

A Correlation of

**iLit45**  
**iLitELL**



**Level C**

To the  
**New York State Next Generation  
English Language Arts  
Learning Standards  
Grade 6**

## A Correlation of iLit 45/ELL Level C to the New York State Next Generation English Language Arts Learning Standards, Grade 6

### Introduction

This document demonstrates how **Pearson iLit 45/ELL** meets New York State Next Generation English Language Arts Learning Standards. Correlation references are to the Teacher App and are cited by unit, lesson number and feature title.

*Pearson 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 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.

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

**Table of Contents**

|                                          |           |
|------------------------------------------|-----------|
| <b>(6R) Reading .....</b>                | <b>4</b>  |
| <b>(6W) Writing .....</b>                | <b>9</b>  |
| <b>(6SL) Speaking and Listening.....</b> | <b>16</b> |
| <b>(6L) Language.....</b>                | <b>19</b> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>  | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(6R) Reading</b></p>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Literary and Informational Text</p>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Key Ideas and Details</p>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>(6R1) Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> | <p>Students cite textual evidence in each selection of <b>iLit</b>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u><br/>           Unit 2 Lesson 7: Read Aloud, Think Aloud<br/>           Unit 2 Lesson 9: Read Aloud, Think Aloud<br/>           Unit 2 Lesson 10: Work Time<br/>           Unit 4 Lesson 32: Read Aloud, Think Aloud<br/>           Unit 5 Lesson 2: Read Aloud, Think Aloud<br/>           Unit 5 Lesson 3: Work Time</p> <p><u>Make Inferences (narrative examples)</u><br/>           Unit 2 Lesson 21: Whole Group<br/>           Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time<br/>           Unit 2 Lesson 23: Work Time<br/>           Unit 3 Lesson 9: Read Aloud, Think Aloud<br/>           Unit 4 Lessons 22, 23: Read Aloud, Think Aloud<br/>           Unit 5 Lesson 9: Read Aloud, Think Aloud</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                       | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6R2) Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.</p> | <p><u>Explore Theme (example)</u><br/>           Unit 2 Lesson 24: Read Aloud, Think Aloud<br/>           Unit 3 Lesson 5: Work Time &amp; Whole Group<br/>           Unit 4 Lesson 16: Whole Group<br/>           Unit 4 Lesson 18: Read Aloud, Think Aloud &amp; Work Time</p> <p><u>Introduce the Unit Theme</u><br/>           Unit 4 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Main Idea and Details (examples)</u><br/>           Unit 2 Lesson 45: Work Time<br/>           Unit 5 Lesson 4: Read Aloud, Think Aloud<br/>           Unit 5 Lesson 5: Work Time</p> <p><u>Clarify Text by Retelling (examples)</u><br/>           Unit 2 Lesson 28: Read Aloud, Think Aloud<br/>           Unit 4 Lesson 11: Whole Group</p> <p><u>Paraphrase (examples)</u><br/>           Unit 6 Lesson 5: Work Time<br/>           Unit 6 Lesson 6: Work Time</p> <p><u>Summarize</u><br/>           Unit 4 Lesson 31: Whole Group<br/>           Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time<br/>           Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time<br/>           Unit 6 Lesson 20: Whole Group</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                                                                                    | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6R3) In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</p>           | <p><u>Plot</u><br/>Unit 3 Lesson 3: Whole Group; Work Time<br/>Unit 3 Lesson 4: Work Time<br/>Unit 4 Lessons 22, 29: Read Aloud, Think Aloud</p> <p><u>Connect Character and Plot</u><br/>Unit 2 Lesson 23: Work Time</p> <p><u>Clarify Text by Retelling (examples)</u><br/>Unit 2 Lesson 13: Whole Group<br/>Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Story Structure</u><br/>Unit 4 Lesson 10: Whole Group</p> <p><u>Recognize Cause and Effect (examples)</u><br/>Unit 2 Lesson 4: Read Aloud, Think Aloud<br/>Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time<br/>Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p>                                                                                                                                                                                                            |
| <p><b>Craft and Structure</b></p> <p>(6R4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.</p> | <p>Each lesson in <i>iLit</i> includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues</u><br/>Unit 2 Lesson 5: Whole Group; Work Time<br/>Unit 2 Lesson 6: Work Time</p> <p><u>Using Context Clues (examples)</u><br/>Unit 2 Lesson 32: Vocabulary<br/>Unit 2 Lesson 24: Vocabulary</p> <p><u>Figurative Language (examples)</u><br/>Unit 2 Lesson 2: Read Aloud, Think Aloud<br/>Unit 4 Lessons 21: Whole Group<br/>Unit 4 Lessons 22: Work Time<br/>Unit 7 Lessons 2–3: Work Time</p> <p><u>Use Domain-Specific Vocabulary</u><br/>Unit 4 Lesson 8: Whole Group<br/>Unit 4 Lesson 9: Work Time<br/>Unit 4 Lesson 10: Work Time<br/>Unit 5 Lesson 5: Whole Group<br/>Unit 6 Lesson 10: Whole Group</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                                                                                                                                                                                                                                                   | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(Continued)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>(Continued)</p> <p><u>Vocabulary Activities (examples)</u><br/>           Unit 2 Lessons 37-39: Vocabulary<br/>           Unit 2 Lessons 42-44: Vocabulary<br/>           Unit 4 Lessons 37-39: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u><br/>           Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues<br/>           Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>(6R5) In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.