



# IXL Skill Alignment

3rd grade alignment for Units of Study for Teaching Reading



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# Unit 1

## Building a Reading Life

### Bend I: Making a Reading Life

Textbook section	IXL skills
<b>Session 1:</b> Building a Powerful Reading Life	<ol style="list-style-type: none"> <li>1. Read passages about food VJM</li> <li>2. Read historical fiction with illustrations JC7</li> </ol>
<b>Session 2:</b> Reading As If Books Are Gold	<ol style="list-style-type: none"> <li>1. Read science fiction with illustrations 2ZK</li> <li>2. Read realistic fiction with illustrations QTL</li> </ol>
<b>Session 3:</b> Finding Within-Reach Books and Reading Tons of Them	<ol style="list-style-type: none"> <li>1. Read passages about art, music, and traditions 5TX</li> <li>• <i>Coming soon:</i> Read historical fiction</li> </ol>
<b>Session 4:</b> Setting Goals and Tracking Progress	<ol style="list-style-type: none"> <li>1. Read realistic fiction: set 1 YQD</li> <li>2. Read passages about animals 8KK</li> </ol>
<b>Session 5:</b> Setting Up Systems to Find and Share Books	<ol style="list-style-type: none"> <li>1. Identify an author's statement of opinion GC2</li> <li>2. Read realistic fiction: set 2 ZQK</li> </ol>
<b>Session 6:</b> Reading in the Company of Partners	<ol style="list-style-type: none"> <li>1. Is the sentence a statement, question, command, or exclamation? NRP</li> <li>2. Read fantasy with illustrations YGF</li> </ol>

### Bend II: Understanding a Story

Textbook section	IXL skills
<b>Session 7:</b> Readers Check for Comprehension	<ol style="list-style-type: none"> <li>1. Put the sentences in order KWL</li> </ol>
<b>Session 8:</b> Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts	<ol style="list-style-type: none"> <li>1. Show character emotions and traits SCZ</li> <li>2. Sort sensory details 8RS</li> </ol>
<b>Session 9:</b> Prediction	<ol style="list-style-type: none"> <li>1. Which book title goes with the picture? NX9</li> <li>2. Make predictions about a story FWT</li> </ol>
<b>Session 10:</b> Making Higher-Level Predictions	<ol style="list-style-type: none"> <li>1. Distinguish characters' points of view N7R</li> </ol>

**Session 11:** Retelling Stories

1. Determine the order of events in informational texts ZXC
2. Summarize a story 8XW

**Session 12:** Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them

1. Use actions and dialogue to understand characters PQQ
2. Match problems with their solutions T8Y

**Bend III: Tackling More Challenging Texts****Textbook section****IXL skills****Session 13:** Tackling Complex Texts Takes Grit

1. Read passages about sports and hobbies BG9
2. Read passages about famous people ZZE

**Session 14:** Figuring Out Hard Words

1. Use context to identify the meaning of a word 5A8
2. Complete the sentence with a two-syllable word SBF

**Session 15:** Using Textual Clues to Figure Out the Meaning of Unfamiliar Words

1. Use academic vocabulary in context VEL
2. Identify personal pronouns K8V
3. Replace the noun with a personal pronoun ESB

**Session 16:** Making Sense of Figurative Language

1. Determine the meanings of similes and metaphors 5AG
2. Choose the picture that matches the idiomatic expression L7C
3. Similes with pictures UVX

**Session 17:** Talking Back to the Text

1. Draw inferences from a text GFW

**Session 18:** Raising the Level of Questions to Unearth Deeper Meaning: Considering the Author's Purpose

1. Identify the author's purpose: passages A5Q
2. Choose the text that matches the writer's purpose MGP

**Session 19:** Celebration

## Unit 2

### Grasping Main Ideas & Text Structures

#### Bend I: Determining Importance in Expository Texts

Textbook section	IXL skills
<b>Session 1:</b> Previewing Nonfiction	<ol style="list-style-type: none"> <li>1. Which book title goes with the picture? NX9</li> <li>2. Use text features FZ7</li> </ol>
<b>Session 2:</b> Looking for Structure within a Nonfiction Text	<ol style="list-style-type: none"> <li>1. Determine the main idea of a passage RD9</li> <li>2. Determine the order of events in informational texts ZXC</li> </ol>
<b>Session 3:</b> Grasping Main Ideas in Nonfiction Texts	<ol style="list-style-type: none"> <li>1. Organize information by main idea U2Q</li> <li>2. Read passages about famous places NBX</li> </ol>
<b>Session 4:</b> Becoming Experts and Teaching Others from Nonfiction Texts	<ol style="list-style-type: none"> <li>1. Use key details to determine the main idea NHQ</li> <li>2. Read passages about animals 8KK</li> </ol>
<b>Session 5:</b> Tackling Complexity	<ol style="list-style-type: none"> <li>1. Read passages about business and technology G5Y</li> <li>2. Read passages about science and nature WSP</li> </ol>
<b>Session 6:</b> Getting Better Requires Clear Goals and Deliberate Work	<ol style="list-style-type: none"> <li>1. Compare information from two informational texts DNH</li> </ol>

