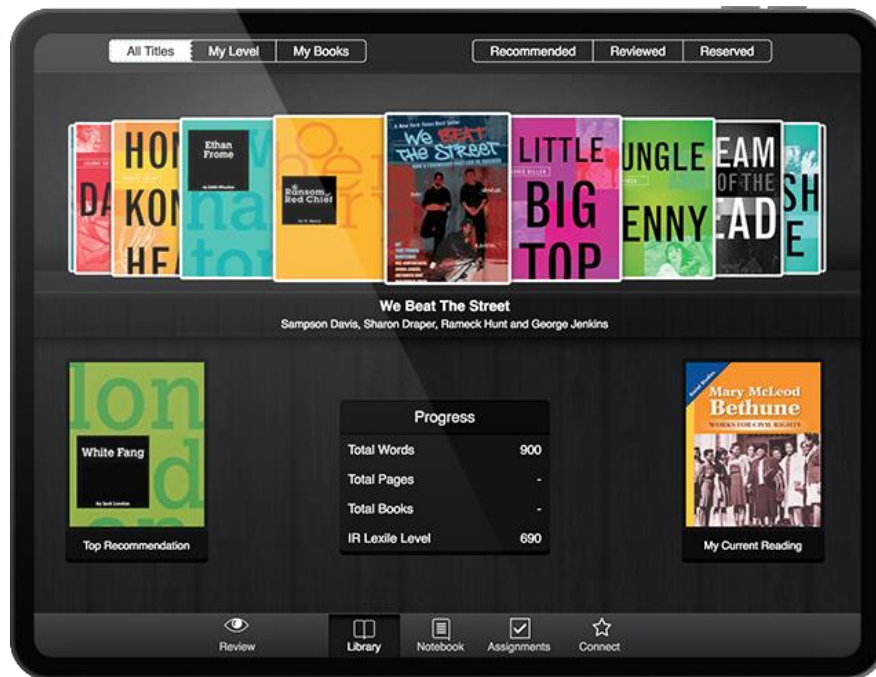


A Reverse Correlation of

**iLitELL**



**Level G**

**To**

**Arizona English Language  
Proficiency Standards 2019  
Grades 9-12**

## **A Reverse Correlation of iLit ELL, Level G to the Arizona English Language Proficiency Standards, 2019 Grades 9-12**

### **Introduction**

This document demonstrates how **Pearson iLit ELL** meets the objectives of the Arizona English Language Proficiency Standards 2019. Correlation references are cited by feature and unit and lesson number.

Pearson's *iLit* is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

*iLit* engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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<b>6-12 Reading Foundational Skills</b>	
1:6	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.c.</b> Identify and distinguish between printed letters (upper and lower case) and words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:7	<p><b>RFS.OS.1.b.</b> Orally produce the 44 phonemes represented in words.</p> <p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Orally produce new words by manipulating initial, final, and medial sounds in single-syllable words.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.c.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:8	<p><b>RFS.OS.1.b.</b> Orally produce the 44 phonemes represented in words.</p> <p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Orally produce new words by manipulating initial, final, and medial sounds in single-syllable words.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.c.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:9	<p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:10	<p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:11	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:12	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:13	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:14	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:15	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:16	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.p.</b> Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:17	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:18	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.c.</b> Identify and distinguish between printed letters (upper and lower case) and words.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.g.</b> Alphabetize a series of words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:19	<p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.c.</b> Identify and distinguish between printed letters (upper and lower case) and words.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:20	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.e.</b> Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.p.</b> Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>



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1:21	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:22	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.g.</b> Segment single syllables into its phonemes (e.g., splat – /s/ /p/ /l/ /a/ /t/).</p> <p><b>RFS.OS.1.j.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.OS.1.r.</b> Orally produce rhyming words in response to given words (e.g., Cat rhymes with -- hat.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:23	<p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:24	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.g.</b> Segment single syllables into its phonemes (e.g., splat – /s/ /p/ /l/ /a/ /t/).</p> <p><b>RFS.OS.1.j.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.OS.1.r.</b> Orally produce rhyming words in response to given words (e.g., Cat rhymes with -- hat.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:25	<p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:26	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.g.</b> Segment single syllables into its phonemes (e.g., splat – /s/ /p/ /l/ /a/ /t/).</p> <p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.OS.1.j.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>RFS.OS.1.m.</b> Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.OS.1.r.</b> Orally produce rhyming words in response to given words (e.g., Cat rhymes with -- hat.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:27	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:28	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.g.</b> Segment single syllables into its phonemes (e.g., splat – /s/ /p/ /l/ /a/ /t/).</p> <p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.OS.1.j.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>RFS.OS.1.m.</b> Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:29	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:30	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.a.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.m.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:31	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:32	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.I.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:33	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.I.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:34	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:35	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:36	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:37	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:38	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>



