

A Correlation of

**iLit45**  
**iLitELL**



**Level F**

To the  
**New York State Next Generation  
English Language Arts  
Learning Standards  
Grades 9-10**

# A Correlation of *iLit 45/ELL* Level F to the New York State Next Generation English Language Arts Learning Standards, Grades 9-10

## 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.

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<p style="text-align: center;"><b>New York State Next Generation English Language Arts Learning Standards Grade 9-10</b></p>	<p style="text-align: center;"><b>iLit 45/ELL Level F</b></p>
<p><b>(9-10R) Reading</b></p>	
<p>Literary and Informational Text</p>	
<p>Key Ideas and Details</p>	
<p>(9-10R1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</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</u> Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up</p> <p><u>Make Inferences (examples)</u> Unit 2 Lesson 20: Work Time Unit 2 Lessons 22–23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Ask Questions to Make Inferences (Examples)</u> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Make Inferences and Predictions</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time Unit 6 Lessons 22, 27–29: Read Aloud, Think Aloud</p>

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<p>(9-10R2) Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Summarize (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Summarize and Identify Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>“Furball Therapy”</u> (informational text) Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“Me and My Robot”</u> (informational article) Unit 4 Lesson 39: Read Aloud, Think Aloud</p>
<p>(9-10R3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p>	<p><u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p> <p><u>Analyze a Character (examples)</u> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Determine Text Structure</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 23: Read Aloud, Think Aloud</p>

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<p><b>Craft and Structure</b> (9-10R4) 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. Examine technical or key terms and how language differs across genres.</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><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 9: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group</p> <p><u>Related Words</u> Unit 4 Lesson 13: Read Aloud, Think ALoud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary</p> <p><u>Understand Domain-Specific Words</u> Unit 6 Lesson 25: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 1: Skill 1: Context Clues Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>

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<p>(9-10R5) In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.</p>	<p><u>Determine Text Structure</u> Unit 2 Lesson 42: Work Time</p> <p><u>Read Dialogue Aloud from Novel or Short Story</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Science Fiction)</p> <p><u>Introduce Genre: Poetry</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Short Story: How to Make a Prediction</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p>
<p>(9-10R6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p>	<p><u>"Brothers" (memoir)</u> Unit 6 Lesson 37</p> <p><u>"All Good People" (poem)</u> Unit 7 Lesson 2</p> <p><u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p> <p><u>Recognize Author's Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p>

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<p>Integration of Knowledge and Ideas</p> <p>(9-10R7) Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).</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>Background Video (Examples)</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud            Unit 6 Lesson 2: Read Aloud, Think Aloud            Unit 6 Lesson 11: Whole Group            Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Comic Strip</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Connect Songs to My Life</u>            Unit 4 Lesson 5: Work Time</p> <p><u>"Empowering a Community" (informational text) and "Taking Action"</u>            Unit 4 Lesson 43</p> <p><u>Introduce Genre: News Article</u>            Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Video: "Media and Technology"</u>            Unit 2 Lesson 24: Classroom Conversation</p>
<p>(9-10R8) Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.</p>	<p><u>Identify Logical and Emotional Appeals</u>            Unit 4 Lesson 18: Whole Group            Unit 4 Lesson 20: Work Time</p> <p><u>Analyze an Oral Argument</u>            Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Argument</u>            Unit 6 Lesson 40: Whole Group</p> <p><u>Identify Claims and Counterclaims</u>            Unit 4 Lesson 33: Whole Group</p> <p><u>Debate an Issue</u>            Unit 6 Lessons 42–43: Work Time</p> <p><u>"Why I Lived with My Garbage for a Year"</u>            Unit 5 Lesson 9: Read Aloud, Think Aloud</p>



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<p>(9-10R9) 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>"A Midsummer Nights' Dream"</u> Unit 3 Lessons 1–10</p> <p><u>Connect Songs to My Life</u> Unit 4 Lesson 5: Work Time</p> <p><u>"Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center"</u> (academic text) Unit 4: Lessons 18, 20: Read Aloud, Think Aloud</p>
<p><b>(9-10W) Writing</b></p>	
<p>Text Types and Purposes</p>	
<p>(9-10W1) Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p>
<p>(9-10W1a) Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p>	<p><u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay</p>
<p>(9-10W1b) Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p> <p><u>Identify Reasons and Evidence</u> Unit 6 Lesson 13: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>

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<p>(9-10W1c) Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay (Drafting)</p>
<p>(9-10W1d) Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>
<p>(9-10W1e) Provide a concluding statement or section that explains the significance of the argument presented.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Drafting: Conclusion; Revising)</p>
<p>(9-10W1f) Maintain a style and tone appropriate to the writing task.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p>
<p>(9-10W2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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<p>(9-10W2a) Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p>	<p><u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
<p>(9-10W2b) Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay</p>
<p>(9-10W2c) Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p>	<p><u>Write an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group; Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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<p>(9-10W2d) Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>(9-10W2e) Provide a concluding statement or section that explains the significance of the information presented.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>
<p>(9-10W2f) Establish and maintain a style appropriate to the writing task.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
<p>(9-10W3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 26–30: Plan a Narrative Essay</p>

