



# IXL Skill Alignment

5th Grade alignment for Units of Study for Teaching Writing



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# Unit 1

## Narrative Craft

### Bend I: Generating Personal Narratives

Textbook section	IXL skills
<b>Session 1:</b> Starting with Turning Points	1. Summarize a story DGQ
<b>Session 2:</b> Dreaming the Dream of the Story	1. Identify story elements 8XM
<b>Session 3:</b> Letting Other Authors' Worlds Awaken Our Own	1. Identify sensory details EQ2 2. Correct errors with frequently confused words 5XZ 3. Correct capitalization errors R6Z
<b>Session 4:</b> Telling the Story from Inside It	1. Show character emotions and traits 2AF
<b>Session 5:</b> Taking Stock and Setting Goals	1. Choose the best transition X9M

### Bend II: Moving Through the Writing Process: Rehearsing, Drafting, Revising, and Editing

Textbook section	IXL skills
<b>Session 6:</b> Flash-Drafting	
<b>Session 7:</b> What's this Story Really About?	1. Add imagery to stories JHD 2. Revise the sentence using a stronger verb ALY
<b>Session 8:</b> Bringing Forth the Story Arc	1. Put the sentences in order 9KC 2. Read realistic fiction with illustrations YQT
<b>Session 9:</b> Elaborating on Important Parts	1. Identify supporting details in literary texts SDP 2. Sort sensory details BN8
<b>Session 10:</b> Adding Scenes from the Past and Future	1. Is the sentence in the past, present, or future tense? PSC 2. Correct inappropriate shifts in verb tense WDH
<b>Session 11:</b> Ending Stories	1. Choose the best concluding sentence LGR

**Session 12:** Putting on the Final Touches

1. Create varied sentences based on models UBL

**Bend III: Learning from Mentor Texts**

Textbook section	IXL skills
<b>Session 13:</b> Reading with a Writer's Eye	<ol style="list-style-type: none"> <li>1. Read fantasy with illustrations U9D</li> </ol>
<b>Session 14:</b> Taking Writing to the Workbench	<ol style="list-style-type: none"> <li>1. Describe the difference between related words KV6</li> <li>2. Positive and negative connotation BPJ</li> </ol>
<b>Session 15:</b> Stretching out the Tension	<ol style="list-style-type: none"> <li>1. Match problems with their solutions XJG</li> <li>2. Identify text structures ZC2</li> </ol>
<b>Session 16:</b> Catching the Action or Image that Produced the Emotion	<ol style="list-style-type: none"> <li>1. Use actions and dialogue to understand characters LZ7</li> <li>2. Similes and metaphors with pictures 9TK</li> </ol>
<b>Session 17:</b> Every Character Plays a Role	<ol style="list-style-type: none"> <li>1. Compare and contrast characters LTR</li> </ol>
<b>Session 18:</b> The Power of Commas	<ol style="list-style-type: none"> <li>1. Commas with direct addresses DTB</li> <li>2. Commas with a series WCN</li> <li>3. Commas with compound and complex sentences QM9</li> </ol>
<b>Session 19:</b> Mechanics	<ol style="list-style-type: none"> <li>1. Commas: review DVV</li> <li>2. Create compound sentences U9M</li> <li>3. Is it a complete sentence, a fragment, or a run-on? NJT</li> </ol>
<b>Session 20:</b> Reading Aloud Your Writing: A Ceremony of Celebration	
<b>Session 21:</b> Transferring Learning: Applying Narrative Writing Across the Curriculum	

## Unit 2

### The Lens of History: Research Reports

#### Bend I: Writing Flash-Drafts About the Western Expansion

Textbook section	IXL skills
<b>Session 1:</b> Organizing for the Journey Ahead	1. Order items from most general to most specific VRX
<b>Session 2:</b> Writing Flash-Drafts	1. Choose the best transition X9M
<b>Session 3:</b> Note-Taking and Idea-Making for Revision	1. Determine the meaning of domain-specific words with pictures D8L 2. Compare and contrast in informational texts M6Z
<b>Session 4:</b> Writers of History Pay Attention to Geography	1. Read passages about famous places VT8
<b>Session 5:</b> Writing to Think	1. Read passages about history 5E5
<b>Session 6:</b> Writers of History Draw on an Awareness of Timelines	1. Determine the order of events in informational texts CQA 2. Put the sentences in order 9KC
<b>Session 7:</b> Assembling and Thinking About Information	1. Identify supporting details in informational texts 87Z
<b>Session 8:</b> Redrafting our Research Reports	1. Which sentence is more formal? 6BD 2. Choose the best topic sentence PBS
<b>Session 9:</b> Celebrating and Reaching Towards New Goals	

