

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



To

**New York State Next Generation  
English Language Arts  
Learning Standards  
Grade 8**

## A Correlation of iLit 45/ELL Level E to the New York State Next Generation English Language Arts Learning Standards, Grade 8

### 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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<b>(8R) Reading</b>	
Literary and Informational Text	
Key Ideas and Details	
<p>(8R1) Cite textual evidence to strongly 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 2 Lesson 31: Whole Group            Unit 2 Lesson 33: Work Time            Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time            Unit 5 Lesson 2: Read Aloud, Think Aloud            Unit 5 Lesson 3: Work Time            Unit 6 Lesson 2: Read Aloud, Think Aloud; Work Time            Unit 6 Lesson 3: Work Time</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u>            Unit 2 Lesson 23: Whole Group</p> <p><u>Make Inferences (examples)</u>            Unit 2 Lesson 6: Whole Group            Unit 2 Lesson 8: Read Aloud, Think Aloud            Unit 2 Lesson 10: Work Time            Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time            Unit 2 Lesson 24: Work Time            Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (examples)</u>            Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 18: Read Aloud, Think Aloud            Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p>

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<p>(8R2) Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.</p>	<p><u>Theme (examples)</u>            Unit 2 Lesson 23: Whole Group; Work Time            Unit 4 Lesson 8: Whole Group            Unit 7 Lesson 1: Work Time            Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Determine Central Ideas</u>            Unit 4 Lessons 42-43: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u>            Unit 6 Lesson 16: Whole Group            Unit 6 Lesson 18: Read Aloud, Think Aloud;            Work Time            Unit 6 Lesson 44: Read Aloud, Think Aloud;            Work Time</p> <p><u>Summarize (examples)</u>            Unit 3 Lesson 9: Read Aloud, Think Aloud            Unit 3 Lesson 13: Whole Group            Unit 3 Lesson 17: Read Aloud, Think Aloud;            Work Time            Unit 4 Lesson 18: Whole Group            Unit 4 Lesson 19: Read Aloud, Think Aloud;            Work Time            Unit 5 Lesson 7: Read Aloud, Think Aloud; Work            Time            Unit 5 Lesson 18: Read Aloud, Think Aloud;            Whole Group; Work Time</p> <p><u>Connect Themes to Characters, Setting, and Plot</u>            Unit 2 Lesson 23: Whole Group; Work Time</p>

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<p>(8R3) In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. 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:</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>

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<p>Craft and Structure</p>	
<p>(8R4) 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><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</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</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>(8R5) In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p>



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<p>(8R6) In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.</p>	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 6 Lesson 40: Work Time</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author’s Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>
<p>Integration of Knowledge and Ideas</p>	
<p>(8R7) Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.</p>	<p>Each selection in <b>iLit</b> 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>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Retell Events to Clarify</u> Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Text: <i>Romeo and Juliet: Plan a Scene</i></u> Unit 3 Lessons 2–9</p> <p><u>Analyze Text Structure in Popular Media</u> Unit 2 Lesson 46: Whole Group</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"We Shall Overcome"</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p>

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<p>(Continued)</p>	<p>(Continued)  <u>"Million Man March"</u>            Unit 7 Lesson 4: Read Aloud, Think Aloud   <u>Compare Information from Different Sources</u>            Unit 4 Lesson 48: Whole Group; Work Time</p>
<p>(8R8) Trace and evaluate 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>Find Evidence to Support Claims</u>            Unit 4 Lessons 37–38: Whole Group   <u>Identify Author’s Viewpoint</u>            Unit 6 Lesson 48: Whole Group            Unit 6 Lesson 49: Read Aloud, Think Aloud;            Work Time   <u>Author’s Purpose (informative/nonfiction examples)</u>            Unit 2 Lesson 40: Whole Group            Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>
<p>(8R9) Choose and develop 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</u>            Unit 2 Lesson 16: Read Aloud, Think Aloud            Unit 7 Lessons 1–5: Extra Practice   <u>Text: <i>Romeo and Juliet</i></u>            Unit 3 Lessons 2–9   <u>Children’s Rights</u>  <u>"The Fight Against Child Marriage" and "Iqbal Masih"</u> (article and biography)            Unit 2 Lesson 36: Whole Group   <u>Compare and Contrast Viewpoints</u>            Unit 6 Lesson 25: Work Time</p>