</p> | <p><u>Introduce Genre: Poetry</u><br/>           Unit 4 Lesson 33: Read Aloud, Think Aloud<br/>           Unit 7 Lesson 1–4: Work Time</p> <p><u>Introduce Genre: Novel</u><br/>           Unit 2 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u><br/>           Unit 3 Lessons 1–10</p> <p><u>Introduce: Understand Autobiography</u><br/>           Unit 6 Lesson 33: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u><br/>           Unit 2 Lesson 43: Whole Group<br/>           Unit 2 Lesson 47: Real Aloud; Think Aloud<br/>           Unit 2 Lesson 48: Whole Group; Work Time<br/>           Unit 2 Lesson 49: Work Time</p> <p><u>Library – Drama</u><br/> <i>Romeo and Juliet</i><br/> <i>Antigone</i><br/> <i>A Midsummer Night’s Dream</i><br/> <i>Macbeth</i></p> |
| <p>(6R6) In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author’s geographic location or culture affects his or her perspective.</p>                                                                                                                                                                                                                      | <p><u>Compare and Contrast Point of View</u><br/>           Unit 2 Lesson 3: Whole Group<br/>           Unit 6 Lesson 40: Whole Group</p> <p><u>Analyze a Firsthand Account</u><br/>           Unit 4 Lesson 30: Whole Group</p> <p><u>Hurricane Sandy</u><br/>           “Hurricane Sandy Survivor” (news article)<br/>           Unit 4 Lesson 43: Read Aloud, Think Aloud<br/>           “Hurricane Sandy Aftermath: A Photo Essay” (photo essay)<br/>           Unit 4 Lesson 43: Read Aloud, Think Aloud</p>                                                                                                                                                                                                                                                                                                     |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Integration of Knowledge and Ideas<br/>(6R7) Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.</p>                 | <p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Clarify Text by Retelling (examples)</u><br/>Unit 2 Lesson 13: Whole Group<br/>Unit 4 Lesson 11: Read Aloud, Think Aloud<br/>Unit 4 Lesson 30: Work Time</p> <p><u>Connect Images and Ideas</u><br/>Unit 5 Lesson 6: Whole Group</p> <p><u>Connect Visuals to Text</u><br/>Unit 6 Lesson 38: Whole Group</p> <p><u>Informational Text/ Fact Cards</u><br/>Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u><br/>Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p> |
| <p>(6R8) Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.</p> | <p><u>Analyze Arguments</u><br/>Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Oral Argument</u><br/>Unit 4 Lesson 28: Whole Group</p> <p><u>Support an Opinion &amp; Plan an Opinion Paragraph</u><br/>Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Present an Opinion Essay</u><br/>Unit 6 Lesson 38: Work Time</p>                                                                                                                                                                                                                                                                                                                                                                                 |



**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                               | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6R9) Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p> | <p><u>Compare and Contrast; Theme</u><br/>Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Hurricane Sandy</u><br/>"Hurricane Sandy Survivor" (news article)<br/>Unit 4 Lesson 43: Read Aloud, Think Aloud<br/>"Hurricane Sandy Aftermath: A Photo Essay" (photo essay)<br/>Unit 4 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Make Connections (examples)</u><br/>Unit 2 Lesson 10: Whole Group<br/>Unit 2 Lesson 12: Read Aloud, Think Aloud<br/>Unit 6 Lesson 6: Whole Group<br/>Unit 6 Lesson 7: Read Aloud, Think Aloud &amp; Work Time<br/>Unit 6 Lesson 18: Read Aloud, Think Aloud &amp; Work Time<br/>Unit 7 Lesson 3: Read Aloud, Think Aloud</p> |
| <p><b>(6W) Writing</b></p>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Text Types and Purposes</p>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>(6W1) Write arguments to support claims with clear reasons and relevant evidence.</p>                                                                                        | <p><u>Argumentative Writing (examples)</u><br/>Unit 4 Lesson 21: Whole Group<br/>Unit 4 Lessons 22–24: Work Time<br/>Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u><br/>Unit 4 Lessons 31–35: Write an Argumentative Essay</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>(6W1a) Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p>                            | <p><u>Plan an Argumentative Paragraph</u><br/>Unit 2 Lesson 13: Whole Group; Work Time<br/>Unit 4 Lesson 21: Whole Group<br/>Unit 4 Lesson 22: Work Time<br/>Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u><br/>Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u><br/>Unit 4 Lessons 21–25: Plan an Argumentative Paragraph<br/>Unit 6 Lessons 21–25: Plan an Argumentative Paragraph</p>                                                                                                                                                                                                                               |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                          | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6W1b) Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> | <p><u>Plan an Argumentative Paragraph</u><br/>Unit 2 Lesson 13: Whole Group; Work Time<br/>Unit 4 Lesson 21: Whole Group<br/>Unit 4 Lesson 22: Work Time<br/>Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u><br/>Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u><br/>Unit 4 Lessons 21–25: Plan an Argumentative Paragraph<br/>Unit 6 Lessons 21–25: Plan an Argumentative Paragraph</p> |