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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:39	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:40	<p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.a.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.m.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:41	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:42	<p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.a.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.m.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:43	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:44	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.OS.1.j.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>RFS.OS.1.m.</b> Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:45	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.l.</b> Produce letter sounds represented by the single-lettered consonants and vowels graphemes to decode common CVC words.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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1:46	<p><b>RFS.OS.1.c.</b> Identify short vowel sounds in orally stated single-syllable words or individual syllables (e.g., hen, hat, -ness, etc.).</p> <p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.OS.1.i.</b> Distinguish between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.).</p> <p><b>RFS.OS.1.j.</b> Recognize the new spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>RFS.OS.1.m.</b> Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).</p> <p><b>RFS.OS.1.o.</b> Produce sentences with accurate pronunciation, intonation, and stress.</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.d.</b> Read one-syllable words, using letter-sound knowledge.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.o.</b> Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:47	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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iLit ELL Level G Newcomer Module	Arizona ELPS Reading Foundational Skills Grades 6-12
1:48	<p><b>RFS.OS.1.h.</b> Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form a single-syllable word (e.g., /th/ /i/ /s/ says this).</p> <p><b>RFS.OS.1.m.</b> Blend isolated phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form multi-syllabic words (e.g., /t/ /i/ /g/ /er/ says tiger).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.a.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.m.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>
1:49	<p><b>RFS.OS.1.d.</b> Identify long vowel sounds in orally stated single-syllable words or individual syllables (e.g., kite, made, cake, pre-, etc.).</p> <p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.d.</b> Identify letters, words, sentences, and their distinguishing features (e.g., capitalization, internal and ending punctuation).</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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<b>iLit ELL Level G Newcomer Module</b>	<b>Arizona ELPS Reading Foundational Skills Grades 6-12</b>
1:50	<p><b>RFS.PS.2.b.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.2.h.</b> Produce letter sounds represented by the single-lettered consonant and vowel graphemes to decode common CVC words.</p> <p><b>RFS.PS.3.a.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.3.e.</b> Apply knowledge of basic syllabication rules when decoding two- or three-syllable, compound, unfamiliar words.</p> <p><b>RFS.PS.3.g.</b> Read high frequency words.</p> <p><b>RFS.PS.3.j.</b> Read aloud passages from unfamiliar text, observing phrasing, punctuation, and expression.</p> <p><b>RFS.PS.3.k.</b> Demonstrate the one to one correlation between spoken and printed word.</p> <p><b>RFS.PS.3.m.</b> Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.</p> <p><b>RFS.PS.3.n.</b> Apply knowledge of spelling pattern exceptions.</p> <p><b>RFS.PS.4.a.</b> Read high frequency words.</p> <p><b>RFS.PS.4.c.</b> Apply knowledge of word order (syntax) to confirm decoding of text.</p> <p><b>RFS.PS.4.d.</b> Read aloud passages from unfamiliar content area text, observing phrasing, punctuation, and expression.</p>

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iLit ELL Level G Unit 1: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
<b>Unit 1</b>	
1:1	<b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
1:2	<b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. <b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text. <b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.
1:3	<b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
1:4	<b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
1:5	<b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. <b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics. <b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.