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<b>(8W) Writing</b>	
Text Types and Purposes	
<p>(8W1) Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>Argumentative Writing (examples)</u>            Unit 2 Lesson 25: Whole Group; Work Time            Unit 2 Lessons 26–28: Work Time            Unit 4 Lesson 15-16, 18: Work Time            Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u>            Unit 4 Lessons 16–20: Write an Argumentative Paragraph            Unit 4 Lessons 36–40: Write an Argumentative Essay            Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>
<p>(8W1a) Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p>	<p><u>Argumentative Writing (examples)</u>            Unit 2 Lesson 25: Whole Group; Work Time            Unit 2 Lessons 26–28: Work Time            Unit 4 Lesson 15-16, 18: Work Time            Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 26–30: Write an Argumentative Paragraph            Unit 4 Lessons 16–20: Write an Argumentative Paragraph            Unit 4 Lessons 36–40: Write an Argumentative Essay            Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>
<p>(8W1b) Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p>	<p><u>Argumentative Writing (examples)</u>            Unit 4 Lesson 15-16, 18: Work Time            Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u>            Unit 4 Lessons 16–20: Write an Argumentative Paragraph            Unit 4 Lessons 36–40: Write an Argumentative Essay            Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>

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<p>(8W1c) Use precise language and content-specific vocabulary to argue a claim.</p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36-40: Write an Argumentative Essay (Drafting)</p>
<p>(8W1d) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26-28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36-40: Write an Argumentative Essay (Drafting: Body)</p>
<p>(8W1e) Provide a concluding statement or section that explains the significance of the argument presented.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26-28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36-40: Write an Argumentative Essay (Drafting: Conclusion)</p>
<p>(8W1f) Maintain a style and tone appropriate to the writing task.</p>	<p><u>Argumentative Writing</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26-30: Write an Argumentative Paragraph Unit 4 Lessons 16-20: Write an Argumentative Paragraph Unit 4 Lessons 36-40: Write an Argumentative Essay</p>

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<p>(8W2) 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>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
<p>(8W2a) 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>Plan an Informative Writing</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time</p> <p><u>Develop Ideas for an Explanatory Essay</u> Unit 6 Lesson 33: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 31–35: Plan an Explanatory Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 1–5: Plan an Informative Paragraph</p>

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<p>(8W2b) 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>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 1–5: Write an Informative Paragraph Unit 6 Lessons 21–25: Write a Summary</p>
<p>(8W2c) Use precise language and content-specific vocabulary to explain a topic.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting &amp; Revising)</p>

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<p>(8W2d) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Write an Explanatory Essay (Revise and Edit)</u> Unit 6 Lesson 39: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p>
<p>(8W2e) Provide a concluding statement or section that explains the significance of the information presented.</p>	<p><u>Write an Introduction and Conclusion</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Conclusion)</p>
<p>(8W2f) Establish and maintain a style appropriate to the writing task.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 1–5: Write an Informative Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph</p>

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<p>(8W3) Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 2 Lesson 41–45: Write a Narrative Essay Unit 4 Lessons 21–25: Plan a Narrative Paragraph</p>
<p>(8W3a) Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p>	<p><u>Develop Ideas</u> Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1–7: Extra Practice</p> <p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Capture a Setting Unit 2 Lesson 41–45: Write a Narrative Essay</p>
<p>(8W3b) Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p>	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Create a Sequence of Events Unit 2 Lesson 41–45: Write a Narrative Essay</p>