| <p>(6W1c) Use precise language and content-specific vocabulary to argue a claim.</p>                                                                       | <p><u>Argumentative Writing (examples)</u><br/>Unit 4 Lesson 21: Whole Group<br/>Unit 4 Lessons 22–24: Work Time<br/>Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u><br/>Unit 4 Lessons 31–35: Write an Argumentative Essay</p>                                                                                                                                                                                      |
| <p>(6W1d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>                                       | <p><u>Argumentative Writing (examples)</u><br/>Unit 4 Lesson 21: Whole Group<br/>Unit 4 Lessons 22–24: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 4 Lessons 31–35: Write an Argumentative Essay (Revising)</p>                                                                                                                                                                                                       |
| <p>(6W1e) Provide a concluding statement or section that explains the significance of the argument presented.</p>                                          | <p><u>Argumentative Writing (examples)</u><br/>Unit 4 Lesson 21: Whole Group<br/>Unit 4 Lessons 22–24: Work Time<br/>Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u><br/>Unit 4 Lessons 31–35: Write an Argumentative Essay (Body: Conclusion)</p>                                                                                                                                                                   |
| <p>(6W1f) Maintain a style and tone appropriate to the writing task.</p>                                                                                   | <p><u>Argumentative Writing (examples)</u><br/>Unit 3 Lesson 14: Work Time<br/>Unit 5 Lesson 22: Work Time</p>                                                                                                                                                                                                                                                                                                                    |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p align="center"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                            | <p align="center"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6W2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>                          | <p><u>Informative Writing (example)</u><br/>Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u><br/>Unit 2 Lessons 13-15: Work Time<br/>Unit 4 Lessons 18-20: Work Time<br/>Unit 6 Lessons 14-15: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 6 Lessons 6–10: Write an Informative Paragraph<br/>Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p>                                                                                                                                                                            |
| <p>(6W2a) Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p>                                  | <p><u>Plan an Informative/Explanatory Paragraph</u><br/>Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time<br/>Unit 2 Lesson 9: Work Time<br/>Unit 2 Lesson 13: Whole Group; Work Time<br/>Unit 2 Lesson 14: Work Time<br/>Unit 4 Lesson 18: Whole Group; Work Time<br/>Unit 4 Lesson 18: Work Time_<br/>Unit 6 Lesson 34: Work Time</p> <p><u>Plan a Multimedia Project</u><br/>Unit 5 Lesson 2: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 6 Lessons 6–10: Write an Informative Paragraph<br/>Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p> |
| <p>(6W2b) Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> | <p><u>Plan an Informative/Explanatory Paragraph</u><br/>Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time<br/>Unit 2 Lesson 9: Work Time<br/>Unit 2 Lesson 13: Whole Group; Work Time<br/>Unit 2 Lesson 14: Work Time<br/>Unit 4 Lesson 18: Whole Group; Work Time<br/>Unit 4 Lesson 18: Work Time_<br/>Unit 6 Lesson 34: Work Time</p> <p><u>Plan a Multimedia Project</u><br/>Unit 5 Lesson 2: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 6 Lessons 6–10: Write an Informative Paragraph<br/>Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>               | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6W2c) Use precise language and content-specific vocabulary to explain a topic.</p>                                                          | <p><u>Use Domain-Specific Vocabulary</u><br/>Unit 2 Lesson 20: Whole Group<br/>Unit 2 Lesson 45: Whole Group; Work Time<br/>Unit 2 Lesson 46: Work Time</p> <p><u>Plan an Informative/Explanatory Paragraph</u><br/>Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time<br/>Unit 2 Lesson 9: Work Time</p> <p><u>Write an Explanatory Paragraph</u><br/>Unit 2 Lesson 15: Work Time</p> |
| <p>(6W2d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>                            | <p><u>Write an Explanatory Paragraph (examples)</u><br/>Unit 2 Lessons 13-15: Work Time<br/>Unit 4 Lessons 18-20: Work Time</p> <p><u>Assignments</u><br/>Unit 4 Lessons 16–20: Write an Explanatory Paragraph<br/>Unit 6 Lessons 11–15: Write an Explanatory Paragraph<br/>Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising)</p>                                                          |
