

**A Correlation of
iLit 20, Grade 12**



To

**Minnesota Academic Standards
English Language Arts
Grade 12**

A Correlation of iLit 20, Grade 12 to the Minnesota Academic Standards for English Language Arts, Grade 12

Introduction

This document demonstrates how **iLit 20** meets Minnesota Academic Standards - English Language Arts. Correlation references are to the Student App and Teacher App and are cited by unit, lesson number and feature title.

Savvas iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. **iLit 20** 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 20** has been carefully crafted to meet the rigors of the 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 20 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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Minnesota Academic Standards for English Language Arts, Grade 12	iLit 20 Grade 12
(R) Reading	
(RL) Literature	
Key Ideas and Details	
<p>(RL.11.4.1.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p>TA: Students have opportunities to examine the <i>iLit</i> library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 3: Describe in Detail a Place Mentioned in Your Reading Today. Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable Detail or Event You Read About Today?</p>

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<p>(RL.11.4.2.2) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the <i>iLit</i> library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 27: Explore the Author’s Purpose</p>
<p>(RL.11.4.3.3) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 8: Identify the Most Interesting Character Prompt 20: Which Individual or Character Made the Strongest Impression on You? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p> <p><u><i>iLit</i> Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama)</p>

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Craft and Structure	
<p>(RL.11.4.4.4) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u> Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 15: What Emotion Did You Feel When Reading? Prompt 16: Choose and Describe a Sensory Detail Prompt 25: Choose Three Words that Describe the Book You are Reading.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> <p><i>iLit</i> Library Hamlet A Midsummer’s Night Dream Macbeth Romeo and Juliet</p>

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<p>(RL.11.4.5.5) Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>SA: Students have at their fingertips over 3000 titles in the <i>iLit 20</i> Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p>TA: Students have opportunities to examine the <i>iLit</i> library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 10: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable detail or Event You Read About Today? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today?</p> <p><u><i>iLit</i> Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>
<p>(RL.11.4.6.6) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p>

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Integration of Knowledge and Ideas	
(RL.11.4.7.7) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<p>TA: Students have opportunities to examine the <i>iLit</i> library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 12: If You Were to Choose an Actor to Play a Character in Your Book, Which Actor Would You Choose? Explain.</p> <p><u><i>iLit</i> Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama) Hamlet (drama) Julius Caesar (drama)</p>
(RL.11.4.8.8) (Not applicable to literature)	

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<p>(RL.11.4.9.9) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures’ texts and how two or more texts from the same period treat similar themes or topics.</p>	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 7: Choose Two Characters: Compare and Contrast Their Personalities with Details Prompt 17: What Background Knowledge or Experience Helped You Understand the Text You Read Today? Prompt 28: Should the Author Write a Series with the Same Characters?</p> <p><u>iLit Library (examples)</u> O Pioneers The Scarlett Letter The Last of the Mohicans Huckleberry Finn The Adventures of Tom Sawyer The House of Seven Gables The Call of the Wild Uncle Tom’s Cabin</p>

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Range of Reading and Level of Text Complexity	
(RL.11.4.10.10b) By the end of grade 12, read and comprehend literature and other texts including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	
(RL.11.4.10.10b.a) Self-select texts for personal enjoyment, interest, and academic tasks.	<p>TA: An essential component of iLit 20 instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other iLit students.</p> <p><u>iLit Library (examples)</u> Oliver Twist A Midsummer Night’s Dream Little Women Welcome to Skull Canyon The Adventures of Tom Sawyer David Copperfield The Jungle Book Mr. Small Snowflake: A Sled Dog</p>

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(RL.11.4.10.10b.b) Read widely to understand multiple perspectives and pluralistic viewpoints.	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><i>iLit</i> Library (examples)</u> Oliver Twist A Midsummer Night’s Dream Little Women The Last of the Mohicans Huckleberry Finn The Adventures of Tom Sawyer The House of Seven Gables The Red Badge of Courage Room with a View Anne of Avonlea</p>

