



# IXL Skill Alignment

7th Grade alignment for Units of Study for Teaching Writing



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# Unit 1

## Writing Realistic Fiction: Symbolism, Syntax, and Truth

### Bend I: Creating and Developing Meaningful Stories and Characters

Textbook section	IXL skills
<b>Session 1:</b> Imagining Stories from Everyday Moments	1. Identify author's purpose H9H
<b>Session 2:</b> Imagining Stories You Wish Existed in the World	1. Organize information by main idea LTH
<b>Session 3:</b> Developing Believable Characters through Scene Boot Camp	1. Identify the narrative point of view 5HK
<b>Session 4:</b> Giving Characters Struggles and Motivations that Mirror Real Life	1. Match problems with their solutions BHK
<b>Session 5:</b> Plotting with Tools: Story Arcs, Timelines, Lists, Mentor Texts	1. Identify text structures JP2 2. Read graphic organizers XKV

### Bend II: Drafting and Revising with an Eye Towards Meaning

Textbook section	IXL skills
<b>Session 6:</b> From 2-D to 3-D: Planning and Writing Scenes by Including Evidence	1. Transitions with conjunctive adverbs 8BF 2. Choose evidence to support a claim 5GN
<b>Session 7:</b> Stepping into the Drama of the Story to Draft	1. Determine the themes of short stories QQS
<b>Session 8:</b> Studying Published Texts to Write Leads	1. Create varied sentences based on models RKF
<b>Session 9:</b> Grounding Dialogue in Scenes	1. Formatting quotations and dialogue WX9 2. Remove redundant words or phrases BGN
<b>Session 10:</b> Writing Endings that Make Readers Swoon	1. Analyze short stories AVK

## Bend III: Meticulous Revision and Precise Edits with Audience in Mind

Textbook section	IXL skills
<b>Session 11:</b> Reading Drafts like Editors	<ol style="list-style-type: none"> <li>1. Is the sentence simple, compound, complex, or compound-complex? CCW</li> <li>2. Is it a complete sentence, a fragment, or a run-on? M63</li> </ol>
<b>Session 12:</b> Revision: Weaving in Symbolism and Imagery to Bring out Meaning	<ol style="list-style-type: none"> <li>1. Interpret figures of speech D9X</li> <li>2. Classify figures of speech E9A</li> </ol>
<b>Session 13:</b> Conducting the Rhythm of Language Creating Cadence and Meaning through Syntax	<ol style="list-style-type: none"> <li>1. Identify dependent and independent clauses R9X</li> <li>2. Is it a phrase or a clause? LMH</li> </ol>
<b>Session 14:</b> Using Mentor Texts to Help Match Authorial Intent with the Page	
<b>Session 15:</b> Economizing on the Sentence and Word Level	<ol style="list-style-type: none"> <li>1. Commas with coordinate adjectives 5L5</li> </ol>
<b>Session 16:</b> Editing with Lenses and Independence	<ol style="list-style-type: none"> <li>1. Misplaced modifiers with pictures J89</li> <li>2. Are the modifiers used correctly? Z9U</li> </ol>
<b>Session 17:</b> Publishing Anthologies: A Celebration	

## Unit 2

### Writing About Reading: From Reader's Notebooks to Companion Books

#### Bend I: Planning & Drafting Companion Books

Textbook section	IXL skills
<b>Session 1:</b> Writing about Reading with Voice & Investment	<ol style="list-style-type: none"> <li>1. Identify the narrative point of view 5HK</li> <li>2. Compare passages for tone 6RG</li> </ol>
<b>Session 2:</b> Using Graphics to Think and Rethink about Literature	<ol style="list-style-type: none"> <li>1. Read graphic organizers XKV</li> </ol>
<b>Session 3:</b> Thinking Big, Thinking Small: Ideas and Specifics	<ol style="list-style-type: none"> <li>1. Organize information by main idea LTH</li> <li>2. Determine the themes of short stories QQS</li> </ol>
<b>Session 4:</b> Explaining Thinking	<ol style="list-style-type: none"> <li>1. Identify supporting details in informational texts LZS</li> </ol>
<b>Session 5:</b> Close Reading and Analytic Writing	<ol style="list-style-type: none"> <li>1. Match causes and effects in informational texts MKL</li> </ol>
<b>Session 6:</b> Letting the Book Teach You How to Respond	<ol style="list-style-type: none"> <li>1. Identify text structures JP2</li> <li>2. Vocabulary review: Analyze short stories MHX</li> </ol>
<b>Session 7:</b> Working Toward a Companion Book	<ol style="list-style-type: none"> <li>1. Choose evidence to support a claim 5GN</li> </ol>
<b>Session 8:</b> Incorporating Evidence from the Text as a Means to Elaborate	<ol style="list-style-type: none"> <li>1. Identify appositives and appositive phrases QRC</li> <li>2. Identify dependent and independent clauses R9X</li> </ol>
<b>Session 9:</b> Reflection and Goal-Setting Using the Information Writing Checklist-- and a Mini-Celebration	