#### Bend II: Lifting the Level of Thinking about Expository Texts

Textbook section	IXL skills
<b>Session 7:</b> Reading for Significance: Approaching Nonfiction Reading as a Learner	<ol style="list-style-type: none"> <li>1. Compare information from two informational texts DNH</li> <li>2. Match causes and effects in informational texts PN7</li> </ol>
<b>Session 8:</b> Reading Differently because of Conversations	<ol style="list-style-type: none"> <li>1. Distinguish facts from opinions XJV</li> </ol>
<b>Session 9:</b> Distinguishing Your Own Opinion from That of the Author	<ol style="list-style-type: none"> <li>1. Identify an author's statement of opinion GC2</li> </ol>

**Session 10:** Lifting the Level of Students' Talk

1. Choose the best transition 5HN

**Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction**

Textbook section	IXL skills
<b>Session 11:</b> Using Text Structure to Hold On to Meaning in Narrative Nonfiction	<ol style="list-style-type: none"> <li>1. Identify text structures UYA</li> <li>2. Read passages about famous people ZZE</li> </ol>
<b>Session 12:</b> Summarizing Narrative Nonfiction	<ol style="list-style-type: none"> <li>1. Summarize a story 8XW</li> </ol>
<b>Session 13:</b> Tackling Hard Words that Complicate Meaning	<ol style="list-style-type: none"> <li>1. Determine the meaning of words using synonyms in context WZZ</li> <li>2. Use academic vocabulary in context VEL</li> </ol>
<b>Session 14:</b> Reading Biographies through Different Lenses	<ol style="list-style-type: none"> <li>1. Choose topic sentences for expository paragraphs GHA</li> </ol>
<b>Session 15:</b> Seeking Underlying Ideas in True Stories	<ol style="list-style-type: none"> <li>1. Select the detail that does not support the topic sentence 3X2</li> <li>2. Distinguish characters' points of view N7R</li> </ol>
<b>Session 16:</b> Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts	<ol style="list-style-type: none"> <li>1. Read realistic fiction with illustrations QTL</li> <li>2. Identify story elements CXN</li> </ol>
<b>Session 17:</b> Identifying When a Text is Hybrid Nonfiction and Adjusting Accordingly	<ol style="list-style-type: none"> <li>1. Read realistic fiction: set 1 YQD</li> </ol>
<b>Session 18:</b> Becoming Your Own Reading Coach	<ol style="list-style-type: none"> <li>1. Read passages about sports and hobbies BG9</li> <li>2. Read passages about food VJM</li> </ol>
<b>Session 19:</b> A Celebration	

# Unit 3

## Character Studies

### Bend I: Getting to Know a Character as a Friend

Textbook section	IXL skills
<b>Session 1:</b> Readers Notice How a New Character Talks and Acts	1. Use actions and dialogue to understand characters PQQ
<b>Session 2:</b> From Observations to Ideas: Readers Think, "What is my Character Like?"	1. Show character emotions and traits SCZ 2. Read realistic fiction with illustrations QTL
<b>Session 3:</b> Noticing Patterns, Seeing More: Growing Theories about a Character	1. Distinguish facts from opinions XJV 2. Read realistic fiction: set 1 YQD
<b>Session 4:</b> Growing Bigger Theories about a Character: Asking Why	1. Distinguish characters' points of view N7R
<b>Session 5:</b> Using Theories about Characters to Predict	1. Make predictions about a story FWT
<b>Session 6:</b> Taking Stock and Self-Assessing: Looking at Checklists: Noticing Strengths and Weaknesses	1. Read realistic fiction: set 2 ZQK

### Bend II: Following a Character's Journey

Textbook section	IXL skills
<b>Session 7:</b> Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up—and Down	1. Match problems with their solutions T8Y 2. Identify text structures UYA
<b>Session 8:</b> Readers Expect Characters to Face—and React to—Trouble	1. Match causes with effects 76M
<b>Session 9:</b> Readers Notice the Roles Secondary Characters Play in the Main Character's Journey	1. Choose the synonym 6Y4 2. Find synonyms in context 5HG
<b>Session 10:</b> Noticing the Roles Illustrations Play in a Story	1. Read fantasy with illustrations YGF