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(RI) Informational Text	
Key Ideas and Details	
<p>(RI.11.5.1.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p>TA: <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u> Week 4: Buy Me This, Buy Me That; City Spam; Getting the News Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: They Never Gave Up; All Together Now Week 8: Taking the Stage Week 13: Outside Independence Hall Week 21: Human and Dogs</p> <p><u>Interactive Readers: Recognize and Make Generalizations (examples)</u> Week 18: Handwriting on the Wall; Frida Kahlo Week 27: Coyotes on the Go</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>(RI.11.5.2.2) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 18: Traditional Native American Homes; Taking Sides on Time; Bill Gate: Computer Pioneer Week 28: Growing an Urban Garden; Wolf Families; More Than Words</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>
<p>(RI.11.5.3.3) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>TA: <u>Interactive Readers: Cause and Effect (examples)</u> Week 6: The Street Soccer Effect; Succeeding in School Week 8: The Word on Bullying; The Witness Dilemma Week 11: Kids Saving the Rain Forest Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship Week 27: New Language, New Friends; Invented by Love</p>

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Craft and Structure	
<p>(RI.11.5.4.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 6: Mapping Our World; Mystery Writing; Murals Week 9: Murals; National Symbols; Ancient Rome; The Human Nervous System</p> <p><u>Word Study Practice (examples)</u> Week 1: Word Families; Synonyms Week 2: Multiple-Meaning Words; Homographs</p> <p>For supporting content please see: <u><i>iLit</i> Library</u> James Madison’s First Inaugural Address James Madison’s Second Inaugural Address</p>

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<p>(RI.11.5.5.5) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 8: The Word on Bullying; The Witness Dilemma Week 11: Kids Saving the Rain Forest Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: The Great Pacific Garbage Patch; Pablo Morales, Champion at Work Week 6: Young Athletes of the World Unite Week 16: On Patrol; Wilderness Learning; Champion of the Rocks</p> <p><u>iLit Library (examples)</u> Empowering a Community The Future is Now We Need Insects The Gettysburg Address (speech) Women’s Press Club (speech)</p>
<p>(RI.11.5.6.6) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p>

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Integration of Knowledge and Ideas	
<p>(RI.11.5.7.7) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>TA: Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they'll encounter on next-generation assessments.</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u> Week 8: The King of Football Week 15: James Cook: Leading the World in Exploration; The Power of Music, Color, and Images Week 21: Unlikely Allies; Crisis Negotiation</p> <p><u>iLit Library (examples)</u> The Gettysburg Address (speech) Women's Press Club (speech) Inaugural Presidential Address, Official Transcript by Barack Obama (speech) Out of Many (speech)</p>

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<p>(RI.11.5.8.8) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyl: Freedom Fighter; Out of Many by Barack Obama; James Madison’s First Inaugural Address; James Madison’s Second Inaugural Address</p>
<p>(RI.11.5.9.9) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>iLit Library</u> The Gettysburg Address Abraham Lincoln’s Second Inaugural Address Andrew Jackson’s First Inaugural Address Andrew Jackson’s Second Inaugural Address James Madison’s First Inaugural Address James Madison’s Second Inaugural Address</p>

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Range of Reading and Level of Text Complexity	
(RI.11.5.10.10b) By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	
(RI.11.5.10.10b.a) Self-select texts for personal enjoyment, interest, and academic tasks.	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><i>iLit</i> Library (examples)</u> Occupy Wallstreet Human Impact! Out of Many Global Warming Go Organic</p>
(W) Writing	
Text Types and Purposes	
(W.11.7.1.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C
(W.11.7.1.1.a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction
(W.11.7.1.1.b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body

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(W.11.7.1.1.c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising
(W.11.7.1.1.d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising Grammar: Sentence Structure Vocabulary: Acquire Vocabulary
(W.11.7.1.1.e) Provide a concluding statement or section that follows from and supports the argument presented.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Conclusion
(W.11.7.2.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Write a Summary (examples)</u> Week 8: Youthville Detroit Week 18: The Race into Space Week 23: Growing Up with a Twin
(W.11.7.2.2.a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction

