IXL Skill Plan for the TASC™
Reading

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Reading Informational Texts

Key Ideas and Details

Standard	IXL skills
1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Analyze short stories: set 1 84C 2. Analyze short stories: set 2 AMD 3. Identify supporting evidence in a text UHD
2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	**Main idea** 1. Determine the main idea of a passage B7T 2. Identify thesis statements Q8K **Text development** 3. Analyze the development of informational passages: set 1 CN7 4. Analyze the development of informational passages: set 2 8X8
3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	1. Analyze the development of informational passages: set 1 CN7 2. Analyze the development of informational passages: set 2 8X8

Craft and Structure

Standard	IXL skills
4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	1. Use context as a clue to the meanings of foreign expressions RPM 2. Determine the meaning of words using synonyms in context SQJ 3. Determine the meaning of words using antonyms in context PQ2 4. Domain-specific vocabulary in context: science and technical subjects JBA
5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI 11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**Text development** 1. Analyze the development of informational passages: set 1 CN7 2. Analyze the development of informational passages: set 2 8X8 **Argument development** 3. Choose the analysis that logically connects the evidence to the claim HPW 4. Transition logically between claims, evidence, analysis, and counterclaims UVF
6: Assess how point of view or purpose shapes the content and style of a text.	
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**Purpose** 1. Identify audience and purpose HM9 **Tone** 2. Which text is most formal? 9B6

3. Compare passages for subjective and objective tone 9VF

Rhetorical strategies

4. Analyze rhetorical strategies in historical texts: set 1 F77

5. Analyze rhetorical strategies in historical texts: set 2 BYJ

Persuasive strategies

6. Identify appeals to ethos, pathos, and logos in advertisements 78F

7. Use appeals to ethos, pathos, and logos in persuasive writing CEQ

Integration of Knowledge and Ideas

Standard	IXL skills
7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **RI.11-12.8:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	**Rhetorical strategies** 1. Analyze rhetorical strategies in historical texts: set 1 F77 2. Analyze rhetorical strategies in historical texts: set 2 BYJ **Supporting evidence** 3. Distinguish facts from opinions KCZ 4. Choose the best evidence to support a claim GVQ

5. Classify logical fallacies SVT

9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

1. Identify audience and purpose HM9
2. Analyze rhetorical strategies in historical texts: set 1 F77
3. Analyze rhetorical strategies in historical texts: set 2 BYJ
4. Identify appeals to ethos, pathos, and logos in advertisements 78F

Vocabulary Acquisition and Use

Standard	IXL skills
4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
L.11-12.4.a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Vocabulary in context** 1. Use context to identify the meaning of a word G9G 2. Use context as a clue to the meanings of foreign expressions RPM 3. Domain-specific vocabulary in context: science and technical subjects JBA **Synonyms and antonyms** 4. Determine the meaning of words using synonyms in context SQJ 5. Determine the meaning of words using antonyms in context PQ2
L.11-12.4.b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	1. Word pattern analogies BGG 2. Word pattern sentences FE7

L.11-12.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

1. Replace words using a thesaurus GU7
2. Use dictionary entries to determine correct usage 9EW

L.11-12.4.d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

1. Use dictionary entries to determine correct usage 9EW

5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

1. Interpret the meaning of an allusion from its source C2R
2. Interpret the figure of speech YS9
3. Analyze the effects of figures of speech on meaning and tone YAZ

L.11-12.5.b: Analyze nuances in the meaning of words with similar denotations.

1. Describe the difference between related words EGN
2. Choose the word whose connotation and denotation best match the sentence GFU
3. Use words accurately and precisely DZV

Reading Literature

Key Ideas and Details

Standard	IXL skills
1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicit as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1. Analyze short stories: set 1 84C 2. Analyze short stories: set 2 AMD 3. Identify supporting evidence in a text UHD
2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	1. Match the quotations with their themes 6L5
3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	1. Analyze short stories: set 1 84C 2. Analyze short stories: set 2 AMD

Craft and Structure

Standard	IXL skills
4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**Figurative language** 1. Interpret the meaning of an allusion from its source C2R 2. Recall the source of an allusion RAZ 3. Interpret the figure of speech YS9 4. Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox FAU 5. Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement Q6L 6. Classify the figure of speech: review 83R 7. Analyze the effects of figures of speech on meaning and tone YAZ **Rhetorical strategies** 8. Analyze rhetorical strategies in historical texts: set 1 F77 9. Analyze rhetorical strategies in historical texts: set 2 BYJ **Tone** 10. Compare passages for tone K8L
5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **RL.11-12.5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and	1. Analyze short stories: set 1 84C 2. Analyze short stories: set 2 AMD

meaning as well as its aesthetic impact.

6: Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

1. Analyze short stories: set 1 84C
2. Analyze short stories: set 2 AMD

Integration of Knowledge and Ideas

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9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	

Vocabulary Acquisition and Use

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4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **L.11-12.4.a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Vocabulary in context** 1. Use context as a clue to the meanings of foreign expressions RPM 2. Domain-specific vocabulary in context: science and technical subjects JBA **Synonyms and antonyms** 3. Determine the meaning of words using synonyms in context SQJ

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L.11-12.4.b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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