



# IXL Skill Alignment

11th grade alignment for StudySync ELA



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# Unit 1

## Breaking Away

### Reading and Writing

Textbook section	IXL skills
<b>The Story of an Hour</b>	<p><b>Reading comprehension</b></p> <ol style="list-style-type: none"> <li>Analyze short stories: set 1 84C</li> </ol> <p><b>Textual evidence</b></p> <ol style="list-style-type: none"> <li>Identify supporting evidence in a text UHD</li> </ol> <p><b>Peer review</b></p> <ol style="list-style-type: none"> <li>Suggest appropriate revisions X8S</li> </ol>
<b>Paired Texts: On Being Brought From Africa to America and An Address to Miss Phillis Wheatley</b>	<ol style="list-style-type: none"> <li>Identify elements of poetry BSS</li> </ol>
<b>Life After High School</b>	<ol style="list-style-type: none"> <li>Trace an argument: set 1 C7M</li> </ol>
<b>Paired Texts: Constitution of the Iroquois Nation and Declaration of Independence</b>	<ol style="list-style-type: none"> <li>Identify audience and purpose HM9</li> <li>Analyze rhetorical strategies in historical texts: set 1 F77</li> </ol>
<b>Independent Read: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African and Verses upon the Burning of Our House</b>	
<b>Paired Texts: The Scarlet Letter (Chapter 2), Indian Boarding School: The Runaways, and Bartleby, the Scrivener: A Story of Wall Street</b>	<p><b>Point of view</b></p> <ol style="list-style-type: none"> <li>Identify the narrative point of view WF9</li> </ol> <p><b>Figurative language</b></p> <ol style="list-style-type: none"> <li>Interpret the figure of speech YS9</li> <li>Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox FAU</li> </ol>
<b>Independent Read: Excerpt from The Namesake</b>	

## Writing and Grammar

Textbook section	IXL skills
<b>Draft</b>	1. Formatting quotations and dialogue BZ6
<b>Revise</b>	1. Use personification 7S5 2. Replace words using a thesaurus GU7 3. Use words accurately and precisely DZV
<b>Edit and Publish</b>	<b>Capitalization</b> 1. Correct capitalization errors MA9  <b>Verb tense</b> 2. Identify and correct inappropriate shifts in verb tense R2G

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<b>Active and passive voice</b> 1. Identify active and passive voice VVV 2. Rewrite the sentence in active voice ULX  <b>Pronouns and antecedents</b> 3. Identify vague pronoun references LLB 4. Identify all of the possible antecedents 68A

## Unit 2

### The Highway

#### Reading and Writing

Textbook section	IXL skills
<p><b>Paired Texts: I Never Heard the Word "Escape" and Excerpt from Adventures of Huckleberry Finn</b></p>	<p>1. Compare passages for tone K8L</p>
<p><b>The Negro Motorist Green Book</b></p>	<p><b>Informational text</b></p> <p>1. Analyze the development of informational passages: set 1 CN7</p> <p><b>Word meaning</b></p> <p>2. Use etymologies to determine the meanings of words HMQ</p> <p>3. Use dictionary entries to determine correct usage 9EW</p> <p>4. Use Greek and Latin roots as clues to the meanings of words T52</p>
<p><b>Paired Texts: Excerpt from Walden, Mississippi Solo, and Remarks at the Signing of the Highway Beautification Act</b></p>	<p><b>Arguments and claims</b></p> <p>1. Trace an argument: set 2 QFC</p> <p><b>Context clues</b></p> <p>2. Determine the meaning of words using synonyms in context SQJ</p> <p>3. Determine the meaning of words using antonyms in context PQ2</p>
<p><b>Driving My Own Destiny</b></p>	<p><b>Textual evidence</b></p> <p>1. Choose the best evidence to support a claim GVQ</p> <p><b>Word patterns and relationships</b></p> <p>2. Word pattern analogies BGG</p> <p>3. Word pattern sentences FE7</p> <p>4. Prefixes ZMW</p> <p>5. Suffixes 6TJ</p>

