

**A Correlation of
iLit 45/ELL Level D**



To

**New York State Next Generation
English Language Arts
Learning Standards
Grade 7**

A Correlation of iLit 45 /ELL Level D to the New York State Next Generation English Language Arts Learning Standards, Grade 7

Introduction

This document demonstrates how **Savvas 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.

Savvas 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.

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New York State Next Generation English Language Arts Learning Standards Grade 7	iLit 45/ELL Level D
(7R) Reading	
Literary and Informational Text	
Key Ideas and Details	
<p>(7R1) 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 <i>iLit</i>. 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> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Make Inferences (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 2: Work Time Unit 2 Lessons 18: Read Aloud, Think Aloud; Work Time Unit 5 Lesson: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 35: Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lessons 14, 15: Work Time</p> <p><u>Summarize Text (examples)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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<p>(Continued)</p>	<p>(Continued) <u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>
<p>(7R2) Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud <u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud <u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud <u>Summarize Text (examples)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud <u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>
<p>(7R3) In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.</p>	<p>Students have many opportunities to connect story elements, for examples see: <u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 12–13: Work Time <u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud <u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p>

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<p>(Continued)</p>	<p>(Continued) <u>Characteristics of Drama; Analyze Drama's Form</u> Unit 3 Lesson 1: Whole Group; Extra Practice Unit 3 Lesson 3: Whole Group; Work Time</p>
<p>Craft and Structure</p>	
<p>(7R4) 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 iLit 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 (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>

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<p>(7R5) In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama; Analyze Drama's Form</u> Unit 3 Lesson 1: Whole Group; Extra Practice Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Genre: Informational Text</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
<p>(7R6) In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.</p>	<p><u>Compare and Contrast Characters</u> Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Author's Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p>

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<p>Integration of Knowledge and Ideas</p>	
<p>(7R7) Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal 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>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>"Helping Hands" and "Black Days for Blue Whales"</u> Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>"Japan Nuke Workers Risk Their Lives, Garner Nation's Respect"</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>"At the Edge: Daring Acts in Desperate Times"</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Read a Speech</u> Unit 2 Lesson 41: Time To Read</p>
<p>(7R8) Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.</p>	<p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p>

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<p>(7R9) 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>Make Connections (examples)</u> Unit 3 Lesson 4: Read Aloud, Think Aloud & Work Time Unit 3 Lesson 5: Work Time Unit 4 Lessons 22, 32: Read Aloud, Think Aloud</p> <p><u>Make Connections to Outside Knowledge</u> Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Biography and Informational Texts</u> <u>(synthesizing viewpoints on a single subject)</u> <i>"The Greatest"</i> (Biography) Unit 5 Lessons 33, 35, 36: Whole Group <i>"Taking Action"</i> (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Bullying</u> <i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud <i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
<p>(7W) Writing</p>	
<p>Text Types and Purposes</p>	
<p>(7W1) Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31-35: Write an Argumentative Essay</p>

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<p>(7W1a) Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p>	<p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay Unit 4 Lessons 31–35: Prewrite an Argumentative Essay</p>
<p>(7W1b) Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p>	<p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>
<p>(7W1c) Use precise language and content-specific vocabulary to argue a claim.</p>	<p><u>Argumentative Writing</u> Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay (Revising)</p>

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<p>(7W1d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay (Drafting: Body)</p>
<p>(7W1e) Provide a concluding statement or section that explains the significance of the argument presented.</p>	<p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Body: Conclusion)</p>
<p>(7W1f) Maintain a style and tone appropriate to the writing task.</p>	<p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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<p>(7W2) 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>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Write an Explanatory Paragraph & Essay (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group & Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p>
<p>(7W2a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p>	<p><u>Brainstorm an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay</p>

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<p>(7W2b) 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>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time</p>
<p>(7W2c) Use precise language and content-specific vocabulary to explain a topic.</p>	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p>
<p>(7W2d) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p>
<p>(7W2e) Provide a concluding statement or section that explains the significance of the information presented.</p>	<p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>

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<p>(7W2f) Establish and maintain a style appropriate to the writing task.</p>	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p>
<p>(7W3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay Unit 6 Lessons 36–40: Write a Narrative Essay</p>
<p>(7W3a) Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p>	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 13: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Introduce a Narrative Essay</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Topics for Essay</u> Unit 2 Lesson 34: Work Time</p> <p><u>Create a Sequence of Events</u> Unit 2 Lessons 37–38: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Create a Sequence of Events</p>

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<p>(7W3b) Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay Unit 6 Lessons 6–10: Plan & Write a Narrative Paragraph</p>
<p>(7W3c) 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>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Drafting: Body)</p>
<p>(7W3d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Revising)</p>
<p>(7W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Drafting: Conclusion) Unit 6 Lessons 6–10: Plan & Write a Narrative Paragraph Unit 6 Lessons 6–10: Plan & Write a Narrative Paragraph</p>

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<p>(7W4) Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Write a Poem</u> Unit 7 Lesson 3–5: Whole Group & Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 7: Lessons 1–5: Write a Poem</p>
<p>(7W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.</p>	<p><u>Immigration Issues</u> <i>“The Circuit” (short story)</i> Unit 2 Lessons 37–39: Read Aloud, Think Aloud <i>“Immigration at Angel Island”</i> (informational article) Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>

