH</li><li data-bbox="850 1176 1305 1239">6. Identify and correct errors with homophones 5W8</li></ol> |



# Writing: Write, Revise Texts for Purpose and Audience

RIT Score: Less than 190

| Standard   | IXL skills   |
|--|--|
| <p><b>Plan, Organize; Create Cohesion, Use Transitions</b></p>   | <p><b>Organization</b></p> <ol style="list-style-type: none"> <li>Put the sentences in order 5SF</li> </ol> <p><b>Topic sentences</b></p> <ol style="list-style-type: none"> <li>Choose topic sentences for narrative paragraphs YME</li> <li>Choose topic sentences for expository paragraphs AQZ</li> </ol> <p><b>Time-order words</b></p> <ol style="list-style-type: none"> <li>Identify time-order words Y2J</li> <li>Use time-order words QDD</li> </ol> <p><b>Transitions</b></p> <ol style="list-style-type: none"> <li>Use linking words to complete a passage YJC</li> </ol> |
| <p><b>Provide Support; Develop Topics; Conduct Research</b></p>  | <p><b>Develop topics</b></p> <ol style="list-style-type: none"> <li>Select the detail that does not support the topic sentence W XK</li> </ol> <p><b>Facts and opinions</b></p> <ol style="list-style-type: none"> <li>Complete the fact and opinion sentences 79N</li> </ol> <p><b>Opinions, reasons, and examples</b></p> <ol style="list-style-type: none"> <li>Complete the opinion passage with an example GF5</li> <li>Complete the opinion passage with a reason 5UN</li> <li>Complete the opinion-reason-example table YRX</li> </ol>  |
| <p><b>Establish and Maintain Style: Use Precise Language</b></p> | <p><b>Descriptive details</b></p> <ol style="list-style-type: none"> <li>Choose the sensory details that match the picture HEE</li> <li>Add descriptive details to sentences V7X</li> <li>Revise the sentence using a stronger verb LZV</li> </ol>   |

4. Insert dialogue into a story EHM
5. Use sense words 6B8

### Sentence variety

6. Rewrite sentences using introductory elements MF2

## RIT Score: 190-199

| Standard  | IXL skills  |
|---|---|
| <p><b>Plan, Organize; Create Cohesion, Use Transitions</b></p>  | <p><b>Organization</b></p> <ol style="list-style-type: none"> <li>1. Put the sentences in order KWL</li> <li>2. Organize information by main idea U2Q</li> </ol> <p><b>Topic sentences</b></p> <ol style="list-style-type: none"> <li>3. Choose topic sentences for narrative paragraphs SJM</li> <li>4. Choose topic sentences for expository paragraphs GHA</li> </ol> <p><b>Time-order words</b></p> <ol style="list-style-type: none"> <li>5. Identify time-order words XRD</li> <li>6. Use time-order words V2M</li> </ol> <p><b>Transitions</b></p> <ol style="list-style-type: none"> <li>7. Choose the best transition 5HN</li> <li>8. Use linking words to complete a passage EBL</li> </ol> |
| <p><b>Provide Support; Develop Topics; Conduct Research</b></p> | <p><b>Develop topics</b></p> <ol style="list-style-type: none"> <li>1. Select the detail that does not support the topic sentence 3X2</li> </ol> <p><b>Facts and opinions</b></p> <ol style="list-style-type: none"> <li>2. Distinguish facts from opinions XJV</li> <li>3. Identify an author's statement of opinion GC2</li> </ol> <p><b>Opinions, reasons, and examples</b></p> <ol style="list-style-type: none"> <li>4. Choose reasons to support an opinion CXD</li> <li>5. Complete the opinion passage with an example L6W</li> <li>6. Complete the opinion passage with a reason LJX</li> </ol>  |

7. Complete the opinion-reason-example table MJN

**Establish and Maintain Style: Use Precise Language**

**Descriptive details**

1. Use actions and dialogue to understand characters PQQ
2. Add descriptive details to sentences TM8
3. Show character emotions and traits SCZ
4. Revise the sentence using a stronger verb 2K7

**Sentence variety**

5. Combine sentences by adding key details YH6

**RIT Score: 200-206**

| Standard | IXL skills |
|----------|------------|
|----------|------------|

**Plan, Organize; Create Cohesion, Use Transitions**

**Organization**

1. Put the sentences in order DXR
2. Order items from most general to most specific 2ER
3. Organize information by main idea 6GA
4. Remove the sentence that does not belong 82A

**Topic sentences**

5. Choose the best topic sentence C5Z

**Conclusions**

6. Choose the best concluding sentence 68D

**Time-order words**

7. Identify time-order words QWR

**Transitions**

8. Choose the best transition YMU

**Provide Support; Develop Topics; Conduct Research**

**Facts and opinions**

1. Distinguish facts from opinions 96L
2. Choose reasons to support an opinion HW7

**Supporting details**

3. Identify supporting details in literary texts VVG

4. Identify supporting details in informational texts 8MJ

### Establish and Maintain Style: Use Precise Language

1. Identify sensory details FFK
2. Show character emotions and traits XY2
3. Revise the sentence using a stronger verb HXU
4. Add imagery to stories 6BY

