



IXL Skill Alignment

6th grade alignment for StudySync ELA



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Unit 1

Testing Our Limits

Reading and Writing

Textbook section	IXL skills
Eleven (Fiction)	<p>Context clues</p> <ol style="list-style-type: none"> Find words using context LQN Vocabulary review: Analyze short stories 25G <p>Comprehension</p> <ol style="list-style-type: none"> Analyze short stories RJL <p>Textual evidence</p> <ol style="list-style-type: none"> Draw inferences from a text SE6 <p>Peer review</p> <ol style="list-style-type: none"> Correct errors with signs FYL <p>Figurative language</p> <ol style="list-style-type: none"> Analyze the effects of figures of speech on meaning and tone M8D Interpret the meaning of an allusion from its source GZF
The Mighty Miss Malone	<ol style="list-style-type: none"> Use actions and dialogue to understand characters 6LN
Paired Readings: Red Scarf Girl, Hatchet	<ol style="list-style-type: none"> Identify story elements EUE Compare information from two texts G7K
The Magic Marker Mystery	<ul style="list-style-type: none"> <i>Coming soon:</i> Read drama
Scout's Honor	<ol style="list-style-type: none"> Read historical fiction A7S
The Good Samaritan	<ol style="list-style-type: none"> Summarize a story Q2K
Paired Readings: Jabberwocky, Gathering Blue, and A Wrinkle in Time	<ol style="list-style-type: none"> Use context to identify the meaning of a word 5UB

Narrative Writing Process

Textbook section	IXL skills
Draft	<ol style="list-style-type: none">1. Order topics from broadest to narrowest GBJ
Revise	<p>Adjectives</p> <ol style="list-style-type: none">1. Order adjectives 5XY <p>Adverbs</p> <ol style="list-style-type: none">2. Transitions with conjunctive adverbs FG83. Form and use comparative and superlative adverbs RMB
Edit and Publish	<p>Personal pronouns</p> <ol style="list-style-type: none">1. Choose between personal and reflexive pronouns A5T <p>Pronouns and antecedents</p> <ol style="list-style-type: none">2. Identify pronouns and their antecedents 5AR3. Use the pronoun that agrees with the antecedent EXW <p>Consistent pronoun use</p> <ol style="list-style-type: none">4. Correct inappropriate shifts in pronoun number and person HTL

Unit 2

You and Me

Reading and Writing

Textbook section	IXL skills
Walk Two Moons	<p>Language, style, and audience</p> <ol style="list-style-type: none"> 1. Identify sensory details 52H 2. Interpret figures of speech FWM <p>Textual evidence</p> <ol style="list-style-type: none"> 3. Identify supporting details in literary texts 6FM
Roll of Thunder, Hear My Cry	<ol style="list-style-type: none"> 1. Determine the themes of short stories KWD 2. Positive and negative connotation CMA
Teenagers	<ol style="list-style-type: none"> 1. Classify figures of speech QX9
Tableau	<ol style="list-style-type: none"> 1. Label the rhyme scheme WJ9
Paired Readings: The Voice in My Head and We're on the Same Team	<ol style="list-style-type: none"> 1. Read and understand informational passages KJZ
The Treasure of Lemon Brown	<ol style="list-style-type: none"> 1. Identify the narrative point of view TTM
Paired Readings: The Circuit: Stories from the Life of a Migrant Child, That Day, A Poem for My Librarian, Mrs. Long	<ol style="list-style-type: none"> 1. Compare two texts with different genres KVP

Argumentative Writing Process

Textbook section	IXL skills
Draft	<p>Organizing argumentative writing</p> <ol style="list-style-type: none"> 1. Organize information by main idea 7BE 2. Identify counterclaims 6AW <p>Thesis statements</p> <ol style="list-style-type: none"> 3. Which is a thesis statement? E6G

Reasons and relevant evidence

4. Identify supporting details in informational texts 87Z
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Revise**Transitions**

1. Choose the best transition 2F3

Usage

2. Correct errors in everyday use GS8
 3. Commas with direct addresses, introductory words, interjections, and interrupters KV5
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Edit and Publish**Spelling rules**

1. Use the correct frequently confused word ZK7
2. Correct errors with frequently confused words QGB

Possessive pronouns

3. Use possessive pronouns N82

Formal and informal language

4. Which sentence is more formal? R5Q
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Unit 3

In the Dark

Reading and Writing

Textbook section	IXL skills
Heroes Every Child Should Know: Perseus	<p>Character</p> <ol style="list-style-type: none"> Show character emotions and traits WJJ <p>World meaning</p> <ol style="list-style-type: none"> Use guide words 2J5 Use dictionary entries YQU Use dictionary definitions RLF
The Lightning Thief	<ol style="list-style-type: none"> Identify story elements EUE
Paired Readings: Elena, Hatshepsut: His Majesty, Herself	<ol style="list-style-type: none"> Identify supporting details in informational texts 23B Use key details to determine the main idea N5X
I, Too	<ol style="list-style-type: none"> Identify elements of poetry 7YW
Everybody Jump (from "What If?")	<ol style="list-style-type: none"> Match causes and effects in informational texts F7K Determine the meaning of words using synonyms in context GYH
Hoot	<ol style="list-style-type: none"> Determine the themes of short stories BDD
Paired Readings: Donna O'Meara: The Volcano Lady, Dare to be Creative!, Margaret Bourke-White: Fearless Photographer	<ol style="list-style-type: none"> Draw inferences from a text SE6 Determine the meaning of words using antonyms in context R7J