**Session 11:** Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested

1. Read science fiction with illustrations 2ZK

**Session 12:** Readers Notice How a Character Resolves Big Trouble

1. Read historical fiction with illustrations JC7

**Session 13:** Readers Learn Sessions Alongside Their Characters

1. Determine the themes of myths, fables, and folktales 7T9

**Session 14:** Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft

1. Identify story elements CXN

### Bend III: Comparing and Contrasting Characters Across Books

#### Textbook section

#### IXL skills

**Session 15:** Comparing Characters: Noticing Similarities and Differences

1. Use adjectives to compare AED
2. Use adverbs to compare 36M

**Session 16:** Readers Compare the Problems Characters Face—And Their Reactions

1. Draw inferences from a text GFW

**Session 17:** Readers Ask, "What Makes You Say That?" Engaging in Text-Based Mini-Arguments About Characters

1. Choose reasons to support an opinion CXD
2. Complete the opinion passage with a reason LJX

**Session 18:** Comparing and Contrasting the Sessions Characters Learn

1. Spell adjectives that compare 5LM

**Session 19:** Celebration

## Unit 4

### Elephants, Penguins and Frogs, Oh My!

#### Bend I: Researching a Topic

Textbook section	IXL skills
<b>Session 1:</b> Revving Up for a Research Project: Readers Orient Themselves to a Text Set	<ol style="list-style-type: none"> <li>1. Read passages about sports and hobbies BG9</li> <li>2. Read passages about animals 8KK</li> </ol>
<b>Session 2:</b> Cross-Text Synthesis	<ol style="list-style-type: none"> <li>1. Compare information from two informational texts DNH</li> <li>2. Use linking words to complete a passage EBL</li> </ol>
<b>Session 3:</b> Using the Lingo of Experts	<ol style="list-style-type: none"> <li>1. Use academic vocabulary in context VEL</li> <li>2. Use dictionary entries T7U</li> </ol>
<b>Session 4:</b> Zeal Matters: Pursuing Collaborative Inquiries with Commitment	<ol style="list-style-type: none"> <li>1. Read passages about food VJM</li> <li>2. Read passages about art, music, and traditions 5TX</li> </ol>
<b>Session 5:</b> Growing Ideas about Nonfiction	<ol style="list-style-type: none"> <li>1. Show character emotions and traits SCZ</li> <li>2. Read graphic organizers 63Y</li> </ol>
<b>Session 6:</b> Researchers Ask Questions	<ol style="list-style-type: none"> <li>1. Complete the opinion passage with an example L6W</li> </ol>

#### Bend II: A Second Cycle of Research

Textbook section	IXL skills
<b>Session 7:</b> Planning a Second Study	<ol style="list-style-type: none"> <li>1. Read passages about business and technology G5Y</li> </ol>
<b>Session 8:</b> Reading with Volume and Fluency	<ol style="list-style-type: none"> <li>1. Which sentence has the same meaning? Q6W</li> <li>2. Read passages about science and nature WSP</li> </ol>
<b>Session 9:</b> Readers Notice Text Structures and Use Them to Organize Their Learning	<ol style="list-style-type: none"> <li>1. Identify text structures UYA</li> <li>2. Choose the best transition 5HN</li> </ol>



**Session 10:** Compare and Contrast

1. Compare and contrast in informational texts UNG
2. Use key details to determine the main idea NHQ

**Session 11:** Cause and Effect

1. Match causes with effects 76M
2. Which definition matches the sentence? GGV

**Session 12:** Reading Closely, Thinking Deeply

1. Add descriptive details to sentences TM8
2. Identify sensory details 8TG

**Bend III: Synthesizing, Comparing, and Contrasting****Textbook section****IXL skills****Session 13:** Experts Widen Their Field of Focus and See Patterns

1. Order items from most general to most specific 35V

**Session 14:** Asking Questions, Growing Big Ideas

1. Distinguish facts from opinions XJV

**Session 15:** Pursuing Questions

1. Select and use text features 39J

**Session 16:** Developing Evidence-Based Theories

1. Complete the opinion-reason-example table MJN

**Session 17:** Adding to Theories by Researching Big-Picture Concepts

1. Identify an author's statement of opinion GC2

**Session 18:** Learning to Apply the Knowledge Readers Develop through Their Research**Session 19:** Finding Solutions to Real-World Problems: A Celebration