| <p>(6W2e) Provide a concluding statement or section that explains the significance of the information presented.</p>                            | <p><u>Write an Explanatory Paragraph (examples)</u><br/>Unit 2 Lessons 13-15: Work Time<br/>Unit 4 Lessons 18-20: Work Time</p> <p><u>Assignments</u><br/>Unit 6 Lessons 31–35: Write an Explanatory Essay (body: conclusion)</p>                                                                                                                                                                    |
| <p>(6W2f) Establish and maintain a style appropriate to the writing task.</p>                                                                   | <p><u>Write an Explanatory Paragraph</u><br/>Unit 2 Lesson 15: Work Time<br/>Unit 4 Lesson 20: Work Time</p> <p><u>Write an Informative Paragraph</u><br/>Unit 2 Lesson 10: Work Time</p>                                                                                                                                                                                                            |
| <p>(6W3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> | <p><u>Narrative Writing (examples)</u><br/>Unit 1 Lessons 4, 5: Work Time<br/>Unit 2 Lesson 19: Whole Group; Work Time<br/>Unit 2 Lessons 20–21: Work Time<br/>Unit 2 Lessons 28–30, 32–37: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 2 Lessons 26–30: Plan a Narrative Essay<br/>Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>                                                  |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                       | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6W3a) Engage the reader by introducing a narrator and/or characters.</p>                                                                            | <p><u>Plan a Narrative Paragraph</u><br/>Unit 2 Lesson 19: Work Time<br/>Unit 3 Lessons 6–10: Work Time<br/>Unit 6 Lesson 4: Work Time</p> <p><u>Plan Setting for a Narrative Essay</u><br/>Unit 2 Lesson 30: Work Time</p> <p><u>Plan Sequence for Narrative Essay</u><br/>Unit 2 Lesson 32: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 2 Lessons 16–20: Plan a Narrative Paragraph<br/>Unit 6 Lessons 1–5: Plan a Narrative Paragraph<br/>Unit 1 Unit 2 Lessons 26–30: Plan a Narrative Essay</p> |
| <p>(6W3b) Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p>                            | <p><u>Develop Believable Characters</u><br/>Unit 2 Lesson 33: Whole Group</p> <p><u>Plan Sequence for Narrative Essay</u><br/>Unit 2 Lesson 32: Work Time</p> <p><u>Write a Narrative Essay (draft)</u><br/>Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u><br/>Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 2 Lessons 31–35: Write a Narrative Essay</p>                                                                                                     |
| <p>(6W3c) Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> | <p><u>Narrative Writing (examples)</u><br/>Unit 1 Lessons 4, 5: Work Time<br/>Unit 2 Lesson 19: Whole Group; Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 2 Lessons 31–35: Write a Narrative Essay</p>                                                                                                                                                                                                                                                                                                |
| <p>(6W3d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>                       | <p><u>Write a Narrative Essay (draft)</u><br/>Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u><br/>Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u><br/>Unit 2 Lessons 31–35: Write a Narrative Essay</p>                                                                                                                                                                                                                                                                   |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                             | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>                                                             | <p><u>Narrative Writing (examples)</u><br/>Unit 1 Lessons 4, 5: Work Time<br/>Unit 2 Lesson 19: Whole Group; Work Time</p> <p>Unit 2 Lessons 31–35: Write a Narrative Essay (body: conclusion)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>(6W4) Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>                                                                                         | <p><u>Write a Poem</u><br/>Unit 6 Lessons 12, 14, 44: Vocabulary<br/>Unit 7 Lessons 3: Whole Group &amp; Work Time<br/>Unit 7 Lesson 5: Whole Group</p> <p><u>Narrative Writing (examples)</u><br/>Unit 1 Lessons 4, 5: Work Time<br/>Unit 2 Lesson 19: Whole Group; Work Time<br/>Unit 2 Lessons 20–21: Work Time<br/>Unit 2 Lessons 28–30, 32–37: Work Time</p>                                                                                                                                                                                                                                                                                                                            |
| <p>(6W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.</p> | <p><u>Research Activities</u><br/>Unit 5 Lesson 1: Whole Group<br/>Unit 5 Lesson 3: Work Time</p> <p><u>Writing Activities</u><br/>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise a Multimedia Project</p> <p><u>Assignments – Interactive Reader (examples)</u><br/>Unit 2 - weekly Interactive Reader Critical Responses<br/>Unit 4 -weekly Interactive Reader Critical Responses<br/>Unit 6 - weekly Interactive Reader Critical Responses</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                                        | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Research to Build and Present Knowledge</p> <p>(6W6) Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.</p>                           | <p>The Multimedia Projects that students complete in <b>iLit</b> involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research Activities</u><br/>           Unit 5 Lesson 1: Whole Group<br/>           Unit 5 Lesson 3: Work Time<br/>           Unit 5 Lesson 4: Work Time<br/>           Unit 5 Lesson 7: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u><br/>           Unit 5 Lesson 2: Work Time<br/>           Unit 5 Lesson 3: Work Time<br/>           Unit 5 Lesson 4: Work Time<br/>           Unit 5 Lesson 9: Work Time</p> |