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<p>(9-10W3a) Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p>	<p><u>Write a Narrative Paragraph/Essay</u>            Unit 2 Lessons 13–14: Work Time            Unit 4 Lesson 3: Work Time            Unit 6 Lesson 6: Work Time            Unit 6 Lesson 26: Whole Group            Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 1–5: Write a Narrative Paragraph            Unit 2 Lessons 11–15: Write a Narrative Paragraph            Unit 6 Lessons 31–35: Write a Narrative Essay</p>
<p>(9-10W3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</p>	<p><u>Write a Narrative Paragraph/Essay</u>            Unit 2 Lessons 13–14: Work Time            Unit 4 Lesson 3: Work Time            Unit 6 Lesson 6: Work Time            Unit 6 Lesson 26: Whole Group            Unit 6 Lesson 28: Work Time            Unit 6 Lesson 31: Whole Group            Unit 6 Lesson 32: Work Time            Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u>            Unit 4 Lessons 11–15: Write a Narrative Paragraph            Unit 6 Lessons 11–15: Write a Narrative Paragraph</p>
<p>(9-10W3c) Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</p>	<p><u>Write a Narrative Paragraph/Essay</u>            Unit 2 Lessons 13–14: Work Time            Unit 4 Lesson 3: Work Time            Unit 6 Lesson 6: Work Time            Unit 6 Lesson 26: Whole Group            Unit 6 Lesson 28: Work Time            Unit 6 Lesson 31: Whole Group            Unit 6 Lesson 32: Work Time            Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 1–5: Write a Narrative Paragraph            Unit 2 Lessons 11–15: Write a Narrative Paragraph            Unit 6 Lessons 31–35: Write a Narrative Essay (Drafting)</p>

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<p>(9-10W3d) Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 31–35: Write a Narrative Essay</p>
<p>(9-10W3e) 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 Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write a Narrative Essay (Body: Conclusion)</p>
<p>(9-10W4) Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p>	<p><u>Write a Poem</u> Unit 7 Lesson 3: Whole Group, Work Time Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group, Wrap Up</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write a Narrative Essay</p>

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<p>(9-10W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.</p>	<p><u>Take Notes</u> Unit 1 Lesson 4: Work Time</p> <p><u>Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p>(9-10W6) Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</p>	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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 align="center"><b>New York State Next Generation English Language Arts Learning Standards Grade 9-10</b></p>	<p align="center"><b>iLit 45/ELL Level F</b></p>
<p>(9-10W7) Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.</p>	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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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New York State Next Generation English Language Arts Learning Standards Grade 9-10	iLit 45/ELL Level F
<b>(9-10SL) Speaking and Listening</b>	
Comprehension and Collaboration	
(9-10SL1) Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	
(9-10SL1a) Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.	<p><u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</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>
(9-10SL1b) Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	<p><u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</p>
(9-10SL1c) Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<p><u>Connect Text to Experience and Knowledge</u> Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignment: Talk About an Influential Adult</u> Unit 6 Lessons 8-9: Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p>

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<p>(9-10SL1d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>Assignment: Discuss and Summarize</u> Unit 4 Lesson 25: Work Time</p> <p><u>Determine Author's Viewpoint</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignment: Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>
<p>(9-10SL2) Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.</p>	<p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group</p>
<p>(9-10SL3) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>

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<p>Presentation of Knowledge and Ideas (9-10SL4) Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p><u>Fluency (examples)</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 42: Work Time Unit 6 Lesson 30: Work Time</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 2 Lesson 38: Whole Group; Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lessons 6–10: Work Time</p> <p><u>Talk About an Influential Adult</u> Unit 6 Lessons 8–9: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: 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>(9-10SL5) Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>	<p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Student Presentations</u> Unit 5 Lesson 10</p> <p><u>List Potential Visuals</u> Unit 5 Lesson 6: Wrap Up</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>(9-10SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>Fluency (examples)</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 42: Work Time Unit 6 Lesson 30: Work Time</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lessons 6–10: Work Time</p> <p><u>Talk About an Influential Adult</u> Unit 6 Lessons 8–9: Work Time</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Conferencing with Individuals (examples)</u> Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</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>
<p><b>(9-10L) Language</b></p>	
<p>Conventions of Academic English/Language for Learning</p>	
<p>(9-10L1) 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>(9-10L1a) Use parallel structure.</p>	<p><u>Parallelism</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 2: Skill 22: Parallelism</p>

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<p>(9-10L1b) Use various types of phrases and clauses to add variety and interest to writing or presentations.</p>	<p><u>Prepositional Phrases</u> Unit 4 Lesson 8: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 6–10 Part 5: Skill 15: Prepositional Phrases Unit 4 Lessons 16–20 Part 1: Skill 16: Clauses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>
<p>(9-10L1c) Understand that usage is a matter of convention that can change over time.</p>	<p><u>Common Usage Problems</u> Unit 6 Lesson 18: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 4: Skill 29: Common Usage Problems</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Avoiding Common Usage Problems, 145</p>
<p>(9-10L1d) Resolve issues of complex or contested usage, consulting references as needed.</p>	<p><u>Common Usage Problems</u> Unit 6 Lesson 18: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 4: Skill 29: Common Usage Problems</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Avoiding Common Usage Problems, 145</p>