## RIT Score: 207-211

### Standard

### IXL skills

#### Plan, Organize; Create Cohesion, Use Transitions

#### Organization

1. Put the sentences in order 9KC
2. Organize information by main idea XL8
3. Remove the sentence that does not belong 6PZ

#### Transitions

4. Choose the best transition X9M

#### Topic sentences

5. Choose the best topic sentence PBS

#### Conclusions

6. Choose the best concluding sentence LGR

#### Provide Support; Develop Topics; Conduct Research

#### Facts and opinions

1. Distinguish facts from opinions 7GS
2. Identify an author's statement of opinion RAE
3. Choose reasons to support an opinion AQK

#### Supporting details

4. Identify supporting details in literary texts SDP
5. Identify supporting details in informational texts 87Z

### Establish and Maintain Style: Use Precise Language

#### Formal and informal language

1. Which sentence is more formal? 6BD

#### Descriptive details

2. Identify sensory details EQ2
3. Revise the sentence using a stronger verb ALY

4. Add imagery to stories JHD

## RIT Score: 212-214

| Standard  | IXL skills   |
|---|--|
| <b>Plan, Organize; Create Cohesion, Use Transitions</b>   | 1. Organize information by main idea 7BE   |
| <b>Provide Support; Develop Topics; Conduct Research</b>  | <p><b>Facts and opinions</b></p> <p>1. Distinguish facts from opinions F94</p> <p><b>Supporting evidence</b></p> <p>2. Choose evidence to support a claim T7W</p> <p>3. Identify supporting details in informational texts 23B</p> <p>4. Identify supporting details in literary texts 6FM</p> |
| <b>Establish and Maintain Style: Use Precise Language</b> | <p>1. Identify sensory details 52H</p> <p>2. Use personification DBX</p>   |

## RIT Score: 215-218

| Standard   | IXL skills  |
|--|---|
| <b>Plan, Organize; Create Cohesion, Use Transitions</b>  | <p><b>Organization</b></p> <p>1. Order topics from broadest to narrowest JBM</p> <p><b>Transitions</b></p> <p>2. Transitions with conjunctive adverbs 6VK</p>   |
| <b>Provide Support; Develop Topics; Conduct Research</b> | <p><b>Supporting evidence</b></p> <p>1. Identify supporting details in informational texts 8HV</p> <p>2. Identify supporting details in literary texts XXH</p> <p>3. Classify logical fallacies FZ9</p> <p><b>Counterclaims</b></p> <p>4. Identify counterclaims 6AW</p> <p><b>Plagiarism</b></p> <p>5. Identify plagiarism TLM</p> |

## Establish and Maintain Style: Use Precise Language

1. Remove redundant words or phrases JHX

## RIT Score: 219+

| Standard  | IXL skills   |
|---|--|
| <p><b>Plan, Organize; Create Cohesion, Use Transitions</b></p>  | <p><b>Organization</b></p> <ol style="list-style-type: none"> <li>1. Order topics from broadest to narrowest ZKM</li> <li>2. Organize information by main idea 8VC</li> </ol> <p><b>Topic sentences</b></p> <ol style="list-style-type: none"> <li>3. Choose the topic sentence that best captures the main idea 8CC</li> </ol> <p><b>Thesis statements</b></p> <ol style="list-style-type: none"> <li>4. Identify thesis statements 54G</li> </ol> <p><b>Transitions</b></p> <ol style="list-style-type: none"> <li>5. Transition logically between claims, evidence, analysis, and counterclaims WYT</li> <li>6. Transitions with conjunctive adverbs HRP</li> </ol> <p><b>Editing and revising</b></p> <ol style="list-style-type: none"> <li>7. Suggest appropriate revisions YZK</li> </ol> |
| <p><b>Provide Support; Develop Topics; Conduct Research</b></p> | <p><b>Facts and opinions</b></p> <ol style="list-style-type: none"> <li>1. Distinguish facts from opinions Q7R</li> </ol> <p><b>Supporting evidence</b></p> <ol style="list-style-type: none"> <li>2. Identify stronger and weaker evidence to support a claim 84J</li> <li>3. Choose the best evidence to support a claim GAZ</li> <li>4. Identify supporting evidence in a text NFD</li> <li>5. Choose the analysis that logically connects the evidence to the claim JQQ</li> </ol> <p><b>Counterclaims</b></p> <ol style="list-style-type: none"> <li>6. Evaluate counterclaims B8W</li> </ol> <p><b>Plagiarism</b></p> <ol style="list-style-type: none"> <li>7. Identify plagiarism H48</li> </ol>   |

**Establish and Maintain Style: Use Precise Language****Formal and informal language**

1. Which text is most formal? 2HC

**Precise language**

2. Avoid double, illogical, and unclear comparisons QXB
  3. Choose the word whose connotation and denotation best match the sentence PHR
  4. Use words accurately and precisely W6Q
  5. Replace words using a thesaurus VNY
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