| <p>(6W7) Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.</p> | <p><u>Research Activities</u><br/>           Unit 5 Lesson 1: Whole Group<br/>           Unit 5 Lesson 3: Work Time<br/>           Unit 5 Lesson 4: Work Time<br/>           Unit 5 Lesson 7: Work Time</p> <p><u>Synthesize Information</u><br/>           Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u><br/>           Unit 5 Lesson 2: Work Time<br/>           Unit 5 Lesson 3: Work Time<br/>           Unit 5 Lesson 4: Work Time<br/>           Unit 5 Lesson 9: Work Time</p> <p><u>Library</u><br/>           The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>                    |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| New York State Next Generation<br>English Language Arts Learning Standards<br>Grade 6                                                                                                                          | iLit 45/ELL<br>Level C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(6SL) Speaking and Listening</b>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Comprehension and Collaboration                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| (6SL1) Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| (6SL1a) Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | <p><u>Classroom Conversation (examples)</u><br/>Unit 2 Lesson 37: Whole-Group Conversation<br/>Unit 3 Lesson 9: Small-Group Discussion<br/>Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Partner Discussion (examples)</u><br/>Unit 2 Lesson 9: Classroom Conversation<br/>Unit 2 Lesson 17: Classroom Conversation<br/>Unit 2 Lesson 34: Classroom Conversation<br/>Unit 4 Lesson 17: Classroom Conversation</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following:<br/><u>Routine Cards</u><br/>Rules for Conversation Routine<br/>Active Listening Routine<br/>Peer Conferencing Routine<br/>Collaborative Conversation Routine</p> |
| (6SL1b) Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                       | <p><u>Rules for Conversation Routine</u><br/>Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Discussion Opportunities (examples)</u><br/>Unit 5 Lessons 2, 7: Classroom Conversation;<br/>Work Time</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| (6SL1c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                   | <p><u>Discussion Opportunities (examples)</u><br/>Unit 2 Lessons 32, 34: Classroom Conversation<br/>Unit 4 Lessons 8, 12: Classroom Conversation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| (6SL1d) Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                               | <p><u>Discussion Opportunities (examples)</u><br/>Unit 2 Lesson 22, 24: Classroom Conversation<br/>Unit 4 Lesson 17: Classroom Conversation</p> <p><u>Paraphrasing</u><br/>Unit 5 Lesson 4: Read Aloud, Think Aloud</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                                     | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6SL2) Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.</p>                                                  | <p><u>Present Multimedia Project</u><br/>Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation<br/>Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Plan &amp; Present a Poetry Presentation</u><br/>Unit 7 Lesson 4: Work Time</p> <p><u>Background Video (examples)</u><br/>Unit 2 Lesson 3: Whole Group<br/>Unit 2 Lesson 15: Whole Group<br/>Unit 4 Lesson 30: Whole Group</p>                                                                                                                                                                                                                                                                                                                                |
| <p>(6SL3) Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>                                                                          | <p><u>Analyze an Oral Argument</u><br/>Unit 4 Lesson 28: Whole Group</p> <p><u>Evaluate a Speaker's Arguments</u><br/>Unit 4 Lesson 29: Work Time</p> <p><u>Classroom Conversation (examples)</u><br/>Unit 2 Lesson 37: Whole-Group Conversation<br/>Unit 3 Lesson 9: Small-Group Discussion<br/>Unit 5 Lesson 9: Small-Group Discussion</p>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Presentation of Knowledge and Ideas</b></p>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>(6SL4) Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p> | <p><u>Active Listening Routine</u><br/>Unit 1 Lesson 5: Work Time</p> <p><u>Present Multimedia Project</u><br/>Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation<br/>Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Paraphrase and Summarize</u><br/>Unit 2 Lesson 26: Whole Group<br/>Unit 4 Lessons 40, 42: Whole Group</p> <p><u>Classroom Conversation (examples)</u><br/>Unit 2 Lesson 37: Whole-Group Conversation<br/>Unit 3 Lesson 9: Small-Group Discussion<br/>Unit 5 Lesson 9: Small-Group Discussion</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following:<br/><u>Routine Cards</u><br/>Presenting Routine<br/>Collaborative Projects Routine</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                     | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6SL5) Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p> | <p><u>Present Multimedia Project</u><br/>Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation<br/>Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation<br/>Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following:<br/><u>Routine Cards</u><br/>Presenting Routine<br/>Collaborative Projects