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(W.11.7.2.2.b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body
(W.11.7.2.2.c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion
(W.11.7.2.2.d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, C: Revising: Specific Details; Explanatory Essay B, C: Drafting: Body: Specific Words
(W.11.7.2.2.e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Interactive Readers: Write a Summary (examples)</u> Week 2: The Big Money Week 6: The Insanity Defense Week 18: Frida Kahlo Week 27: New Language, New Friends
(W.11.7.2.2.f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Conclusion
(W.11.7.3.3) Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C

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(W.11.7.3.3.a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
(W.11.7.3.3.b) Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising
(W.11.7.3.3.c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion
(W.11.7.3.3.d) Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising Grammar: Sentence Structure; Types of Sentences
(W.11.7.3.3.e) Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Conclusion

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Writing Process: Production and Distribution of Writing	
<p>(W.11.7.4.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
<p>(W.11.7.5.5) Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 75.)</p>	<p>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C</p> <p>Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C</p> <p>Smart Search: Writing: Argumentative Writing: Argumentative Essay A, B, C</p>

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<p>(W.11.7.6.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
Research to Build and Present Knowledge	
<p>(W.11.7.7.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>TA: Teachers can encourage students to conduct research in the <i>iLit</i> Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.</p>
<p>(W.11.7.8.8) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>TA: The <i>iLit</i> Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p>

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(W.11.7.9.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(W.11.7.9.9.a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: <u>Interactive Readers: Write a Summary (examples)</u> Week 13: A Meaningful Life Week 21: Making Everyone Welcome Week 25: Apps for Health</p> <p>The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 1: Why Did You Choose the Book You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 23: If You Could Interview One Person or Character, Which Person or Character Would You Choose? Explain. Prompt 30: If You Could Change Part of the Book You Are Reading, What Would You Change? Explain.</p>

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<p>(W.11.7.9.9.b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 1: Why Did You Choose the Book You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 23: If You Could Interview One Person or Character, Which Person or Character Would You Choose? Explain. Prompt 30: If You Could Change Part of the Book You Are Reading, What Would You Change? Explain.</p>
<p>Range of Writing</p>	
<p>(W.11.7.10.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p>(W.11.7.10.10.a) Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>

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(SL) Speaking, Viewing, Listening and Media Literacy	
Comprehension and Collaboration	
(SL.11.9.1.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively.	
(SL.11.9.1.1.a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
(SL.11.9.1.1.b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p>
(SL.11.9.1.1.c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>

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<p>(SL.11.9.1.1.d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
<p>(SL.11.9.2.2) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 1: Pablo Morales, Champion at Work Week 6: All Together Now Week 27: Coyotes on the Go; Invented by Love</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u> Week 1: Regular Plurals; Irregular Plurals; Related Words Week 26: Synonyms; Influence of Arabic on English</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 27: The Sound Spelled by the Letters <i>oo</i> in moon</p>

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<p>(SL.11.9.3.3) Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 8: The Power of Perseverance; The Word on Bullying Week 25: Sowing the Seeds of Friendship; Taking Care of Siblings Week 28: Mary Seacole: Her Little-Known Story; Social Media: Law Enforcement’s New Friend</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Leaping Into the Fire; Entertainment Families</p>
Presentation of Knowledge and Ideas	
<p>(SL.11.9.4.4) While respecting intellectual property, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (e.g., persuasion, argumentation, debate).</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>
<p>(SL.11.9.5.5) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>

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(SL.11.9.6.6) Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 75 for specific expectations.)	
(SL.11.9.6.6.a) Apply assessment criteria to evaluate oral presentations by self and others.	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing.</p> <p>At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> <p>The iLit Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u>iLit</u> Library Dramas (examples) Hamlet Romeo and Juliet Julius Caesar Antigone Macbeth A Doll’s House Prometheus and the Gift of Fire</p>
Media Literacy	
(SL.11.9.7.7) Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.	
(SL.11.9.7.7.a) Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain.	<p>TA: Week 13: Digital Creativity Week 15: The Power of Music, Color, and Images; Listen to the Beat Week 24: The Magic of Special Effects</p>