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<p>Research to Build and Present Knowledge</p>	
<p>(7W6) Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.</p>	<p>The Multimedia Projects that students complete in <i>iLit</i> 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 Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 15–16: Work Time Unit 5 Lesson 1–5: Research a Multimedia Presentation</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>(7W7) Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Compare Informational Texts</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 40: Time to Read; Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 15–16: Work Time Unit 5 Lesson 1–5: Research a Multimedia Presentation</p>

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(Continued)	(Continued) <u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.
(7SL) Speaking and Listening	
Comprehension and Collaboration	
(7SL1) Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	
(7SL1a) Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<u>Discussion (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Rules for Conversation Routine Active Listening Routine Peer Conferencing Routine Collaborative Conversation Routine
(7SL1b) Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion
(7SL1c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion
(7SL1d) Acknowledge new information expressed by others and, when warranted, modify personal views.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion

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<p>(7SL2) Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.</p>	<p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Listening and Speaking Activities</u> Unit 4 Lesson 17 Classroom Conversation; Work Time Unit 4 Lesson 19 Classroom Conversation; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>
<p>(7SL3) Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.</p>	<p><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p>

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Presentation of Knowledge and Ideas	
<p>(7SL4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Presenting Routine Collaborative Projects Routine</p>
<p>(7SL5) Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Presenting Routine Collaborative Projects Routine</p>

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<p>(7SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 44: Work Time Unit 4 Lesson 6: 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: <u>Read Aloud Titles</u> Choose to Follow Your Dreams Speaking Out Training Winner</p>

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(7L) Language	
Conventions of Academic English/Language for Learning	
(7L1) 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.	
(7L1a) Ensure that pronouns are in the proper case (subjective, objective, and possessive).	<p><u>Pronouns as Subjects and Objects</u> Unit 4 Lesson 36: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 11–15: Part 2: Skill 12: Pronouns</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Subject and Object Pronouns, 18; Possessive Pronouns, 20</p>
(7L1b) Recognize and correct inappropriate shifts in pronoun number and person.	<p><u>Noun-Pronoun Agreement</u> Unit 4 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 11–15: Part 3: Skill 13: Pronouns and Antecedents Unit 4 Lessons 26–30: Part 4: Skill 14: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns and Antecedents, 77</p>
(7L1c) Recognize and correct pronouns that have unclear or ambiguous antecedents.	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Vague Pronouns, 150–151</p>

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<p>(7L1d) Explain the function of phrases and clauses in general, as well as in specific sentences.</p>	<p><u>Phrases (examples)</u> Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–105, 112</p>
<p>(7L1e) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 21: Comparative and Superlative Adjectives Unit 5 Lessons 1–5: Part 2: Skill 22: Adverbs Unit 5 Lessons 1–5: Part 3: Skill 18: Comparative and Superlative Adverbs Unit 6 Lessons 1–5: Part 2: Skill 17: Adjectives Unit 6 Lessons 1–5: Part 3: Skill 18: Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases and Clauses, 88, 96–99, 103–105</p>
<p>(7L1f) Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><u>Connect Ideas in Sentences</u> Unit 2 Lesson 13: Whole Group Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–112; Compound and Complex Sentences, 107, 108</p>

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<p>(7L1g) Explain the function of verbals (gerunds, participles, infinitives).</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Verbals and Verbal Phrases, 65–66</p>
<p>(7L1h) Form and use verbs in the active and passive voice.</p>	<p><u>Professional Learning Community</u> Identifying the Active and Passive Voice, 56–57; Using Active and Passive Voice, 58</p>
<p>(7L1i) Recognize and correct inappropriate verb shifts.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 4: Skill 9: Using Verbs in Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44; Subject-Verb Agreement, 67–69</p>
<p>(7L2) 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>(7L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Dashes, 129; Parentheses, 130; Ellipsis, 131; Use Punctuation for Effect, 132–135</p>
<p>(7L2b) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Dashes, 129; Parentheses, 130; Ellipsis, 131</p>

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(7L2c) Use an ellipsis to indicate an omission.	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Ellipsis, 131</p>
<p>Knowledge of Language</p>	
<p>(7L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>(7L3a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 39–42: Work Time</p> <p><u>Argumentative Writing</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Write an Explanatory Paragraph & Essay (examples)</u> Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group & Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Drafting & Revising) Unit 4 Lessons 31–35: Write an Argumentative Essay (Drafting & Revising) Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting & Revising)</p>
<p>Vocabulary Acquisition and Use</p>	
<p>(7L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	
<p>(7L4a) 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>	<p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 1: Skill 6: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues</p>

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<p>(7L4b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p><u>Use Prefixes and Suffixes (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 7: Work Time Unit 6 Lesson 10: Vocabulary; Work Time Unit 6 Lesson 11: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots Unit 4 Lessons 21–25: Part 2: Skill 12: Prefixes and Suffixes</p>
<p>(7L4c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</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> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>(7L4d) 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>Students learn new vocabulary every day 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> Unit 2 Lesson 19: Vocabulary Unit 4 Lesson 17: Vocabulary Unit 5 Lesson 4: Vocabulary</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>(7L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>(7L5a) Interpret figurative language, including allusions, in context.</p>	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time</p>
<p>(7L5b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><u>Synonyms and Antonyms</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Analogies Unit 5 Lessons 6–10: Part 5: Skill 20: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Analogies Unit 6 Lessons 21–25: Part 4: Skill 24: Word Associations</p>

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<p>(7L5c) Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p><u>Connotations and Denotations</u> Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time</p>
<p>(7L6) 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> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary 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>