Routine</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>(6SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>                 | <p><u>Classroom Conversation (examples)</u><br/>Unit 2 Lesson 14: Small-Group Discussion<br/>Unit 2 Lesson 32: Whole-Group Conversation<br/>Unit 3 Lesson 2: Small-Group Discussion</p> <p><u>Present Multimedia Project</u><br/>Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation<br/>Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Peer Conference (examples)</u><br/>Unit 1 Lesson 5: Work Time: Peer Conferencing<br/>Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Fluency (examples)</u><br/>Unit 4 Lesson 38: Whole Group (Practice Fluent Reading)</p> <p><u>Present an Essay (expository)</u><br/>Unit 6 Lesson 38: Work Time</p> <p>The 2019 <i>iLit</i> platform includes new Built-in Running Records Tools for Fluency Assessment and Improved Student Recording and Playback. In addition, see all Read Aloud titles listed in the Supplemental Lessons. For examples see:<br/><u>Read Aloud Titles</u><br/>Choose to Follow Your Dreams<br/>Speaking Out<br/>Training Winner</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                                                                                                                        | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(6L) Language</b></p>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Conventions of Academic English/Language for Learning</p>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>(6L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>(6L1a) Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p>                                                                                                                                                                                                                       | <p><u>Pronouns as Subjects and Objects</u><br/>Unit 2 Lesson 6: Vocabulary</p> <p><u>Possessive Pronouns</u><br/>Unit 2 Lesson 16: Vocabulary<br/>Unit 2 Lesson 18: Work Time</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 4 Lessons 1–5: Part 2: Skill 12: Pronouns</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Pronouns, 18–22, 26–28</p>                                   |
| <p>(6L1b) Recognize and correct inappropriate shifts in pronoun number and person.</p>                                                                                                                                                                                                                                   | <p><u>Noun-Pronoun Agreement</u><br/>Unit 2 Lesson 13: Work Time</p> <p><u>Pronouns</u><br/>Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time<br/>Unit 4 Lessons 11, 12: Vocabulary</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 4 Lessons 1–5: Part 2: Skill 12: Pronouns</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Pronoun Agreement, 77–78</p>                         |
| <p>(6L1c) Recognize and correct pronouns that have unclear or ambiguous antecedents.</p>                                                                                                                                                                                                                                 | <p><u>Pronouns as Subjects and Objects</u><br/>Unit 2 Lesson 6: Vocabulary</p> <p><u>Pronouns</u><br/>Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time<br/>Unit 4 Lessons 11, 12: Vocabulary</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 4 Lessons 1–5: Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Pronouns, 18–22, 26–28</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p> | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6L1d) Explain the function of phrases and clauses in general, as well as in specific sentences.</p>                           | <p><u>Clauses</u><br/>Unit 4 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Prepositional Phrases</u><br/>Unit 2 Lesson 27: Read Aloud, Think Aloud<br/>Unit 4 Lesson 11: Vocabulary<br/>Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Using Verbs and Verb Phrases</u><br/>Unit 2 Lesson 37: Read Aloud, Think Aloud<br/>Unit 4 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Adverb Phrases</u><br/>Unit 4 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Adjective Phrases</u><br/>Unit 4 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 6 Lessons 6–10: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Clauses, 88, 96, 103–105; Phrases, 65, 66</p> |
| <p>(6L1e) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>           | <p><u>Clauses</u><br/>Unit 4 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Prepositional Phrases</u><br/>Unit 2 Lesson 27: Read Aloud, Think Aloud<br/>Unit 4 Lesson 11: Vocabulary<br/>Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Using Verbs and Verb Phrases</u><br/>Unit 2 Lesson 37: Read Aloud, Think Aloud<br/>Unit 4 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Adverb Phrases</u><br/>Unit 4 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Adjective Phrases</u><br/>Unit 4 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 6 Lessons 6–10: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Clauses, 88, 96, 103–105; Phrases, 65, 66</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p align="center"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                                                                                                                                                 | <p align="center"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6L1f) Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>                                                                                                                                                                                                           | <p><u>Sentences</u><br/>Unit 4 Lesson 4: Vocabulary (sentence stems)<br/>Unit 6 Lesson 19: Vocabulary (write sentences)<br/>Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentence</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p> |