## Bend II: Writing Focused Research Reports that Teach and Engage Readers

Textbook section	IXL skills
<b>Session 10:</b> Drawing Inspiration from Mentor Texts	<ol style="list-style-type: none"> <li>1. Determine the main idea of a passage 23G</li> <li>2. Identify sensory details EQ2</li> <li>3. Sort sensory details BN8</li> </ol>
<b>Session 11:</b> Primary Source Documents	<ol style="list-style-type: none"> <li>1. Identify the purpose of a text QX6</li> <li>2. Use dictionary definitions PFT</li> <li>3. Use academic vocabulary in context 7LD</li> </ol>
<b>Session 12:</b> Organizing Information for Drafting	<ol style="list-style-type: none"> <li>1. Organize information by main idea XL8</li> </ol>
<b>Session 13:</b> Finding a Structure for Letting Writing Grow Into	<ol style="list-style-type: none"> <li>1. Identify text structures ZC2</li> <li>2. Match causes and effects in informational texts QTM</li> <li>3. Match problems with their solutions XJG</li> </ol>
<b>Session 14:</b> Finding Multiple Points of View	<ol style="list-style-type: none"> <li>1. Compare information from two texts FN5</li> </ol>
<b>Session 15:</b> Creating Cohesion	<ol style="list-style-type: none"> <li>1. Formatting and capitalizing titles X47</li> </ol>
<b>Session 16:</b> Using Text Features to Write Well	<ol style="list-style-type: none"> <li>1. Select and use text features CVZ</li> <li>2. Read graphic organizers 75M</li> </ol>
<b>Session 17:</b> Crafting Introductions and Conclusions	<ol style="list-style-type: none"> <li>1. Choose the best concluding sentence LGR</li> </ol>
<b>Session 18:</b> Mentor Texts Help Writers Revise	<ol style="list-style-type: none"> <li>1. Revise the sentence using a stronger verb ALY</li> <li>2. Identify main verbs and helping verbs 5EA</li> </ol>
<b>Session 19:</b> Adding Information Inside Sentences	<ol style="list-style-type: none"> <li>1. Capitalizing titles BPR</li> <li>2. Punctuating dialogue 9RG</li> </ol>
<b>Session 20:</b> Celebrations	

## Unit 3

### Shaping Texts: From Essay and Narrative to Memoir

#### Bend I: Generating Ideas About Our Lives and Finding Depth in the Moments We Choose

Textbook section	IXL skills
<b>Session 1:</b> What Makes a Memoir?	1. Identify story elements 8XM
<b>Session 2:</b> Interpreting the Comings and Goings of Life	1. Determine the themes of short stories KWD
<b>Session 3:</b> Writing Small about Big Topics	1. Identify supporting details in literary texts SDP
<b>Session 4:</b> Reading Literature to Inspire Writing	1. Read historical fiction with illustrations GCP
<b>Session 5:</b> Choosing a Seed Idea	1. Create varied sentences based on models UBL
<b>Session 6:</b> Expecting Depth from Your Writing	1. Read realistic fiction STG

#### Bend II: Structuring, Drafting, and Revising a Memoir

Textbook section	IXL skills
<b>Session 7:</b> Studying and Planning Structures	1. Identify text structures ZC2 2. Organize information by main idea XL8
<b>Session 8:</b> The Inspiration to Draft	1. Choose reasons to support an opinion AQK
<b>Session 9:</b> Becoming Your Own Teacher	
<b>Session 10:</b> Revising the Narrative Portion of a Memoir	1. Show character emotions and traits 2AF 2. Use actions and dialogue to understand characters LZ7
<b>Session 11:</b> Editing for Voice	1. Positive and negative connotation BPJ 2. Use the correct frequently confused word L2X 3. Is it a complete sentence or a fragment? DQC

