



IXL Skill Plan for the TASC™

Writing



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Conventions of Standard English

Grammar and Usage

Standard	IXL skills
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>L.6.1.c: Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>1. Correct inappropriate shifts in pronoun number and person <small>HTL</small></p>
<p>L.6.1.d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>1. Identify vague pronoun references <small>MGF</small> 2. Identify all of the possible antecedents <small>RYQ</small></p>
<p>L.7.1.a: Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>1. Is it a complete sentence, a fragment, or a run-on? <small>M63</small> 2. Is it a phrase or a clause? <small>LMH</small></p>
<p>L.7.1.b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>1. Is the sentence simple, compound, complex, or compound-complex? <small>CCW</small></p>
<p>L.7.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>1. Misplaced modifiers with pictures <small>J89</small> 2. Select the misplaced or dangling modifier <small>KSR</small> 3. Are the modifiers used correctly? <small>Z9U</small></p>
<p>L.8.1.a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p>1. Identify participles and what they modify <small>8GV</small> 2. Identify gerunds and their functions <small>FAC</small> 3. Identify infinitives and infinitive phrases <small>SGC</small></p>
<p>L.8.1.b: Form and use verbs in the active and passive voice.</p>	<p>1. Identify active and passive voice <small>WBA</small> 2. Rewrite the sentence in active voice <small>W2F</small></p>
<p>L.8.1.c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p>1. Is the sentence declarative, interrogative, imperative, or exclamatory? <small>AGY</small></p>
<p>L.8.1.d: Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>1. Identify and correct inappropriate shifts in verb tense <small>8BV</small></p>

L.9-10.1.a: Use parallel structure.

1. Identify sentences with parallel structure Y7D
2. Use parallel structure N6C

L.9-10.1.b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Phrases

1. Identify prepositional phrases RTV
2. Identify appositives and appositive phrases CS9

Clauses

3. Identify dependent and independent clauses LT7
4. Combine sentences using relative clauses KTW

Capitalization, Punctuation, and Spelling

Standard

IXL skills

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.7.2a: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

1. Commas with coordinate adjectives EGC

LA.8.2a: Use punctuation (commas, ellipses, dashes, parentheses) to indicate a pause or break, or set off nonrestrictive/parenthetical elements.

1. What does the punctuation suggest? 7H6
2. Commas with nonrestrictive elements 5X8
3. Commas with compound and complex sentences JGH
4. Commas with direct addresses, introductory words, interjections, and interrupters GMT
5. Use dashes RD8

LA.9-10.2a: Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

1. Transitions with conjunctive adverbs RJA
2. Use semicolons and commas to separate clauses 8BX

LA.9-10.2b: Use a colon correctly to introduce a list or quotation.

1. Use semicolons, colons, and commas with lists J8H

Knowledge of Language

Standard

IXL skills

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.

Sentence variety

1. Create varied sentences based on models YJK
2. Is the sentence simple, compound, or complex? WA8

Conjunctions

3. Use coordinating conjunctions N62
4. Fill in the missing correlative conjunction DT6

LA.6.3b: Maintain consistency in style and tone.

1. Which sentence is more formal? R5Q
2. Compare passages for tone ZBZ

LA.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

1. Remove redundant words or phrases JHX
2. Describe the difference between related words V9F
3. Positive and negative connotation XY6

Text Types and Purposes

Standard

IXL skills

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WR.9-10.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1. Organize information by main idea 8VC
2. Identify thesis statements 54G
3. Evaluate counterclaims B8W
4. Choose the analysis that logically connects the evidence to the claim JQQ

WR.9-10.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1. Identify stronger and weaker evidence to support a claim VCZ
2. Choose the best evidence to support a claim GAZ
3. Identify supporting evidence in a text NFD
4. Evaluate counterclaims B8W
5. Choose the analysis that logically connects the evidence to the claim JQQ
6. Classify logical fallacies 7ZA

WR.9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1. Transition logically between claims, evidence, analysis, and counterclaims WYT
2. Transitions with conjunctive adverbs RJA
3. Use the correct pair of correlative conjunctions MGT

WR.9-10.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1. Which text is most formal? 2HC
2. Compare passages for subjective and objective tone DXY

WR.9-10.1e: Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WR.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Main idea

1. Analyze the development of informational passages: set 1 G2F
2. Analyze the development of informational passages: set 2 TRK
3. Choose the topic sentence that best captures the main idea 8CC

Organization

4. Order topics from broadest to narrowest ZKM
5. Organize information by main idea 8VC

WR.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

1. Distinguish facts from opinions Q7R
2. Choose the best evidence to support a claim GAZ
3. Identify supporting evidence in a text NFD
4. Identify stronger and weaker evidence to support a claim VCZ

WR.9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

1. Transition logically between claims, evidence, analysis, and counterclaims WYT
2. Transitions with conjunctive adverbs RJA
3. Use the correct pair of correlative conjunctions MGT

WR.9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

1. Choose the word whose connotation and denotation best match the sentence PHR
2. Use words accurately and precisely W6Q

WR.9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1. Which text is most formal? 2HC
2. Compare passages for subjective and objective tone DXY

WR.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