| <p>(6L1g) Explain the function of verbals (gerunds, participles, infinitives).</p>                                                                                                                                                                                                                                                   | <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Using Verbals and Verbal Phrases, 65–66</p>                                                                                                                                                                                                                                                                                                                   |
| <p>(6L1h) Form and use verbs in the active and passive voice.</p>                                                                                                                                                                                                                                                                    | <p><u>Professional Learning Community</u><br/>Identifying the Active and Passive Voice, 56–57;<br/>Using Active and Passive Voice, 58</p>                                                                                                                                                                                                                                                                                                                         |
| <p>(6L1i) Recognize and correct inappropriate verb shifts.</p>                                                                                                                                                                                                                                                                       | <p><u>Assignments - Grammar Study Plan</u><br/>Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Verb Tenses, 39–44; Subject-Verb Agreement, 67–69</p>                                                                                                                                                                                          |
| <p>(6L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>(6L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</p>                                                                                                                                                                                                                                 | <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Dashes, 129; Parentheses, 130; Ellipsis, 131; Use Punctuation for Effect, 132–135</p>                                                                                                                                                                                                                                                                         |
| <p>(6L2b) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>                                                                                                                                                                                                                                                  | <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Dashes, 129; Parentheses, 130; Ellipsis, 131</p>                                                                                                                                                                                                                                                                                                              |
| <p>(6L2c) Use an ellipsis to indicate an omission.</p>                                                                                                                                                                                                                                                                               | <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Ellipsis, 131</p>                                                                                                                                                                                                                                                                                                                                             |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| New York State Next Generation<br>English Language Arts Learning Standards<br>Grade 6                                                                                | iLit 45/ELL<br>Level C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge of Language                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (6L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (6L3a) Vary sentence patterns for meaning, reader/listener interest, and style.                                                                                      | <p><u>Sentences</u><br/>Unit 4 Lesson 4: Vocabulary (sentence stems)<br/>Unit 6 Lesson 19: Vocabulary (write sentences)<br/>Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Assignments- Grammar Study Plan</u><br/>Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentence</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Language Conventions<br/>Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>                                                                                                     |
| (6L3b) Maintain consistency in style and tone.                                                                                                                       | <p><u>Use Formal Style</u><br/>Unit 6 Lesson 23: Whole Group</p> <p><u>Four Kinds of Sentences</u><br/>Assignments: Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentences</p>                                                                                                                                                                                                                                                                                                                                                                                 |