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<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
<b>Unit 2</b>	
2:1	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p>
2:2	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-3:</b> follow the rules for discussion and express his or her own ideas clearly and persuasively.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>



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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:3	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information. .</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p>
2:4	<p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>

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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:5	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>
2:6	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>
2:7	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>

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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:8	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.8-I:</b> analyze and critique the arguments of others orally and in writing.</p> <p><b>AZ.ELP.8-I-1:</b> analyze the reasoning and use of rhetoric in texts.</p> <p><b>AZ.ELP.8-I-2:</b> determine whether the evidence is sufficient to support the claim.</p> <p><b>AZ.ELP.8-I-3:</b> cite textual evidence to support the analysis.</p> <p><b>AZ.ELP.8-I-4:</b> use academic and domain-specific words and phrases to make a claim.</p> <p><b>AZ.ELP.8-I-5:</b> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>
2:9	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:10	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p>
2:11	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>
2:12	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>

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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:13	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p>
2:14	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p>

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<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:15	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>
2:16	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>
2:17	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>

**A Reverse Correlation of iLit ELL, Level G to the  
Arizona English Language Proficiency Standards, 2019 Grades 9-12**

iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:18	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>
2:19	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p>

**A Reverse Correlation of iLit ELL, Level G to the  
Arizona English Language Proficiency Standards, 2019 Grades 9-12**

<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:20	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p> <p><b>AZ.ELP.10-I-7:</b> using grade- appropriate verbs in the future with “going to” and “will”.</p>
2:21	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>
2:22	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>



**A Reverse Correlation of iLit ELL, Level G to the  
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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:23	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p>
2:24	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>

**A Reverse Correlation of iLit ELL, Level G to the  
Arizona English Language Proficiency Standards, 2019 Grades 9-12**

<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:25	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p>
2:26	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>
2:27	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-7:</b> summarize the key points and evidence discussed.</p>

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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:28	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>
2:29	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>

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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:30	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.9-I-1:</b> introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.</p>
2:31	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.9-I-1:</b> introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.</p>

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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:32	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p>
2:33	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p>

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<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:34	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>
2:35	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-5:</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>

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Arizona English Language Proficiency Standards, 2019 Grades 9-12**

<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:36	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-6:</b> use transition and sequencing words to create cohesion.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p> <p><b>AZ.ELP.10-I-7:</b> using grade- appropriate verbs in the future with “going to” and “will”.</p>
2:37	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:38	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p> <p><b>AZ.ELP.10-I-7:</b> using grade- appropriate verbs in the future with “going to” and “will”.</p>
2:39	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
2:40	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>



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iLit ELL Level G Unit 2: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
2:41	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p>
2:42	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>
2:43	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p>

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<b>iLit ELL Level G Unit 2: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
2:44	<p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
2:45	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>

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iLit ELL Level G Unit 3: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
<b>Unit 3</b>	
3:1	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.10-I-5:</b> using verbs in the past progressive.</p>
3:2	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
3:3	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-2:</b> determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.10-I-5:</b> using verbs in the past progressive.</p>

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iLit ELL Level G Unit 3: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
3:4	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>
3:5	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.3-I-6:</b> use transition and sequencing words to create cohesion.</p>
3:6	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.3-I-6:</b> use transition and sequencing words to create cohesion.</p> <p><b>AZ.ELP.10-I-8:</b> Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>

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iLit ELL Level G Unit 3: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
3:7	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
3:8	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p>

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<b>iLit ELL Level G Unit 3: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
3:9	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information. .</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
3:10	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p>

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iLit ELL Level G Unit 4: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
<b>Unit 4</b>	
4:1	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>
4:2	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-3:</b> follow the rules for discussion and express his or her own ideas clearly and persuasively.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>

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iLit ELL Level G Unit 4: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
4:3	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-8:</b> Applying subject-verb agreement using grade-appropriate nouns and verbs.</p> <p><b>AZ.ELP.10-I-9:</b> using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
4:4	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
4:5	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p>



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iLit ELL Level G Unit 4: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
4:6	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
4:7	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
4:8	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>

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iLit ELL Level G Unit 4: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
4:9	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
4:10	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p>
4:11	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>

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4:12	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
4:13	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
4:14	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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4:15	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p>
4:16	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
4:17	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>

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4:18	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
4:19	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>

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4:20	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>
4:21	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.10-I-14:</b> using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>
4:22	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>

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4:23	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-14:</b> using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>
4:24	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.10-I-11:</b> using frequently occurring conjunctions (e.g., and, but, or, so, because).</p>
4:25	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>

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4:26	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p> <p><b>AZ.ELP.8-I:</b> analyze and critique the arguments of others orally and in writing.</p> <p><b>AZ.ELP.8-I-1:</b> analyze the reasoning and use of rhetoric in texts.</p>
4:27	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>



