



IXL Skill Alignment

3rd grade alignment for EngageNY ELA Common Core Curriculum



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Module 1

Becoming a Close Reader and Writing to Learn

Textbook section

IXL skills

Unit 1: Seeking the Power of Reading

Reading comprehension

1. Identify story elements CXN
2. Determine the themes of myths, fables, and folktales 7T9
3. Identify the author's purpose: mixed media BWA

Vocabulary

4. Determine the meaning of words using synonyms in context WZZ

Writing

5. Choose topic sentences for narrative paragraphs SJM

Resources

6. Order alphabetically based on the first letter 2L9
7. Use guide words LT9

Unit 2: Building the Power of Reading

Reading comprehension

1. Read realistic fiction with illustrations QTL
2. Use actions and dialogue to understand characters PQQ

Vocabulary

3. Choose the synonym 6Y4
4. Find synonyms in context 5HG
5. Use Greek and Latin roots as clues to the meanings of words TE5

Conventions

6. Greetings and closings of letters XS8

Unit 3: Culminating Project: Accessing Books Around the World

Reading comprehension

1. Which book title goes with the picture? NX9
2. Distinguish characters' points of view N7R
3. Read realistic fiction: set 1 YQD

Vocabulary

4. Select the members of a group KGD

Writing

5. Choose the best transition 5HN

Grammar

6. Is it a complete sentence or a fragment? 9VB

7. Identify common and proper nouns B47

Conventions

8. Capitalizing the names of people and pets and titles of respect CJJ

9. Capitalizing the names of places and geographic features XNK

Module 2A

Researching to Build Knowledge and Teach Others

Textbook section

Unit 1: Building Background Knowledge: Learning to Become an Expert (about Frogs)

IXL skills

Reading comprehension

1. Use key details to determine the main idea NHQ
2. Read passages about animals 8KK
3. Identify sensory details 8TG

Vocabulary

4. Use context to identify the meaning of a word 5A8

Writing

5. Organize information by main idea U2Q
6. Revise the sentence using a stronger verb 2K7

Resources

7. Use dictionary definitions M8H

Unit 2: Case Study: Reading to Build Expertise about Freaky Frogs

Reading comprehension

1. Read poetry YYJ
2. Determine the order of events in informational texts ZXC
3. Identify time-order words XRD
4. Use text features FZ7
5. Compare information from two informational texts DNH

Vocabulary

6. Use academic vocabulary in context VEL

Writing

7. Choose topic sentences for expository paragraphs GHA

Unit 3: Culminating Project: Freaky Frog Trading Cards

Reading comprehension

1. Read passages about sports and hobbies BG9
2. Identify the narrative point of view H6P

Vocabulary

- 3. Shades of meaning with pictures 2BZ
- 4. Positive and negative connotation NLB

Writing

- 5. Add descriptive details to sentences TM8
- 6. Revise the sentence using a stronger verb 2K7

Grammar

- 7. Identify action verbs YLU
- 8. Identify adjectives VJW

Conventions

- 9. Capitalization: review NFE
- 10. Commas with a series DRN

Resources

- 11. Order alphabetically based on the first two letters KZS
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Module 2B

Researching to Build Knowledge and Teaching Others: Connecting Literary and Informational Texts to Study Culture “Then and Now”

Textbook section

Unit 1: Building Background Knowledge: Learning about Culture through Literary and Informational Texts

IXL skills

Reading comprehension

1. Read historical fiction with illustrations JC7
2. Compare mythological illustrations LW5
3. Draw inferences from a text GFW
4. Read passages about art, music, and traditions 5TX
5. Use text features FZ7

Writing

6. Select the detail that does not support the topic sentence 3X2

Grammar

7. Is it a complete sentence, a fragment, or a run-on? P7Z

Resources

8. Use dictionary definitions M8H

Unit 2: Researching A Country’s Culture “Then and Now”

Reading comprehension

1. Which book title goes with the picture? NX9
2. Make predictions about a story FWT
3. Identify story elements CXN
4. Compare and contrast in informational texts UNG
5. Read historical fiction FGC

Vocabulary

6. Determine the meaning of words using synonyms in context WZZ

Writing

7. Choose topic sentences for expository paragraphs GHA

Unit 3: Culminating Project: Writing A Research-based Letter to Mary Pope Osborne**Reading comprehension**

1. Read science fiction with illustrations 2ZK
2. Identify the author's purpose: passages A5Q

Vocabulary

3. Choose the synonym 6Y4
4. Describe the difference between related words 95E

Writing

5. Select the detail that does not support the topic sentence 3X2
6. Choose the text that matches the writer's purpose MGP
7. Sort sensory details 8RS

Grammar

8. Is the sentence simple or compound? R6M
9. Identify coordinating conjunctions UXW
10. Create varied sentences based on models MPJ
11. Form compound words SZE