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(SL.11.9.7.7.b) Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.	<p>TA: <u>Interactive Readers</u> Week 1: Facebook or Face-to-Face? Week 2: Google: Up Close and Personal Week 5: Media Madness Week 11: Video Games: The Good and the Bad; Too Much Media? Week 15: The Power of Music, Color, and Images Week 21: Hidden Ads Week 24: The Magic of Special Effects</p>
(SL.11.9.7.7.c) Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.	<p>TA: Week 13: Digital Creativity Week 15: The Power of Music, Color, and Images; Listen to the Beat Week 24: The Magic of Special Effects</p>
(SL.11.9.7.7.d) Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.	<p>SE/TE: The <i>iLit</i> Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p> <p>TA: Week 8: The Word on Bullying Week 21: Hidden Ads Lesson 24: The Magic of Special Effects</p> <p><u><i>iLit</i> Library</u> Cyberbullying</p>

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(SL.11.9.8.8) As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to create a parody or satire).	
(SL.11.9.8.8.a) Present, transform or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses.	<p>SE/TE: The <i>iLit</i> Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p> <p>TA: Week 21: Hidden Ads Lesson 24: The Magic of Special Effects</p> <p><u><i>iLit</i> Library</u> Cyberbullying</p>
(SL.11.9.8.8.b) Publish the work and share with an audience.	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>The following Interactive readers can help students share their work with an audience. Week 13: Digital Creativity Week 15: The Power of Music, Color, and Images Week 24: The Magic of Special Effects</p>

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(L) Language	
Conventions of Standard English	
(L.11.11.1.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(L.11.11.1.1.a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<p>TA: Teachers can direct students to compare language usage in Shakespeare’s plays and the Interactive Readers informational works.</p> <p><u>Library (Drama)</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night’s Dream</i> <i>Macbeth</i></p>
(L.11.11.1.1.b) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<p>TA: Over the course of 30 weeks, students can use the Grammar lessons to complete this objective.</p> <p><u>Grammar (examples)</u> Nouns; Pronouns; Verbs; Adjectives; Active and Passive Voice; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p>
(L.11.11.2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(L.11.11.2.2.a) Observe hyphenation conventions.	<p>TA: Teachers can encourage to check for correct hyphenation in the editing stage of the writing activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p>

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(L.11.11.2.2.b) Spell correctly.	<p>TA: Over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p>
Knowledge of Language	
(L.11.11.3.3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
(L.11.11.3.3.a) Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p>SE/TE: <u>Grammar (examples)</u> Sentence Structure; Types of Sentences</p> <p><u>Writing</u> Narrative Writing: Narrative Essay A, B, C: Revising Explanatory/ Informative Writing: Explanatory Essay A, B, C: Revising Argumentative Writing: Argumentative Essay A, B, C: Revising</p>

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Vocabulary Acquisition and Use	
(L.11.11.4.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
(L.11.11.4.4.a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u> Context Clues</p>
(L.11.11.4.4.b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<p>TA: <u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Shades of Meaning; Word Associations; Related Words: Meaning Relationships; Word Families</p>
(L.11.11.4.4.c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	<p>TA: Teachers encourage students to use reference materials to identify the meaning of unknown words.</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p>
(L.11.11.4.4.d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u> Context Clues</p>

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(L.11.11.5.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(L.11.11.5.5.a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<p>TA: For supporting content please see the following:</p> <p><u>Smart Search: Vocabulary (examples)</u> Shades of Meaning</p> <p><u>Library Response Prompt (examples)</u> Prompt 4: Choose and Describe a Sensory Detail Prompt 15: What Emotion Did You Feel When Reading? Prompt 16: Choose and Describe a Sensory Detail</p> <p>In addition, the Library contains a vast collection of titles that can be used to supplement this objective. See the following:</p> <p><i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i> <i>"But Since You Finally Asked"</i> <i>"All Good People"</i></p>
(L.11.11.5.5.b) Analyze nuances in the meaning of words with similar denotations.	<p>TA: <u>Smart Search: Vocabulary (examples)</u> Shades of Meaning</p>

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<p>(L.11.11.6.6) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 23: Homonyms; Influence of Spanish on English Week 28: Compound Words; Connotations</p>