| Vocabulary Acquisition and Use                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (6L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (6L4a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | <p><u>Use Context Clues</u><br/>Unit 2 Lesson 23: Work Time<br/>Unit 4 Lesson 25: Whole Group<br/>Unit 6 Lesson 8: Whole Group<br/>Unit 6 Lesson 20: Whole Group<br/>Unit 6 Lessons 25-26: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u><br/>Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues<br/>Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues<br/>Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues<br/>Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues<br/>Unit 6 Lessons 21–25: Part 1: Skill 21: Context Clues</p> |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                              | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6L4b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>                                            | <p><u>Use Prefixes and Suffixes</u><br/>           Unit 2 Lesson 21-22: Work Time<br/>           Unit 2 Lesson 25: Vocabulary<br/>           Unit 5 Lesson 6: Vocabulary<br/>           Unit 6 Lesson 1: Vocabulary; Work Time<br/>           Unit 6 Lesson 2: Work Time<br/>           Unit 6 Lesson 5: Work Time<br/>           Unit 6 Lesson 11: Work Time<br/>           Unit 6 Lesson 16: Vocabulary; Work Time<br/>           Unit 6 Lesson 17: Work Time</p> <p><u>Use Greek and Latin Roots</u><br/>           Unit 4 Lesson 21: Vocabulary; Work Time<br/>           Unit 4 Lesson 22: Work Time<br/>           Unit 4 Lesson 30-31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u><br/>           Unit 2 Lessons 21–25: Part 2: Skill 2: Word Parts: Prefixes, Suffixes, and Word Roots<br/>           Unit 3 Lessons 6–10: Part 2: Skill 7: Word Parts (Prefixes, Suffixes, and Word Roots)</p> <p><u>Assignments: Spelling Study Plan (examples)</u><br/>           Unit 6 Lessons 1–5: Part 2: Skill 17: Prefixes <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>re-</i><br/>           Unit 6 Lessons 1–5: Part 3: Skill 18: Suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i><br/>           Unit 6 Lessons 1–5: Part 4: Skill 19: Suffixes <i>-less</i>, <i>-ment</i>, <i>-ness</i></p> |
| <p>(6L4c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | <p><u>Use a Dictionary or Glossary</u><br/>           Unit 6 Lesson 40: Whole Group<br/>           Unit 6 Lesson 42: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u><br/>           Dictionary of Geographic Terms<br/>           Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u><br/>           Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p style="text-align: center;"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                             | <p style="text-align: center;"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6L4d) 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> | <p><u>Use a Dictionary or Glossary</u><br/>Unit 6 Lesson 40: Whole Group<br/>Unit 6 Lesson 42: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u><br/>Dictionary of Geographic Terms<br/>Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u><br/>Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> |
| <p>(6L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>(6L5a) Interpret figurative language, including personification, in context.</p>                                                                           | <p><u>Figurative Language</u><br/>Unit 2 Lesson 23: Whole Group<br/>Unit 2 Lessons 24: Work Time<br/>Unit 6 Lessons 9: Read Aloud, Think Aloud<br/>Unit Lessons 2-3: Work Time</p> <p><u>Understand Similes</u><br/>Unit 2 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Language of Poetry</u><br/>Unit 7 Lesson 1: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u><br/>Unit 4 Lesson 29: Vocabulary<br/>Unit 6 Lesson 3: Vocabulary</p>                                                   |
| <p>(6L5b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>           | <p><u>Synonyms</u><br/>Unit 4 Lesson 26–27: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u><br/>Unit 4 Lesson 29: Vocabulary<br/>Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u><br/>Unit 3 Lessons 6–10: Part 3: Skill 8: Synonyms<br/>Unit 3 Lessons 6–10: Part 4: Skill 9: Antonyms<br/>Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations</p>                                                                                             |



**A Correlation of iLit 45/ELL Level C to the  
New York State Next Generation English Language Arts Learning Standards, Grade 6**

| <p align="center"><b>New York State Next Generation<br/>English Language Arts Learning Standards<br/>Grade 6</b></p>                                                                                    | <p align="center"><b>iLit 45/ELL<br/>Level C</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(6L5c) Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>                                                          | <p><u>Connotations</u><br/>Unit 2 Lessons 6–7: Work Time<br/>Unit 2 Lesson 10: Vocabulary<br/>Unit 2 Lesson 23: Whole Group</p> <p><u>Denotations</u><br/><u>Assignments: Vocabulary Study Plan (examples)</u><br/>Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms<br/>Unit 6 Lessons 21–25: Part 3: Skill 23: Synonyms and Antonyms</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u><br/>Unit 4 Lesson 29: Vocabulary<br/>Unit 6 Lesson 3: Vocabulary</p>                                                                 |
| <p>(6L6) Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u><br/>Unit 2 Lesson 2: Vocabulary<br/>Unit 2 Lesson 14: Vocabulary<br/>Unit 3 Lesson 9: Vocabulary<br/>Unit 4 Lesson 12: Vocabulary<br/>Unit 6 Lesson 14: Vocabulary</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> |