Conventions

12. Greetings and closings of letters XS8
13. Capitalizing the names of people and pets and titles of respect CJJ
14. Capitalizing titles KCY
15. Commas: review UA2
16. Contractions with "not" LDB
17. Form the singular or plural possessive 74E
18. Form and use the regular past tense Z6T
19. Use regular plurals with -s, -es, and -ies VNA

Resources

20. Use thesaurus entries LKB

Module 3A

Analyzing Narrative and Supporting Opinions: A Study of Peter Pan

Textbook section

Unit 1: How Authors Capture Readers' Imaginations: A Study of Peter Pan

IXL skills

Reading comprehension

1. Read realistic fiction: set 2 ZQK
2. Use actions and dialogue to understand characters PQQ
3. Distinguish characters' points of view N7R

Vocabulary

4. Use context to identify the meaning of a word 5A8

Writing

5. Distinguish facts from opinions XJV
6. Choose reasons to support an opinion CXD

Unit 2: Reading Like a Writer: Crafting Imagined Scenes of Peter Pan

Reading comprehension

1. Compare mythological illustrations LW5
2. Read fantasy with illustrations YGF
3. Determine the meanings of similes Z59
4. Choose the picture that matches the idiomatic expression L7C

Writing

5. Show character emotions and traits SCZ
6. Add descriptive details to sentences TM8
7. Revise the sentence using a stronger verb 2K7
8. Identify sensory details 8TG

Conventions

9. Punctuating dialogue SYD

Unit 3: Writing Like a Reader: Developing Opinion's about the Author's Craft in Peter Pan

Reading comprehension

1. Read science fiction with illustrations 2ZK

Writing

2. Identify an author's statement of opinion GC2

3. Complete the opinion passage with a reason LJX
4. Choose topic sentences for narrative paragraphs SJM
5. Choose the best transition 5HN
6. Use linking words to complete a passage EBL

Grammar

7. Create compound sentences T49
8. Identify coordinating conjunctions UXW
9. Capitalizing the names of people and pets and titles of respect CJJ
10. Capitalizing titles KCY
11. Word pattern analogies TQL
12. Identify and correct errors with plural and possessive nouns ZNU

Resources

13. Order alphabetically: challenge DH6
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Module 3B

Considering Perspectives and Supporting Opinions: Wolves in Fiction and Fact

Textbook section

IXL skills

Unit 1: The Wolf in Traditional Stories

Reading comprehension

1. Determine the themes of myths, fables, and folktales 7T9
2. Use actions and dialogue to understand characters PQQ
3. Compare mythological illustrations LW5

Writing

4. Distinguish facts from opinions XJV
5. Complete the opinion passage with an example L6W
6. Choose topic sentences for narrative paragraphs SJM

Unit 2: Reading and Writing Informational Text about Real Wolves

Reading comprehension

1. Determine the main idea of a passage RD9
2. Compare information from two informational texts DNH
3. Use text features FZ7
4. Read passages about animals 8KK

Vocabulary

5. Determine the meaning of words using synonyms in context WZZ

Writing

6. Organize information by main idea U2Q
7. Order items from most general to most specific 35V
8. Choose topic sentences for expository paragraphs GHA
9. Use linking words to complete a passage EBL

Unit 3: Writing Narratives: Using Factual Details to Write a Narrative about a Problem Faced by Real Wolves

Reading comprehension

1. Read passages about famous people ZZE

Writing

2. Add descriptive details to sentences TM8
3. Show character emotions and traits SCZ
4. Use time-order words V2M
5. Determine the order of events in informational texts ZXC

Grammar

6. Identify adjectives VJW
 7. Identify adverbs HQY
 8. Create compound sentences T49
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Module 4

Gathering Evidence and Speaking to Others: The Role of Freshwater around the World

Textbook section

Unit 1: Building Background Knowledge: Getting to Know H₂O

IXL skills

Reading comprehension

1. Read passages about science and nature WSP
2. Use key details to determine the main idea NHQ
3. Compare information from two informational texts DNH

Vocabulary

4. Use academic vocabulary in context VEL
5. Select the members of a group KGD

Writing

6. Put the sentences in order KWL
7. Order items from most general to most specific 35V

Grammar

8. Create compound sentences T49

Unit 2: Reading and Research: Challenges of Water around the World

Reading comprehension

1. Read passages about famous places NBX
2. Determine the main idea of a passage RD9

Vocabulary

3. Use context to identify the meaning of a word 5A8

Writing

4. Organize information by main idea U2Q
5. Put the sentences in order KWL
6. Order items from most general to most specific 35V

Resources

7. Use dictionary entries T7U

Unit 3: Writing and Speaking about the Challenges and Solutions to Clean Water: Creating VoiceThread Presentations

Reading comprehension

1. Read passages about business and technology G5Y

Writing

2. Identify an author's statement of opinion GC2
 3. Choose reasons to support an opinion CXD
 4. Complete the opinion-reason-example table MJN
 5. Select the detail that does not support the topic sentence 3X2
 6. Use subordinating conjunctions QWF
 7. Correct errors with signs 9DQ
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