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<p>(8W3c) Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph Unit 2 Lesson 41–45: Write a Narrative Essay (Drafting: Body)</p>
<p>(8W3d) 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 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6–8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lesson 41–45: Write a Narrative Essay (Drafting: Body) Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>
<p>(8W3e) 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 Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lesson 41–45: Write a Narrative Essay (Drafting: Conclusion) Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>

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<p>(8W4) Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>	<p><u>Write and Present a Poem</u> Unit 7 Lesson 3: Work Time Unit 7 Lessons 4–5: Work Time &amp; Whole Group</p> <p><u>Write a Narrative (examples)</u> Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lesson 41–45: Write a Narrative Essay Unit 4 Lessons 21–25: Write a Narrative Paragraph Unit 7 Lessons 1–5: Write a Poem</p>
<p>(8W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.</p>	<p><u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p> <p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 13; Read Aloud, Think Aloud; Work Time Unit 2 Lesson 37: Classroom Conversation; Work Time Unit 4 Lesson 7: Read Aloud, Think Aloud; Classroom Conversation Unit 4 Lesson 46: Classroom Conversation; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Classroom Conversation; Work Time</p>

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<p>Research to Build and Present Knowledge</p>	
<p>(8W6) Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>	<p>The Multimedia Project that students complete in <i>iLit</i> involves extensive research activities and instruction.</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate &amp; Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>(8W7) 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>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate &amp; Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p><b>(8SL) Speaking and Listening</b></p>	
<p>Comprehension and Collaboration</p>	
<p>(8SL1) Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	
<p>(8SL1a) 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.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 6 Lesson 9: Small Group Discussion Unit 6 Lesson 22: Partner Discussion</p> <p>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</p>

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<p>(8SL1b) Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>
<p>(8SL1c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p>
<p>(8SL1d) Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>
<p>(8SL2) Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan &amp; Research a Multimedia Presentation</p>

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<p>(8SL3) Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>	<p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>(8SL4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.</p>	<p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42–45: Work Time</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole 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>

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<p>(8SL5) Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p>Students can use visual components in the following:</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: 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>
<p>(8SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 28: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p>The 2019 iLit 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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<b>(8L) Language</b>	
Conventions of Academic English/Language for Learning	
(8L1) 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.	
(8L1a) Ensure that pronouns are in the proper case (subjective, objective, and possessive).	<u>Pronouns as Subjects and Objects</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 8: Work Time  <u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Grammar Study Plan: Part 2: Skill 12: Personal Pronouns Unit 4 Lessons 11–15: Grammar Study Plan: Part 3: Skill 13: Personal Pronouns  <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Subject and Object Pronouns, 18; Possessive Pronouns, 20
(8L1b) Recognize and correct inappropriate shifts in pronoun number and person.	<u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Grammar Study Plan: Part 3: Skill 13: Pronouns and Antecedents Unit 4 Lessons 11–15: Grammar Study Plan: Part 4: Skill 14: Pronouns and Antecedents  <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns and Antecedents, 77
(8L1c) Recognize and correct pronouns that have unclear or ambiguous antecedents.	<u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Vague Pronouns, 150–151



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<p>(8L1d) Explain the function of phrases and clauses in general, as well as in specific sentences.</p>	<p><u>Combining Clauses</u> Unit 2 Lessons 4, 18: Read Aloud, Think Aloud</p> <p><u>Use Verbs and Verb Phrases</u> Unit 2 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Nouns and Noun Phrases</u> Unit 2 Lessons 12, 22, 24: Read Aloud, Think Aloud</p> <p><u>Appositive Phrases</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Use Adverb and Adverb Phrases</u> Unit 2 Lesson 28: Read Aloud, Think Aloud</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>

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<p>(8L1e) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><u>Combining Clauses</u> Unit 2 Lessons 4, 18: Read Aloud, Think Aloud</p> <p><u>Use Verbs and Verb Phrases</u> Unit 2 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Nouns and Noun Phrases</u> Unit 2 Lessons 12, 22, 24: Read Aloud, Think Aloud</p> <p><u>Appositive Phrases</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Use Adverb and Adverb Phrases</u> Unit 2 Lesson 28: Read Aloud, Think Aloud</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>