Informative Writing Process

Textbook section	IXL skills
Draft	Organizing informative writing 1. Order topics from broadest to narrowest GBJ Supporting details 2. Choose evidence to support a claim T7W
Revise	Transitions 1. Choose the best transition 2F3 Precise language 2. Choose the synonym MCX 3. Determine the meaning of domain-specific words with pictures N5K Style 4. Compare passages for tone ZBZ
Edit and Publish	Ellipses 1. Decide whether ellipses are used appropriately 5BQ Prefixes 2. Words with pre- JWX 3. Words with un-, dis-, in-, im-, and non- WP7

Unit 4

Personal Best

Reading and Writing

Textbook section	IXL skills
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban	1. Positive and negative connotation CMA
Malala Yousafzai– Nobel Lecture	1. Identify text structures 6G9 2. Vocabulary review: Read and understand informational passages Y47
Priscilla and the Wimps and All Summer in a Day	1. Match the quotations with their themes 4J8
Bullying in Schools	1. Trace an argument A9H 2. Identify supporting details in informational texts 23B 3. Vocabulary review: Trace an argument U9R
Paired Readings: Freedom Walkers: The Story of the Montgomery Bus Boycott, Letter to Xavier High School, Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970	1. Determine the main idea of a passage R2C 2. Compare information from two texts G7K
Celebrities as Heroes	1. Classify logical fallacies JXZ
Famous	1. Identify adjectives M7T 2. Identify adverbs TDX

Literary Analysis Writing Process

Textbook section	IXL skills
Plan	
Draft	1. Which is a thesis statement? E6G 2. Choose evidence to support a claim T7W

Revise

1. Transitions with conjunctive adverbs FG8
 2. Use coordinating conjunctions N62
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Edit and Publish**Essential and nonessential elements**

1. Commas with nonrestrictive elements PZY

Using pronouns

2. Identify vague pronoun references MGF
3. Identify all of the possible antecedents RYQ

Commonly confused words

4. Correct errors in everyday use GS8
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Unit 5

Making Your Mark

Reading and Writing

Textbook section	IXL skills
Warriors Don't Cry	<ol style="list-style-type: none"> 1. Use context to identify the meaning of a word 5UB 2. Describe the difference between related words RBH
Damon and Pythias	<ol style="list-style-type: none"> 1. Use Greek and Latin roots as clues to the meanings of words N5R 2. Use the meanings of words as clues to the meanings of Greek and Latin roots MN9 3. Use words as clues to the meanings of Greek and Latin roots 75T
Amigo Brothers	<ol style="list-style-type: none"> 1. Use actions and dialogue to understand characters 6LN
Listen, Slowly	<ol style="list-style-type: none"> 1. Compare passages for tone ZBZ
Charles	<ol style="list-style-type: none"> 1. Identify the narrative point of view TTM
Paired Readings: Saying Yes and The All American Slurp	<ol style="list-style-type: none"> 1. Identify sensory details 52H
Paired Readings: Helen Keller, The Story of My Life (Chapter IV), and The Miracle Worker	<ol style="list-style-type: none"> 1. Label the rhyme scheme WJ9

Oral Presentation Process

Textbook section	IXL skills
Plan	
Draft	<ol style="list-style-type: none"> 1. Distinguish facts from opinions F94 2. Identify author's purpose GEU

Revise**Communicating ideas**

1. Suggest appropriate revisions KV2

Sources and citations

2. Recognize the parts of a Works Cited entry (MLA 8th edition) AV7
3. Use in-text citations (MLA 8th edition) C9Y

Edit and Present**Reflexive and intensive pronouns**

1. Choose between personal and reflexive pronouns A5T
2. Use reflexive pronouns PC6

Sentence variety

3. Create varied sentences based on models YJK
4. Is the sentence declarative, interrogative, imperative, or exclamatory? AJK

Style

5. Is the pronoun reflexive or intensive? 6WX
6. Which sentence is more formal? R5Q

Unit 6

True to Yourself

Reading and Writing

Textbook section	IXL skills
Bronx Masquerade	1. Use key details to determine the main idea N5X
Paired Readings: A BEACON of Hope: The Story of Hannah Herbst and Shree Bose: Never Too Young to Change the World	1. Which definition matches the sentence? DXX 2. Which sentence matches the definition? RMZ
Letter to His Daughter	<p>Figurative language</p> <p>1. Determine the meaning of idioms from context: set 2 42L</p> <p>2. Classify figures of speech QX9</p> <p>Context clues</p> <p>3. Find antonyms in context 28D</p>
Paired Readings: The Story Behind the Bus, Rosa, and Rosa Parks: My Story	<p>Informational text elements</p> <p>1. Match causes and effects in informational texts F7K</p> <p>Compare and contrast</p> <p>2. Compare and contrast in informational texts QZW</p> <p>Connotation and denotation</p> <p>3. Positive and negative connotation 45Q</p>
Paired Readings: Eleanor Roosevelt: A Life of Discovery and Brave	1. Show character emotions and traits WJJ
I Never Had It Made: An Autobiography of Jackie Robinson	1. Identify author's purpose GEU 2. Determine the main idea of a passage DB7
Touching Spirit Bear	

Research Writing Process

Textbook section	IXL skills
Plan	
Draft	1. Distinguish facts from opinions F94
Revise	<p>Paraphrasing</p> 1. Identify and correct plagiarism ADU
Edit and Publish	<p>Sources and citations</p> 2. Use in-text citations (MLA 8th edition) C9Y
	<p>Print and graphic features</p> 3. Read graphic organizers KCS
	<p>Dashes and hyphens</p> 1. Use dashes TGX 2. Use hyphens in compound adjectives JMH
	<p>Quotation marks</p> 3. Formatting quotations and dialogue FNT
	<p>Run-on sentences</p> 4. Is it a complete sentence or a run-on? 2YN 5. Is it a complete sentence, a fragment, or a run-on? 2UR