## Independent Read: The Warmth of Other Suns: The Epic Story of America's Great Migration

### Paired Texts: Because I could not stop for Death and A Good Man is Hard to Find

#### Story structure

1. Analyze short stories: set 2 AMD

#### Connotation and denotation

2. Choose the word whose connotation and denotation best match the sentence GFU

### Independent Read: Little Miss Sunshine

## Writing Project and Grammar

Textbook section	IXL skills
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Organize information by main idea 88X</li> <li>2. Identify thesis statements Q8K</li> <li>3. Identify stronger and weaker evidence to support a claim 84J</li> </ol>
<b>Revise</b>	<ol style="list-style-type: none"> <li>1. Transition logically between claims, evidence, analysis, and counterclaims UVF</li> <li>2. Remove redundant words or phrases 4Z9</li> <li>3. Avoid double, illogical, and unclear comparisons 7L7</li> </ol>
<b>Edit and Publish</b>	<p><b>Style</b></p> <ol style="list-style-type: none"> <li>1. Which text is most formal? 9B6</li> </ol> <p><b>Quotation marks</b></p> <ol style="list-style-type: none"> <li>2. Formatting quotations and dialogue BZ6</li> </ol> <p><b>Apostrophes</b></p> <ol style="list-style-type: none"> <li>3. Identify and correct errors with plural and possessive nouns ZNP</li> <li>4. Identify and correct errors with compound and joint possession BLR</li> </ol>

## Additional Grammar Lessons

### Textbook section

#### Grammar

### IXL skills

#### Sentence types

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

#### Commas

2. Commas with direct addresses, introductory elements, absolute phrases, interjections, interrupters, and antithetical phrases E9P
3. Commas with compound and complex sentences 9X9

# Unit 3

## No Strangers Here

### Reading and Writing

Textbook section	IXL skills
<b>My True South: Why I Decided to Return Home</b>	<p><b>Figurative language</b></p> <ol style="list-style-type: none"> <li>1. Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement Q6L</li> <li>2. Interpret the meaning of an allusion from its source C2R</li> </ol> <p><b>Connotation and denotation</b></p> <ol style="list-style-type: none"> <li>3. Describe the difference between related words EGN</li> </ol> <p><b>Reasons and evidence</b></p> <ol style="list-style-type: none"> <li>4. Trace an argument: set 1 C7M</li> </ol>
<b>Paired Texts: What to the Slave is The Fourth of July and Barracoon: The Story of the Last "Black Cargo"</b>	<ol style="list-style-type: none"> <li>1. Analyze rhetorical strategies in historical texts: set 2 BYJ</li> </ol>
<b>Independent Read: Excerpt from As I Lay Dying, Flowering Judas, and Excerpt From Their Eyes Were Watching God</b>	
<b>Paired Texts: South, 'N'em, and Given to Rust</b>	<ol style="list-style-type: none"> <li>1. Classify the figure of speech: review 83R</li> </ol>
<b>One Today</b>	<ol style="list-style-type: none"> <li>1. Identify elements of poetry BSS</li> </ol>
<b>Independent Read: We Contain Multitudes</b>	
<b>Paired Texts: Bartram's Travel and The Midnight Zone</b>	<ol style="list-style-type: none"> <li>1. Analyze the effects of figures of speech on meaning and tone YAZ</li> </ol>

## Writing Project and Grammar

Textbook section	IXL skills
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Choose the topic sentence that best captures the main idea HE6</li> <li>2. Evaluate counterclaims 5F8</li> <li>3. Choose the analysis that logically connects the evidence to the claim HPW</li> </ol>
<b>Revise</b>	<ol style="list-style-type: none"> <li>1. Transitions with conjunctive adverbs HRP</li> </ol>
<b>Edit and Publish</b>	<p><b>Semicolons and commas</b></p> <ol style="list-style-type: none"> <li>1. Use semicolons and commas to separate items in a series JBY</li> <li>2. Join sentences with semicolons, colons, and commas 9QF</li> <li>3. Commas with compound, complex, and compound-complex sentences C8U</li> </ol> <p><b>Commonly misused words</b></p> <ol style="list-style-type: none"> <li>4. Correct errors with signs YXY</li> <li>5. Correct errors in everyday use BGP</li> <li>6. Use the correct frequently confused word YJY</li> <li>7. Identify and correct errors with frequently confused words PSE</li> </ol>

