



# IXL Skill Alignment

7th grade alignment for StudySync ELA



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# Unit 1

## Conflicts and Clashes

### Reading and Writing

Textbook section	IXL skills
<b>Rikki-Tikki-Tavi</b>	<ol style="list-style-type: none"> <li>1. Analyze short stories AVK</li> <li>2. Find words using context QAU</li> <li>3. Use actions and dialogue to understand characters 6LN</li> </ol>
<b>The Big Idea: When do differences become conflicts?</b>	
<b>The Wise Old Woman</b>	<ol style="list-style-type: none"> <li>1. Determine the themes of short stories QQS</li> </ol>
<b>Woodsong</b>	<ol style="list-style-type: none"> <li>1. Identify author's purpose H9H</li> </ol>
<b>Nimona</b>	<ol style="list-style-type: none"> <li>1. Identify supporting details in literary texts W8V</li> </ol>
<b>Paired Readings: Stargirl, Seventh Grade</b>	<ol style="list-style-type: none"> <li>1. Identify story elements SQV</li> <li>2. Compare and contrast in informational texts G7X</li> </ol>
<b>The Monsters are Due on Maple Street</b>	<ol style="list-style-type: none"> <li>1. Vocabulary review: Analyze short stories MHX</li> <li>2. Identify text structures JP2</li> </ol>
<b>The Skin I'm In</b>	<ol style="list-style-type: none"> <li>1. Identify the narrative point of view 5HK</li> </ol>
<b>Paired Readings: Mad, In the Year 1974, Thank You, M'am</b>	<ol style="list-style-type: none"> <li>1. Match the quotations with their themes XJK</li> </ol>

### Writing Project and Grammar

Textbook section	IXL skills
<b>Plan</b>	
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Formatting quotations and dialogue WX9</li> </ol>

**Revise**

1. Order adjectives Z2S

**Edit and Publish**

1. Words with re- KL8
2. Words with un-, dis-, in-, im-, and non- F8G
3. Use the correct frequently confused word 9CZ

**Additional Grammar Lessons****Textbook section****IXL skills****Grammar****Sentence Fragments**

1. Is it a complete sentence or a fragment? GD9
2. Is it a complete sentence, a fragment, or a run-on? M63

## Unit 2

### Highs and Lows

#### Reading and Writing

Textbook section	IXL skills
<b>Big Idea: What do we learn from love and loss?</b>	
<b>Annabel Lee</b>	1. Interpret the meaning of an allusion from its source VNX
<b>Paired Readings: My Mother Pieced Quilts, Museum Indians</b>	1. Determine the meaning of words using antonyms in context WZC 2. Use context to identify the meaning of a word YEQ 3. Analyze the effects of figures of speech on meaning and tone R8B
<b>The Walking Dance</b>	1. Identify supporting details in literary texts W8V
<b>Second Estrangement</b>	
<b>No Dream Too High: Simone Biles</b>	1. Determine the main idea of a passage DB7
<b>The Highway Man</b>	1. Label the rhyme scheme ENX
<b>Flesh and Blood So Cheap: The Triangle Fire and Its Legacy</b>	1. Match causes and effects in informational texts MKL
<b>Paired Readings: A Christmas Carol, Tangerine, My Mother Really Knew</b>	

#### Writing Project and Grammar

Textbook section	IXL skills
<b>Plan</b>	

## Draft

### Thesis Statements

1. Identify thesis statements ERK

### Organize Argumentative Writing

2. Organize information by main idea LTH

### Reasons and Relevant Evidence

3. Choose evidence to support a claim 5GN

## Revise

### Connecting Words, Phrases, and Clauses

1. Identify linking verbs, predicate adjectives, and predicate nouns ARN

### Formal Style

2. Which sentence is more formal? ZXT

## Edit and Publish

### Adjective Clauses

1. Identify linking verbs, predicate adjectives, and predicate nouns ARN
2. Identify adjectives JFL
3. Form and use comparative and superlative adjectives RCL

### Noun Clauses

4. Is it a phrase or a clause? LMH

### Complex Sentences

5. Is the sentence simple, compound, complex, or compound-complex? CCW

## Additional Grammar Lessons

### Textbook section

### IXL skills

#### Grammar

#### Simple, Compound, and Complex Sentences

1. Identify dependent and independent clauses R9X
2. Commas with compound and complex sentences U65

#### Essential and Nonessential Clauses

3. Commas with nonrestrictive elements RAL

# Unit 3

## Chasing the Impossible

### Reading and Writing

Textbook section	IXL skills
<b>Big Idea: What makes a dream worth pursuing?</b>	1. Use Greek and Latin roots as clues to the meanings of words MBU
<b>We Beat the Street</b>	1. Positive and negative connotation 45Q
<b>The First Americans</b>	1. Compare passages for tone 6RG
<b>Paired Readings: Harriet Tubman: Conductor on the Underground Railroad, The People Could Fly</b>	1. Compare illustrations of literary and historical subjects DJG
<b>All Together Now</b>	1. Trace an argument 5LX 2. Identify supporting details in informational texts LZS
<b>Paired Readings: Mother Jones: Fierce Fighter for Workers' Rights, Speech to the Young: Speech to the Progress-Toward, Letter to President Theodore Roosevelt, July 17, 1903</b>	1. Identify the narrative point of view 5HK
<b>Before We Were Free</b>	1. Identify sensory details PMB
<b>Machines, not people, should be exploring the stars for now</b>	1. Determine the meaning of domain-specific words with pictures VPB 2. Determine the meanings of Greek and Latin roots VKQ 3. Vocabulary review: Trace an argument M6A
<b>Responses to "Machines, not people, should be exploring the stars for now"</b>	1. Compare information from two texts UYD