## Bend II: Writing to Deepen Literary Analysis

Textbook section	IXL skills
<b>Session 10:</b> Reading Like Writers— and Writing About It	1. Match problems with their solutions BHK
<b>Session 11:</b> Writing about Symbolism in Texts	1. Formatting and capitalizing titles: review BBS
<b>Session 12:</b> Analyzing Structure in a Text	1. Identify and correct inappropriate shifts in verb tense 74U
<b>Session 13:</b> Writing Inside the Story: Improvisations and Fan Fiction	1. Identify sensory details PMB 2. Analyze the effects of figures of speech on meaning and tone R8B
<b>Session 14:</b> Writing Inside Perspectives	1. Formatting quotations and dialogue WX9 2. Compare and contrast in informational texts G7X
<b>Session 15:</b> Writing Introductions and Conclusions	
<b>Session 16:</b> Final Edits and a Celebration	

## Unit 3

### The Art of Argument: Research-Based Essays

#### Bend I: Establishing and Supporting Positions

Textbook section	IXL skills
<b>Session 1:</b> Weighing Evidence to form Considered Positions	1. Choose evidence to support a claim 5GN
<b>Session 2:</b> Take Your Argument into a Scrimmage	1. Identify thesis statements ERK
<b>Session 3:</b> Bam! Bolstering Position by Adding Relevant Evidence	1. Use in-text citations (MLA 8th edition) H6T 2. Recognize the parts of a Works Cited entry (MLA 8th edition) 7HD
<b>Session 4:</b> Stay with Me Now: Balancing Evidence with Analysis	1. Trace an argument 5LX
<b>Session 5:</b> Taking Stock	1. Commas with series, dates, and places PJ5 2. Commas with compound and complex sentences U65 3. Select the misplaced or dangling modifier KSR

#### Bend II: Composing More Focused and Nuanced Arguments

Textbook section	IXL skills
<b>Session 6:</b> Forming Coalition Groups	1. Distinguish facts from opinions UVJ
<b>Session 7:</b> Bringing a Critical Perspective to Your Research	1. Identify counterclaims PXT
<b>Session 8:</b> Debating to Prepare to Draft	1. Describe the difference between related words G57
<b>Session 9:</b> Introducing and Writing Your Argument	1. Organize information by main idea LTH
<b>Session 10:</b> Self-Assessment with an Eye toward Counterargument	1. Positive and negative connotation 45Q

**Session 11:** Studying Author's Craft, Including Rhetorical Devices

1. Interpret figures of speech D9X
2. Classify figures of speech E9A

**Session 12:** When Company Comes: Knowing When and How to Maintain a Formal Tone

1. Which sentence is more formal? ZXT
2. Use context to identify the meaning of a word YEQ
3. Compare passages for tone 6RG

**Session 13:** Celebration: Symposium

### Bend III: Taking Arguments to a Global Audience

#### Textbook section

#### IXL skills

**Session 14:** Taking Opportunities to Stand and Be Counted

1. Match causes and effects in informational texts MKL
2. Match problems with their solutions BHK

**Session 15:** Revising by Qualifying Your Claim

1. Compare information from two texts UYD

**Session 16:** Revising with Logical Fallacies in Mind: Evaluating Evidence

1. Classify logical fallacies GFC

**Session 17:** Cyberactivism

1. Identify appeals to ethos, pathos, and logos in advertisements 7BT