



# IXL Skill Alignment

Grade 11 alignment for myPerspectives



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# Unit 1

## Writing Freedom

### Whole-class learning

Textbook section	IXL skills
<b>A New Nation (Focus Period: 1750-1800)</b>	
<b>Declaration of Independence</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Use appeals to ethos, pathos, and logos in persuasive writing CEQ</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Sort words by shared Greek or Latin roots NP6</li> </ol> <p><b>Conventions and style</b></p> <ol style="list-style-type: none"> <li>3. Identify run-on sentences NV8</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>4. Identify stronger and weaker evidence to support a claim 84J</li> </ol>
<b>Preamble to the Constitution and Bill of Rights</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Analyze the development of informational passages: set 1 CN7</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Use dictionary entries to determine correct usage 9EW</li> </ol> <p><b>Conventions and style</b></p> <ol style="list-style-type: none"> <li>3. Use semicolons and commas to separate items in a series JBY</li> <li>4. Identify sentences with parallel structure UQT</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>5. Explore words with new or contested usages VT6</li> </ol>
<b>Speech in the Convention</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Interpret the meaning of an allusion from its source C2R</li> </ol>

2. Compare passages for tone K8L
3. Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox FAU

### Language development

4. Suffixes 6TJ

### Conventions and style

5. Use parallel structure JMJ

### Effective expression

6. Choose the topic sentence that best captures the main idea HE6
7. Choose the best evidence to support a claim GVQ

## The American Revolution: Visual Propaganda

### Making meaning

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

### Effective expression

2. Correct errors with signs YXY

## Performance task

### Write an argument

1. Choose the analysis that logically connects the evidence to the claim HPW
2. Evaluate counterclaims 5F8
3. Identify plagiarism VPU
4. Identify and correct inappropriate shifts in verb tense R2G
5. Suggest appropriate revisions X8S

## Small-group learning

### Textbook section

### IXL skills

#### from America's Constitution: A Biography

1. Determine the meaning of words using synonyms in context SQJ
2. Analogies LA7

#### from The United States Constitution: A Graphic Adaptation

1. Determine the main idea of a passage B7T

**from The Interesting Narrative of the Life of Olaudah Equiano**

1. Choose punctuation to avoid fragments and run-ons PZC

**Letter to John Adams and from Dear Abigail**

1. Word pattern analogies BGG

**Gettysburg Address**

1. Choose the word whose connotation and denotation best match the sentence GFU
2. Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement Q6L

# Unit 2

## The Individual and Society

### Whole-class learning

Textbook section	IXL skills
<b>An American Identity (Focus Period: 1800-1870)</b>	
<b>The Writing of Walt Whitman</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Identify elements of poetry BSS</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Use Greek and Latin roots as clues to the meanings of words T52</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>3. Use words accurately and precisely DZV</li> </ol>
<b>The Poetry of Emily Dickinson</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Compare passages for tone K8L</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Use words as clues to the meanings of Greek and Latin roots PXV</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>3. Describe the difference between related words EGN</li> </ol>
<b>from Emily Dickinson</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Analyze rhetorical strategies in historical texts: set 1 F77</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>2. Identify thesis statements Q8K</li> <li>3. Use the correct frequently confused word YJY</li> </ol>
<b>Performance task</b>	<p><b>Write a personal narrative</b></p> <ol style="list-style-type: none"> <li>1. Formatting quotations and dialogue BZ6</li> <li>2. Correct errors with commonly misspelled words BM9</li> <li>3. Correct errors in everyday use BGP</li> </ol>

4. Identify supporting evidence in a text UHD

## Small-group learning

Textbook section	IXL skills
<b>from Nature/from Self-Reliance</b>	<ol style="list-style-type: none"> <li>1. Determine the meaning of words using synonyms in context SQJ</li> <li>2. Identify dependent and independent clauses TG6</li> <li>3. Is the sentence simple, compound, complex, or compound-complex? 82L</li> </ol>
<b>from Walden/from Civil Disobedience</b>	<ol style="list-style-type: none"> <li>1. Prefixes ZMW</li> <li>2. Evaluate counterclaims 5F8</li> <li>3. Analyze the effects of figures of speech on meaning and tone YAZ</li> </ol>
<b>Innovators and Their Inventions</b>	
<b>The Love Song of J. Alfred Prufrock</b>	
<b>A Wagner Matinée</b>	<ol style="list-style-type: none"> <li>1. Use etymologies to determine the meanings of words HMQ</li> <li>2. Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox FAU</li> </ol>