## Writing Project and Grammar

Textbook section	IXL skills
<b>Plan</b>	
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Identify thesis statements ERK</li> <li>2. Organize information by main idea LTH</li> </ol>
<b>Revise</b>	<ol style="list-style-type: none"> <li>1. Transitions with conjunctive adverbs 8BF</li> <li>2. Which sentence is more formal? ZXT</li> </ol>
<b>Edit and Publish</b>	<ol style="list-style-type: none"> <li>1. Identify adverbs 5ZV</li> <li>2. Is the sentence simple, compound, complex, or compound-complex? CCW</li> </ol>

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<p><b>Punctuation</b></p> <ol style="list-style-type: none"> <li>1. What does the punctuation suggest? 9AR</li> </ol> <p><b>Subjects and Predicates</b></p> <ol style="list-style-type: none"> <li>2. Identify the complete subject or complete predicate of a sentence UER</li> <li>3. Identify the simple subject or simple predicate of a sentence UD5</li> <li>4. Identify the compound subject or compound predicate of a sentence 2H7</li> </ol> <p><b>Commas with Compound Sentences</b></p> <ol style="list-style-type: none"> <li>5. Commas with compound and complex sentences U65</li> </ol>

# Unit 4

## Moment of Truth

### Reading and Writing

Textbook section	IXL skills
<b>Big Idea: How can one event change everything?</b>	1. Use words as clues to the meanings of Greek and Latin roots MCB
<b>Casey at the Bat: A Ballad of the Republic Sung in the Year 1888</b>	1. Classify figures of speech E9A
<b>Hitting big league fastball 'clearly impossible'</b>	1. Use context to identify the meaning of a word YEQ
<b>The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope</b>	1. Identify supporting details in informational texts LZS
<b>Paired Readings: An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793, Fever 1793</b>	1. Compare two texts with different genres W7Z
<b>Harrison Bergeron</b>	1. Analyze short stories AVK 2. Analogies HJQ 3. Analogies: challenge RZB
<b>The Last Human Light (from "What If?")</b>	1. Use dictionary entries 9UB 2. Use dictionary definitions AYU 3. Use thesaurus entries A6W 4. Identify text structures JP2
<b>Paired Readings: The Power of Student Peer Leaders, The Three Questions, The Tequila Worm</b>	
<b>Barrio Boy</b>	1. Determine the main idea of a passage DB7 2. Identify supporting details in literary texts W8V



## Writing Project and Grammar

Textbook section	IXL skills
<b>Plan</b>	
<b>Draft</b>	<p><b>Thesis Statements</b></p> <ol style="list-style-type: none"> <li>1. Identify thesis statements ERK</li> </ol> <p><b>Organizing Informative Writing</b></p> <ol style="list-style-type: none"> <li>2. Order topics from broadest to narrowest XQ2</li> </ol> <p><b>Supporting Details</b></p> <ol style="list-style-type: none"> <li>3. Choose evidence to support a claim 5GN</li> </ol>
<b>Revise</b>	<ol style="list-style-type: none"> <li>1. Transitions with conjunctive adverbs 8BF</li> <li>2. Suggest appropriate revisions 25J</li> </ol>
<b>Edit and Publish</b>	<p><b>Misplaced and Dangling Modifiers</b></p> <ol style="list-style-type: none"> <li>1. Misplaced modifiers with pictures J89</li> <li>2. Select the misplaced or dangling modifier KSR</li> <li>3. Are the modifiers used correctly? Z9U</li> </ol> <p><b>Commas Between Coordinate Adjectives</b></p> <ol style="list-style-type: none"> <li>4. Commas with coordinate adjectives 5L5</li> </ol> <p><b>Commonly Misspelled Words</b></p> <ol style="list-style-type: none"> <li>5. Correct errors in everyday use JZA</li> </ol>

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<p><b>Locating the Subject</b></p> <ol style="list-style-type: none"> <li>1. Identify the simple subject or simple predicate of a sentence UD5</li> </ol> <p><b>Subject-Verb Agreement</b></p> <ol style="list-style-type: none"> <li>2. Correct errors with subject-verb agreement 94Y</li> </ol> <p><b>Pronouns</b></p> <ol style="list-style-type: none"> <li>3. Identify pronouns and their antecedents RPV</li> </ol>

4. Use the pronoun that agrees with the antecedent WLM
  5. Identify vague pronoun references 26T
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# Unit 5