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4:28	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p>
4:29	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
4:30	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>

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4:31	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.3-I-6:</b> use transition and sequencing words to create cohesion.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p> <p><b>AZ.ELP.10-I-9:</b> using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>
4:32	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>
4:33	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>

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4:34	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>
4:35	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>
4:36	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p>

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4:37	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
4:38	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p>

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<b>iLit ELL Level G Unit 4: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
4:39	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
4:40	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>
4:41	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>

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<b>iLit ELL Level G Unit 4: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
4:42	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
4:43	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>
4:44	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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<b>iLit ELL Level G Unit 4: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
4:45	<b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. <b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.

**A Reverse Correlation of iLit ELL, Level G to the  
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iLit ELL Level G Unit 5: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
<b>Unit 5</b>	
5:1	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>
5:2	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>



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iLit ELL Level G Unit 5: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
5:3	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p> <p><b>AZ.ELP.7-I-4:</b> cite sources used in research appropriately.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>
5:4	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information. .</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics,</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>

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<b>iLit ELL Level G Unit 5: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
5:5	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p>
5:6	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information. .</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.7-I:</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>AZ.ELP.7-I-1:</b> gather information from print and digital provided resources to answer questions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>

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iLit ELL Level G Unit 5: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
5:7	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information. .</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-3:</b> follow the rules for discussion and express his or her own ideas clearly and persuasively.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p> <p><b>AZ.ELP.7-I-2:</b> make inferences and draw conclusions using evidence from text or presentations.</p> <p><b>AZ.ELP.7-I-3:</b> summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>

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iLit ELL Level G Unit 5: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
5:8	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-4:</b> identify ways in which graphics or multimedia supports the topic.</p> <p><b>AZ.ELP.10-I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.</p>
5:9	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.3-I-4:</b> identify ways in which graphics or multimedia supports the topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
5:10	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p>

**A Reverse Correlation of iLit ELL, Level G to the  
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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
<b>Unit 6</b>	
6:1	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>
6:2	<p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>
6:3	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:4	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
6:5	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>
6:6	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:7	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
6:8	<p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.9-I-1:</b> introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>

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<b>iLit ELL Level G Unit 6: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
6:9	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.9-I-1:</b> introduce and develop an informational topic using a variety of transition and linking words and phrases to connect ideas, information, or events when speaking and writing.</p> <p><b>AZ.ELP.9-I-3:</b> identify and use words that indicate cause and effect. (as a result of, consequently, so that, because of, since)</p>
6:10	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-3:</b> compose informational texts that include relevant details, concepts, and examples to develop a topic while using appropriate conventions.</p>
6:11	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>



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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:12	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>
6:13	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-1:</b> using grade- appropriate singular and plural nouns.</p> <p><b>AZ.ELP.10-I-2:</b> using grade- appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</p>

**A Reverse Correlation of iLit ELL, Level G to the  
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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:14	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-7:</b> summarize the key points and evidence discussed.</p>
6:15	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.8-I:</b> analyze and critique the arguments of others orally and in writing.</p> <p><b>AZ.ELP.8-I-1:</b> analyze the reasoning and use of rhetoric in texts.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:16	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p> <p><b>AZ.ELP.10-I-7:</b> using grade- appropriate verbs in the future with “going to” and “will”.</p> <p><b>AZ.ELP.10-I-14:</b> using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>
6:17	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:18	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p>
6:19	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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<b>iLit ELL Level G Unit 6: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
6:20	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p>
6:21	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p>
6:22	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:23	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-6:</b> using grade- appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p>
6:24	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-2:</b> determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
6:25	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:26	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.10-I-5:</b> using verbs in the past progressive.</p>
6:27	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I-2:</b> compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p> <p><b>AZ.ELP.9-I-2:</b> introduce and, develop a more detailed sequence of events with a beginning, middle, and end, using a variety of transition and linking words and phrases to connect, compare, and contrast ideas, information, or events when speaking and writing.</p>

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<b>iLit ELL Level G Unit 6: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
6:28	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-5:</b> using verbs in the past progressive.</p>
6:29	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>