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<p>(8L1f) Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><u>Vary Sentence Structure</u> Unit 6 Lesson 26: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 6–10: Grammar Study Plan: Part 5: Skill 5: Four Kinds of Sentences Unit 4 Lessons 11–15: Grammar Study Plan: 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>
<p>(8L1g) Explain the function of verbals (gerunds, participles, infinitives).</p>	<p><u>Appositive Phrases</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Verbals and Verbal Phrases, 65–66</p>
<p>(8L1h) Form and use verbs in the active and passive voice.</p>	<p><u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 3 Lessons 1–5: Part 4: Skill 9: 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>

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<p>(8L1i) Recognize and correct inappropriate verb shifts.</p>	<p><u>Assignments (related material)</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44; Subject-Verb Agreement, 67–69</p>
<p>(8L2) 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>(8L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</p>	<p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: 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>
<p>(8L2b) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: 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>
<p>(8L2c) Use an ellipsis to indicate an omission.</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Ellipsis, 131</p>

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Knowledge of Language	
(8L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
(8L3a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<p><u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time</p> <p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 1: Skill 6: Verb Tenses Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 2 Lessons 36–40: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses Unit 3 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58</p>
Vocabulary Acquisition and Use	
(8L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
(8L4a) 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 (examples)</u> Unit 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group Unit 4 Lesson 25: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues; Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues; Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues; Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues</p>

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<p>(8L4b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p><u>Use Prefixes and Suffixes (examples)</u>            Unit 2 Lesson 3: Vocabulary            Unit 2 Lesson 10: Whole Group            Unit 4 Lesson 11: Vocabulary; Work Time            Unit 4 Lesson 30: Work Time            Unit 6 Lesson 21: Vocabulary; Work Time            Unit 6 Lesson 31: Work Time</p> <p><u>Use Greek and Latin Roots (examples)</u>            Unit 2 Lesson 26: Vocabulary; Work Time            Unit 4 Lesson 26: Vocabulary; Work Time            Unit 4 Lesson 30: Vocabulary            Unit 4 Lesson 31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 6–10: Part 2: Skill 7: Prefixes and Suffixes; Unit 5 Lessons 6–10: Part 2: Skill 17: Word Roots, Prefixes, and Suffixes</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 4 Lessons 31–35: Part 1: Skill 16: Prefixes <i>dis-, un-, mid-, pre-</i>; Unit 6 Lessons 16–20: Part 5: Skill 20: Suffixes <i>-ance, -ence, -ant, -ent</i></p>
<p>(8L4c) Consult general and specialized 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>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Time to Read</u>            Dictionary: Unit 2 Lesson 2</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>(8L4d) 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 Activities (examples)</u>            Unit 2 Lesson 7: Vocabulary            Unit 2 Lesson 12: Vocabulary            Unit 2 Lesson 27: Vocabulary</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u>            Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u>            Unit 4 Lesson 35: 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>(8L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>(8L5a) Interpret figures of speech including irony and puns in context.</p>	<p><u>Allusions</u>            Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Figurative Language (examples)</u>            Unit 3 Lesson 3; Whole Group            Unit 3 Lesson 4: Work Time            Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u>            Unit 4 Lesson 23: Work Time</p> <p><u>Understand Puns</u>            Unit 4 Lesson 32: Read Aloud, Think Aloud</p>

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<p>(8L5b) Use the relationship between particular words to better understand each of the words.</p>	<p><u>Reading Strategy: Understand Related Words</u> Unit 2 Lesson 13: Whole Group Unit 6 Lesson 11: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms</p>
<p>(8L5c) Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><u>Connotations (examples)</u> Unit 2 Lesson 6: Vocabulary; Work Time Unit 2 Lesson 7: Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Analogies</u> Unit 2 Lesson 36: Vocabulary; Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</p>
<p>(8L6) 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 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 Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: 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>