## Test of Time

### Reading and Writing

Textbook section	IXL skills
<b>Big Idea: Why do we still read myths and folktales?</b>	1. Describe the difference between related words G57
<b>Aesop's Fables</b>	1. Determine the themes of short stories QQS
<b>Paired Readings: Hunger Games, The Classical Roots of the "The Hunger Games", The Cruel Tribute (from "Old Greek Stories"), The Invisible One (Algonquin Cinderella)</b>	1. Draw inferences from a text JM2
<b>The Other Side of the Sky</b>	1. Determine the main idea of a passage DB7
<b>Paired Readings: The Story of Anniko, Icarus and Daedalus</b>	1. Determine the meanings of words with Greek and Latin roots TSE 2. Identify sensory details PMB
<b>The New Colossus</b>	1. Label the rhyme scheme ENX 2. Recall the source of an allusion 7QQ
<b>The Third Elevator</b>	
<b>Perseus</b>	1. Positive and negative connotation 45Q

### Writing Project and Grammar

Textbook section	IXL skills
<b>Plan</b>	
<b>Draft</b>	1. Distinguish facts from opinions UVJ
<b>Revise</b>	<b>Critiquing Research</b> 1. Choose evidence to support a claim 5GN

### Paraphrasing

2. Identify plagiarism 5B7

### Sources and Citations

3. Recognize the parts of a Works Cited entry (MLA 8th edition) 7HD

### Print and Graphic Features

4. Read graphic organizers XKV

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### Edit and Publish

1. Identify gerunds and their functions UTQ
  2. Identify infinitives and infinitive phrases S9W
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## Additional Grammar Lessons

Textbook section	IXL skills
Grammar	<h3>Prepositional Phrases</h3> <ol style="list-style-type: none"> <li>1. Identify prepositional phrases NXJ</li> </ol> <h3>Commas with Introductory Words and Phrases</h3> <ol style="list-style-type: none"> <li>2. Commas with direct addresses, introductory words, interjections, and interrupters KUB</li> </ol> <h3>Colons</h3> <ol style="list-style-type: none"> <li>3. Use semicolons, colons, and commas with lists H9K</li> </ol>

# Unit 6

## The Power of One

### Reading and Writing

Textbook section	IXL skills
<b>Big Idea: How do we stand out from a crowd?</b>	1. Determine the meaning of domain-specific words with pictures VPB
<b>Paired Readings: The Giver, Nothing to Envy: Ordinary Lives in North Korea, A Thousand Cranes</b>	1. Analyze short stories AVK
<b>Remarks at the UNESCO Education for All Week Luncheon</b>	1. Match causes and effects in informational texts MKL
<b>Hidden Figures</b>	1. Determine the meaning of words using antonyms in context WZC 2. Identify author's purpose H9H
<b>Miami Dancer Follows Dreams while Planning for the Future</b>	1. Compare information from two texts UYD
<b>Reality TV and Society</b>	1. Vocabulary review: Trace an argument M6A 2. Compare and contrast in informational texts G7X
<b>The Matsuyama Mirror</b>	1. Which definition matches the sentence? CPA 2. Which sentence matches the definition? 5PR
<b>Paired Readings: New Directions, Choices</b>	1. Compare two texts with different genres W7Z
<b>Cuentos de Josefina (Josephine's Tales)</b>	

## Presentation Project and Grammar

Textbook section	IXL skills
<b>Plan</b>	
<b>Draft</b>	<ol style="list-style-type: none"> <li>1. Distinguish facts from opinions U V J</li> <li>2. Order topics from broadest to narrowest X Q 2</li> </ol>
<b>Revise</b>	<p><b>Communicating Ideas</b></p> <ol style="list-style-type: none"> <li>1. Remove redundant words or phrases B G N</li> </ol> <p><b>Reasons and Relevant Evidence</b></p> <ol style="list-style-type: none"> <li>2. Classify logical fallacies G F C</li> </ol> <p><b>Sources and Citations</b></p> <ol style="list-style-type: none"> <li>3. Use in-text citations (MLA 8th edition) H 6 T</li> </ol>
<b>Edit and Publish</b>	<ol style="list-style-type: none"> <li>1. Rewrite the sentence in active voice P Z P</li> <li>2. Combine sentences using relative clauses 5 5 A</li> </ol>

## Additional Grammar Lessons

Textbook section	IXL skills
<b>Grammar</b>	<p><b>Differentiating Adverbs and Adjectives</b></p> <ol style="list-style-type: none"> <li>1. Choose between adjectives and adverbs K M T</li> <li>2. Is the word an adjective or adverb? F C V</li> </ol> <p><b>Relative Pronouns</b></p> <ol style="list-style-type: none"> <li>3. Use relative pronouns: who and whom M 9 M</li> <li>4. Use relative pronouns: who, whom, whose, which, and that 8 K S</li> </ol> <p><b>Coordinating Conjunctions</b></p> <ol style="list-style-type: none"> <li>5. Identify coordinating conjunctions L 5 4</li> <li>6. Use coordinating conjunctions U 4 9</li> </ol>