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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:30	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.8-I:</b> analyze and critique the arguments of others orally and in writing.</p> <p><b>AZ.ELP.8-I-1:</b> analyze the reasoning and use of rhetoric in texts.</p> <p><b>AZ.ELP.8-I-2:</b> determine whether the evidence is sufficient to support the claim.</p> <p><b>AZ.ELP.8-I-3:</b> cite textual evidence to support the analysis.</p> <p><b>AZ.ELP.8-I-4:</b> use academic and domain-specific words and phrases to make a claim.</p> <p><b>AZ.ELP.8-I-5:</b> demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
6:31	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p> <p><b>AZ.ELP.10-I-8:</b> Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:32	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
6:33	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p> <p><b>AZ.ELP.8-I:</b> analyze and critique the arguments of others orally and in writing.</p> <p><b>AZ.ELP.8-I-1:</b> analyze the reasoning and use of rhetoric in texts.</p> <p><b>AZ.ELP.8-I-2:</b> determine whether the evidence is sufficient to support the claim.</p> <p><b>AZ.ELP.8-I-3:</b> cite textual evidence to support the analysis.</p> <p><b>AZ.ELP.10-I-8:</b> Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:34	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>
6:35	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.10-I:</b> make accurate use of standard English to communicate in grade appropriate speech and writing.</p>

**A Reverse Correlation of iLit ELL, Level G to the  
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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:36	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.4-I:</b> construct grade appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>AZ.ELP.4-I-1:</b> construct a claim about a topic or text.</p> <p><b>AZ.ELP.4-I-2:</b> introduce the claim and provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim.</p> <p><b>AZ.ELP.4-I-3:</b> distinguish the claim from a counterclaim and explain the relationship between them.</p> <p><b>AZ.ELP.4-I-4:</b> provide a conclusion that summarizes the argument presented.</p>
6:37	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p> <p><b>AZ.ELP.6-I-6:</b> refer to previously read or researched information during collaborative oral and written discussions.</p>

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Arizona English Language Proficiency Standards, 2019 Grades 9-12**

iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:38	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.1-I-5:</b> explain how the visual information supports the text.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p>
6:39	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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<b>iLit ELL Level G Unit 6: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
6:40	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>
6:41	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
6:42	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

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iLit ELL Level G Unit 6: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
6:43	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-2:</b> determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
6:44	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.5-I-2:</b> use a wide variety of general academic and domain-specific words to precisely express ideas.</p>
6:45	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p>

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<b>iLit ELL Level G Unit 7: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
<b>Unit 7</b>	
7:1	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I-2:</b> determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
7:2	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p> <p><b>AZ.ELP.6-I-4:</b> pose and respond to questions that probe reasoning and claims.</p> <p><b>AZ.ELP.6-I-5:</b> acknowledge information expressed by others by paraphrasing key ideas &amp; expressed and responding with relevant information in collaborative oral and written discussions.</p>



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<b>iLit ELL Level G Unit 7: Lessons</b>	<b>Arizona English Language Proficiency Standards 2019 Grades 9-12</b>
7:3	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-2:</b> determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.6-I:</b> participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.10-I-10:</b> using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</p>
7:4	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.1-I-1:</b> analyze central ideas or themes and justify how they are supported by using text evidence.</p> <p><b>AZ.ELP.1-I-2:</b> summarize a text including specific details and information. .</p> <p><b>AZ.ELP.1-I-3:</b> cite specific details and evidence from the texts to support the analysis.</p> <p><b>AZ.ELP.1-I-4:</b> explain how structure, text type, and other elements impacts the central idea or theme.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.2-I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p><b>AZ.ELP.2-I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p> <p><b>AZ.ELP.3-I:</b> speak and write about grade appropriate complex literary and informational texts and topics.</p> <p><b>AZ.ELP.6-I:</b> participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p><b>AZ.ELP.6-I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p> <p><b>AZ.ELP.6-I-1:</b> participate in extended conversations and discussions about a variety of topics, texts, and issues.</p>

**A Reverse Correlation of iLit ELL, Level G to the  
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iLit ELL Level G Unit 7: Lessons	Arizona English Language Proficiency Standards 2019 Grades 9-12
7:5	<p><b>AZ.ELP.1-I:</b> construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <p><b>AZ.ELP.2-I:</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p><b>AZ.ELP.3-I-1:</b> deliver oral presentations that include details and examples to develop a topic.</p>

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