# Unit 3

## Power, Protest, and Change

### Whole-class learning

Textbook section	IXL skills
<p><b>Civil War and Social Change (Focus Period: 1850-1890)</b></p> <p><b>from What to the Slave Is the Fourth of July?</b></p>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Interpret the meaning of an allusion from its source C2R</li> <li>2. Identify audience and purpose HM9</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>3. Determine the meanings of Greek and Latin roots 8S9</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>4. Which text is most formal? 9B6</li> <li>5. Compare passages for subjective and objective tone 9VF</li> </ol>
<p><b>Second Inaugural Address</b></p>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Trace an argument: set 1 C7M</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Describe the difference between related words EGN</li> </ol> <p><b>Conventions and style</b></p> <ol style="list-style-type: none"> <li>3. Identify prepositional phrases 7W5</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>4. Remove redundant words or phrases 4Z9</li> <li>5. Distinguish facts from opinions KCZ</li> </ol>
<p><b>Perspectives on Lincoln</b></p>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Identify appeals to ethos, pathos, and logos in advertisements 78F</li> </ol>

## Performance task

### Write an informative essay

1. Analyze the development of informational passages: set 2 8X8
2. Choose the topic sentence that best captures the main idea HE6
3. Identify plagiarism VPU
4. Combine sentences using relative clauses JPS
5. Commas with compound, complex, and compound-complex sentences C8U

## Small-group learning

Textbook section	IXL skills
<b>Ain't I a Woman?</b>	<ol style="list-style-type: none"> <li>1. Determine the meanings of words with Greek and Latin roots 5BB</li> </ol>
<b>Declaration of Sentiments</b>	<ol style="list-style-type: none"> <li>1. Identify dependent and independent clauses TG6</li> </ol>
<b>Giving Women the Vote</b>	<ol style="list-style-type: none"> <li>1. Analyze rhetorical strategies in historical texts: set 2 BYJ</li> <li>2. Analogies: challenge PW8</li> </ol>
<b>The Story of an Hour</b>	<ol style="list-style-type: none"> <li>1. Choose the word whose connotation and denotation best match the sentence GFU</li> </ol>
<b>Brown v. Board of Education: Opinion of the Court</b>	<ol style="list-style-type: none"> <li>1. Classify logical fallacies SVT</li> </ol>

# Unit 4

## Grit and Grandeur

### Whole-class learning

Textbook section	IXL skills
<p><b>Bright Horizons, Challenging Realities (Focus Period: 1880-1920)</b></p> <hr/> <p><b>from Life on the Mississippi</b></p>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Identify audience and purpose HM9</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Suffixes 6TJ</li> <li>3. Domain-specific vocabulary in context: science and technical subjects JBA</li> </ol>
<p><b>The Notorious Jumping Frog of Calaveras County</b></p>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Identify the narrative point of view WF9</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>2. Interpret the figure of speech YS9</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>3. Identify thesis statements Q8K</li> <li>4. Recognize the parts of a Works Cited entry (MLA 8th edition) N7T</li> <li>5. Use in-text citations (MLA 8th edition) 2XD</li> <li>6. Choose the analysis that logically connects the evidence to the claim HPW</li> </ol>
<p><b>A White Heron</b></p>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>1. Use personification 7S5</li> <li>2. Match the quotations with their themes L6D</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>3. Use Greek and Latin roots as clues to the meanings of words T52</li> </ol>

### Conventions and style

4. Is the sentence declarative, interrogative, imperative, or exclamatory? 47B

### Effective expression

5. Analyze short stories: set 1 84C

### Performance task

### Write an explanatory essay

1. Organize information by main idea 88X
2. Transition logically between claims, evidence, analysis, and counterclaims UVF
3. Combine sentences using relative clauses JPS
4. Identify appositives and appositive phrases NL9
5. Use colons and commas to introduce lists, quotations, and appositives QGR
6. Commas with direct addresses, introductory elements, absolute phrases, interjections, interrupters, and antithetical phrases E9P

## Small-group learning

### Textbook section

### IXL skills

#### A Literature of Place

1. Use dashes WRV
2. Use hyphens in compound adjectives ZFQ

#### American Regional Art

1. Avoid double, illogical, and unclear comparisons 7L7

#### from Dust Tracks on a Road

1. Use dictionary entries to determine correct usage 9EW

#### Poetry Collection 1: Chicago/Wilderness

1. Determine the meaning of words using antonyms in context PQ2
2. Identify participles and what they modify LYY
3. Form the progressive verb tenses 48Y
4. Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement Q6L
5. Decide whether ellipses are used appropriately KHU

#### Sandburg's Chicago

**Poetry Collection 2: In the Longhouse, Oneida Museum/Cloudy day**

1. Identify elements of poetry BSS
2. Use etymologies to determine the meanings of words HMQ
3. Classify the figure of speech: review 83R