## Bend III: A Second Memoir

Textbook section	IXL skills
<b>Session 12:</b> Seeing Again, with New Lenses	<ol style="list-style-type: none"> <li>1. Compare and contrast characters LTR</li> <li>2. Determine the order of events in informational texts CQA</li> </ol>
<b>Session 13:</b> Flash-Drafting	<ol style="list-style-type: none"> <li>1. Summarize a story DGQ</li> </ol>
<b>Session 14:</b> Revising the Expository Portions of a Memoir	<ol style="list-style-type: none"> <li>1. Revise the sentence using a stronger verb ALY</li> </ol>
<b>Session 15:</b> Reconsidering the Finer Points	<ol style="list-style-type: none"> <li>1. Choose the best transition X9M</li> </ol>
<b>Session 16:</b> Rereading Your Draft and Drawing on All You Know to Revise	<ol style="list-style-type: none"> <li>1. Select the words that don't belong 8ZY</li> <li>2. Use the correct subject or verb F5Q</li> </ol>
<b>Session 17:</b> Metaphors Can Convey Big Ideas	<ol style="list-style-type: none"> <li>1. Identify similes and metaphors 2GG</li> <li>2. Determine the meanings of similes and metaphors WXC</li> </ol>
<b>Session 18:</b> Editing to Match Sound to Meaning	<ol style="list-style-type: none"> <li>1. Is it a complete sentence or a run-on? 6XL</li> <li>2. Commas with introductory elements D56</li> <li>3. Which sentence is more formal? 6BD</li> </ol>
<b>Session 19:</b> An Author's Final Celebration: Placing our Writing in the Company of Others	

# Unit 4

## The Research-Based Argument Essay

### Bend I: Establishing and Supporting Positions

Textbook section	IXL skills
<b>Session 1:</b> Investigating to Understand an Argument	1. Distinguish facts from opinions 7GS
<b>Session 2:</b> Flash-Drafting Arguments	1. Choose the best topic sentence PBS 2. Determine the main idea of a passage 23G
<b>Session 3:</b> Using Evidence to Build Arguments	1. Identify supporting details in informational texts 87Z
<b>Session 4:</b> Using Quotations to Bolster an Argument	1. Punctuating dialogue 9RG 2. Choose the best transition X9M
<b>Session 5:</b> Redrafting to Add More Evidence	1. Choose reasons to support an opinion AQK 2. Identify and correct errors with plural and possessive nouns ME2
<b>Session 6:</b> Balancing Evidence with Analysis	1. Remove the sentence that does not belong 6PZ
<b>Session 7:</b> Signed, Sealed, Delivered	1. Analyze the effects of figures of speech on meaning and tone KMU 2. Commas with introductory elements D56 3. Correct errors with signs XSD

### Bend II: Building Powerful Arguments

Textbook section	IXL skills
<b>Session 8:</b> Taking Arguments Up a Notch	1. Read graphic organizers 75M
<b>Session 9:</b> Bringing a Critical Perspective to Writing	1. Compare information from two texts FN5 2. Combine main ideas from two texts JZ2
<b>Session 10:</b> Rehearsing the Whole, Refining a Part	1. Put the sentences in order 9KC



**Session 11:** Rebuttals, Responses, and Counterclaims

1. Identify counterclaims 6MN

**Session 12:** Evaluating Evidence

1. Read passages about science and nature JB5

**Session 13:** Appealing to the Audience

1. Which sentence is more formal? 6BD

**Session 14:** A Mini-Celebration: Panel Presentations, Reflections, and Goal Setting

1. Select the words that don't belong 8ZY  
2. Positive and negative connotation BPJ

**Session 15:** Argument Across the Curriculum

1. Identify supporting details in literary texts SDP  
2. Read realistic fiction STG

### Bend III: Writing for Real-Life Purposes and Audiences

#### Textbook section

#### IXL skills

**Session 16:** Taking Opportunities to Stand and Be Counted

1. Identify an author's statement of opinion RAE

**Session 17:** Everyday Research

1. Select and use text features CVZ

**Session 18:** Taking Stock and Setting Writing Tasks

1. Describe the difference between related words KV6  
2. Choose the best concluding sentence LGR

**Session 19:** Using All You Know from Other Types of Writing to Make Your Arguments More Powerful

1. Show character emotions and traits 2AF

**Session 20:** Evaluating the Validity of Your Argument

1. Classify logical fallacies FCR

**Session 21:** Paragraphing Choices

1. Use dictionary entries ZS7  
2. Correct capitalization errors R6Z  
3. Use the correct subject or verb - with compound subjects XGL

**Session 22:** Celebration: Taking Positions, Developing Stances