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<p><b>Adjectives and adverbs</b></p> <ol style="list-style-type: none"> <li>1. Good, better, best, bad, worse, and worst ZHU</li> <li>2. Well, better, best, badly, worse, and worst JZN</li> </ol> <p><b>Apostrophes</b></p> <ol style="list-style-type: none"> <li>3. Identify and correct errors with frequently confused pronouns and contractions 9LY</li> </ol> <p><b>Appositives</b></p> <ol style="list-style-type: none"> <li>4. Identify appositives and appositive phrases NL9</li> </ol>



# Unit 4

## Living the Dream

### Reading and Writing

Textbook section	IXL skills
<b>Paired Texts: The Negro Speaks of Rivers and How It Feels To Be Colored Me</b>	<b>Main idea</b> 1. Determine the main idea of a passage B7T  <b>Figurative language</b> 2. Interpret the figure of speech YS9 3. Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox FAU 4. Recall the source of an allusion RAZ  <b>Author's purpose</b> 5. Identify audience and purpose HM9
<b>Excerpt From Fences</b>	1. Analyze short stories: set 1 84C 2. Compare passages for subjective and objective tone 9VF
<b>Paired Texts: The Old Cabin and Excerpt from A Raisin in the Sun</b>	1. Match the quotations with their themes L6D
<b>Letter from Chief John Ross</b>	1. Analyze rhetorical strategies in historical texts: set 1 F77 2. Domain-specific vocabulary in context: science and technical subjects JBA
<b>Independent Read: Dream House</b>	
<b>Paired Texts: The Fall of the House of Usher, In Our Neighborhood, and The Yellow Wallpaper</b>	1. Choose the word whose connotation and denotation best match the sentence GFU
<b>Independent Read: Eat, Memory: Orange Crush</b>	
<b>Boyhood</b>	

## Writing Project and Grammar

Textbook section	IXL skills
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Order topics from broadest to narrowest VE5</li> <li>2. Distinguish facts from opinions KCZ</li> </ol>
<b>Revise</b>	<ol style="list-style-type: none"> <li>1. Identify plagiarism VPU</li> <li>2. Recognize the parts of a Works Cited entry (MLA 8th edition) N7T</li> <li>3. Use in-text citations (MLA 8th edition) 2XD</li> </ol>
<b>Edit and Publish</b>	<p><b>Style</b></p> <ol style="list-style-type: none"> <li>1. Is the sentence simple, compound, complex, or compound-complex? 82L</li> <li>2. Combine sentences using relative clauses JPS</li> </ol> <p><b>Usage</b></p> <ol style="list-style-type: none"> <li>3. Commas with series, dates, and places 7A5</li> <li>4. Use relative pronouns: who and whom C6D</li> </ol> <p><b>Hyphens</b></p> <ol style="list-style-type: none"> <li>5. Use hyphens in compound adjectives ZFQ</li> </ol>

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Choose between adjectives and adverbs SXZ</li> <li>2. Correct errors with commonly misspelled words BM9</li> </ol>

# Unit 5

## The Wars We Wage

### Reading and Writing

Textbook section	IXL skills
<b>Paired Texts: “These Wild Young People” by One of Them, A Rose for Emily, and Excerpt from The Great Gatsby</b>	1. Analyze short stories: set 2 AMD
<b>Independent Read: Excerpt from Death of a Salesman</b>	
<b>The Marshall Plan Speech</b>	<b>Informational text</b> 1. Analyze the development of informational passages: set 2 8X8  <b>Word patterns and relationships</b> 2. Analogies LA7 3. Analogies: challenge PW8 4. Explore words with new or contested usages VT6 5. Determine the meanings of words with Greek and Latin roots 5BB
<b>Independent Read: 40-0</b>	
<b>Paired Texts: The Moor's Account and Othello</b>	1. Compare passages for tone K8L
<b>Hunger: A Memoir of (My) Body</b>	1. Use dictionary entries to determine correct usage 9EW 2. Determine the meaning of words using synonyms in context SQJ
<b>Paired Texts: A Plea for the Oppressed and Brown v. Board of Education</b>	<b>Reasons and evidence</b> 1. Trace an argument: set 2 QFC  <b>Word meaning</b> 2. Determine the meaning of words using antonyms in context PQ2