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**Introduction from The Way to Rainy Mountain**

1. Compare passages for subjective and objective tone 9VF
  2. Identify and correct errors with frequently confused words PSE
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# Unit 5

## Facing our Fears

### Whole-class learning

Textbook section	IXL skills
<b>Times of Trouble (Focus Period: 1920-1960)</b>	
<b>The Crucible, Act I</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Analyze short stories: set 2 AMD</li> <li>Determine the meanings of words with Greek and Latin roots 5BB</li> </ol> <p><b>Conventions and style</b></p> <ol style="list-style-type: none"> <li>Identify and correct errors with subject and object pronouns NCA</li> <li>Subject and object pronouns review TGH</li> </ol>
<b>The Crucible, Act II</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Identify stronger and weaker evidence to support a claim 84J</li> </ol>
<b>The Crucible, Act III</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Replace words using a thesaurus GU7</li> <li>Choose the word whose connotation and denotation best match the sentence GFU</li> </ol>
<b>The Crucible, Act IV</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Recall the source of an allusion RAZ</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>Choose the best evidence to support a claim GVQ</li> </ol>
<b>The Crucible (audio) from L.A. Theatre Works</b>	<p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>Organize information by main idea 88X</li> </ol>
<b>Performance task</b>	<p><b>Write an argument</b></p> <ol style="list-style-type: none"> <li>Trace an argument: set 2 QFC</li> <li>Transition logically between claims, evidence, analysis, and counterclaims UVF</li> </ol>

3. Classify logical fallacies SVT
4. Distinguish facts from opinions KCZ
5. Identify and correct errors with frequently confused pronouns and contractions 9LY
6. Correct inappropriate shifts in pronoun number and person 5EB
7. Transitions with conjunctive adverbs HRP

## Small-group learning

Textbook section	IXL skills
<b>from Farewell to Manzanar</b>	1. Identify the narrative point of view WF9
<b>Interview With George Takei</b>	1. What does the punctuation suggest? 7YM
<b>Antojos</b>	<ol style="list-style-type: none"> <li>1. Use context as a clue to the meanings of foreign expressions RPM</li> <li>2. Use the correct foreign expression UW7</li> <li>3. Identify all of the possible antecedents 68A</li> <li>4. Identify vague pronoun references LLB</li> </ol>

# Unit 6

## Ordinary Lives, Extraordinary Tales

### Whole-class learning

Textbook section	IXL skills
<b>A Fast-Changing Society (Focus Period: 1950-Present)</b>	
<b>Everyday Use</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Analyze short stories: set 2 AMD</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>Which text is most formal? 9B6</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>Formatting quotations and dialogue BZ6</li> </ol>
<b>Everything Stuck to Him</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Identify supporting evidence in a text UHD</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>Replace words using a thesaurus GU7</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>Choose between adjectives and adverbs SXZ</li> </ol>
<b>The Leap</b>	<p><b>Making meaning</b></p> <ol style="list-style-type: none"> <li>Compare passages for tone K8L</li> </ol> <p><b>Language development</b></p> <ol style="list-style-type: none"> <li>Use Greek and Latin roots as clues to the meanings of words T52</li> </ol> <p><b>Effective expression</b></p> <ol style="list-style-type: none"> <li>Use words accurately and precisely DZV</li> <li>Use the correct homophone FPW</li> </ol>
<b>Performance task</b>	<p><b>Write a narrative</b></p> <ol style="list-style-type: none"> <li>Transitions with conjunctive adverbs HRP</li> <li>Commas with coordinate adjectives A9L</li> </ol>

3. Commas with nonrestrictive elements UHX
4. Correct capitalization errors MA9
5. Identify and correct errors with homophones VQ9
6. Remove redundant words or phrases 4Z9
7. What does the punctuation suggest? 7YM

## Small-group learning

Textbook section	IXL skills
<b>A Brief History of the Short Story</b>	<ol style="list-style-type: none"> <li>1. Determine the meaning of words using antonyms in context PQ2</li> <li>2. Identify active and passive voice VVV</li> <li>3. Rewrite the sentence in active voice ULX</li> </ol>
<b>An Occurrence at Owl Creek Bridge</b>	<ol style="list-style-type: none"> <li>1. Identify the narrative point of view WF9</li> </ol>
<b>The Jilting of Granny Weatherall</b>	<ol style="list-style-type: none"> <li>1. Sort words by shared Greek or Latin roots NP6</li> <li>2. Analyze the effects of figures of speech on meaning and tone YAZ</li> </ol>