- Use etymologies to determine the meanings of words HMQ
- Domain-specific vocabulary in context: science and technical subjects JBA

## Independent Read: The Immortal Horizon and You Gotta Beat the Best to Be the Best

### Writing Project and Grammar

Textbook section	IXL skills
<b>Draft</b>	<ol style="list-style-type: none"> <li>Identify thesis statements <small>Q8K</small></li> <li>Evaluate counterclaims <small>5F8</small></li> </ol>
<b>Revise</b>	<ol style="list-style-type: none"> <li>Transition logically between claims, evidence, analysis, and counterclaims <small>UVF</small></li> <li>Choose the analysis that logically connects the evidence to the claim <small>HPW</small></li> </ol>
<b>Edit and Publish</b>	<p><b>Style</b></p> <ol style="list-style-type: none"> <li>Which text is most formal? <small>9B6</small></li> <li>Compare passages for subjective and objective tone <small>9VF</small></li> </ol> <p><b>Sentence structure</b></p> <ol style="list-style-type: none"> <li>Identify sentence fragments <small>57D</small></li> <li>Identify run-on sentences <small>NV8</small></li> <li>Choose punctuation to avoid fragments and run-ons <small>PZC</small></li> </ol> <p><b>Parallel structure</b></p> <ol style="list-style-type: none"> <li>Identify sentences with parallel structure <small>UQT</small></li> <li>Use parallel structure <small>JMJ</small></li> </ol>

### Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<p><b>Sentence types</b></p> <ol style="list-style-type: none"> <li>Identify dependent and independent clauses <small>TG6</small></li> </ol>

2. Is the sentence simple, compound, complex, or compound-complex? 82L

**Essential and nonessential clauses**

3. What does the punctuation suggest? 7YM
  4. Commas with nonrestrictive elements UHX
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# Unit 6

## With Malice Toward None

### Reading and Writing

Textbook section	IXL skills
<b>Paired Texts: Excerpt from Invisible Man and American Horse</b>	1. Identify the narrative point of view WF9
<b>Independent Read: On Listening to Your Teacher Take Attendance</b>	
<b>Paired Texts: Civil Rights Act of 1964 and Second Inaugural Address</b>	1. Classify logical fallacies SVT 2. Identify appeals to ethos, pathos, and logos in advertisements 78F 3. Analyze the development of informational passages: set 1 CN7
<b>I've Been to the Mountaintop</b>	1. Analyze rhetorical strategies in historical texts: set 2 BYJ 2. Determine the main idea of a passage B7T
<b>The Night Before Christmas</b>	1. Analyze short stories: set 1 84C
<b>Independent Reading: The Last Ride of Cowboy Rob</b>	
<b>Paired Texts: The Four Foods, Gaman, and Demeter's Prayer to Hades</b>	1. Identify elements of poetry BSS
<b>Independent Read: The Color of an Awkward Conversation</b>	

## Oral Project and Grammar

Textbook section	IXL skills
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Distinguish facts from opinions <small>KCZ</small></li> <li>2. Use appeals to ethos, pathos, and logos in persuasive writing <small>CEQ</small></li> </ol>
<b>Revise</b>	<p><b>Transitions</b></p> <ol style="list-style-type: none"> <li>1. Transitions with conjunctive adverbs <small>HRP</small></li> </ol> <p><b>Reasons and evidence</b></p> <ol style="list-style-type: none"> <li>2. Choose the best evidence to support a claim <small>GVQ</small></li> <li>3. Identify stronger and weaker evidence to support a claim <small>84J</small></li> </ol> <p><b>Citations</b></p> <ol style="list-style-type: none"> <li>4. Recognize the parts of a Works Cited entry (MLA 8th edition) <small>N7T</small></li> <li>5. Use in-text citations (MLA 8th edition) <small>2XD</small></li> <li>6. Identify plagiarism <small>VPU</small></li> </ol>
<b>Edit and Present</b>	<ol style="list-style-type: none"> <li>1. Correct errors with commonly misspelled words <small>BM9</small></li> <li>2. Suggest appropriate revisions <small>X8S</small></li> </ol>

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Use the correct homophone <small>FPW</small></li> <li>2. Identify and correct errors with homophones <small>VQ9</small></li> </ol>