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<p>(9-10L2) 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>(9-10L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</p>	<p><u>Commas in Sentences</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments – Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 3: Skill 23: Commas in Sentences Unit 5 Lessons 1–5 Part 4: Skill 24: Avoiding Unnecessary Commas</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125; Dashes, 129; Parentheses, 130</p>
<p>(9-10L2b) Use a semicolon to link two or more closely related independent clauses.</p>	<p><u>Semicolons and Colons</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments – Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p>
<p>(9-10L2c) Use a colon to introduce a list or quotation.</p>	<p><u>Semicolons and Colons</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments – Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A &amp; B, 116–117</p>
<p><b>Knowledge of Language</b></p>	
<p>(9-10L3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>(9-10L3a) Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Edit: Write an Explanatory Essay</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>(9-10L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	
<p>(9-10L4a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><u>Context Clues and Using Context (examples)</u>            Unit 2 Lesson 4: Read Aloud, Think Aloud            Unit 2 Lesson 9: Read Aloud, Think Aloud            Unit 3 Lesson 9: Vocabulary            Unit 4 Lesson 2: Read Aloud, Think Aloud            Unit 5 Lesson 7: Vocabulary            Unit 6 Lesson 3: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 1 Lessons 11–15 Part 1: Skill 1: Context Clues            Unit 2 Lessons 11–15 Part 2: Skill 7: Context Clues</p>
<p>(9-10L4b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><u>Related Words</u>            Unit 4 Lesson 13: Vocabulary; Read Aloud, Think Aloud</p> <p><u>Use Latin Roots to Determine Meaning</u>            Unit 4 Lesson 6: Whole Group</p> <p><u>Word Families (Examples)</u>            Unit 1 Lesson 22: Whole Group            Unit 1 Lesson 24: Whole Group            Unit 4 Lesson 29: Vocabulary            Unit 6 Lesson 42: Vocabulary</p> <p><u>Prefixes (Examples)</u>            Unit 2 Lesson 12: Vocabulary            Unit 2 Lesson 29: Vocabulary            Unit 4 Lesson 27: Vocabulary            Unit 6 Lesson 7: Work Time</p> <p><u>Suffixes (Examples)</u>            Unit 2 Lesson 4: Vocabulary            Unit 4 Lesson 2: Vocabulary; Work Time            Unit 4 Lesson 43: Vocabulary            Unit 6 Lesson 29: Vocabulary</p>

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<p>(9-10L4c) 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, its part of speech, or its etymology.</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 4 Lesson 6: Whole Group</p> <p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: 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>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
<p>(9-10L4d) 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 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 4 Lesson 6: Whole Group</p> <p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: 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>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>



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<p>(9-10L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>(9-10L5a) Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.</p>	<p><u>Figurative Language (examples)</u>            Unit 2 Lesson 25: Whole Group            Unit 3 Lesson 2: Wrap Up            Unit 3 Lesson 3: Whole Group            Unit 3 Lesson 4: Work Time            Unit 4 Lesson 12: Work Time</p> <p><u>Euphemisms &amp; Oxymoron</u>            Unit 5 Lesson 6: Vocabulary</p>
<p>(9-10L5b) Analyze nuances in the meaning of words with similar denotations.</p>	<p><u>Understand Connotation and Denotation</u>            Unit 4 Lesson 26: Whole Group            Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u>            Unit 2 Lesson 12: Vocabulary            Unit 2 Lesson 29: Vocabulary            Unit 2 Lesson 4: Vocabulary</p> <p><u>Related Words</u>            Unit 4 Lesson 13: vocabulary; Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 11–15 Part 3: Skill 13: Word Associations            Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies</p>

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<p>(9-10L6) Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying 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 (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><u>Assignments Vocabulary Study Plan (examples)</u>            Unit 2 Lessons 11–15 Part 1: Skill 6: Words That Are Use Together (Collocations)            Unit 2 Lessons 11–15 Part 5: Skill 10: Word Associations            Unit 4 Lessons 11–15 Part 3: Skill 18: Analogies            Unit 4 Lessons 11–15 Part 5: Skill 20: Synonyms and Antonyms</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>

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<p><b>Key Ideas and Details</b></p> <p>(RH1) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</p>	<p>Questions for Close reading feature focuses on identifying key details in a text. See the following:</p> <p><u>Text: <i>Occupy Wall Street</i></u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Text: "John F. Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center"</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 20: Work Time</p> <p><u>Text: "Taking Action"</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Text: "Why I Lived with My Garbage for a Year"</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Text: <i>Getting Away with Murder: The True Story of the Emmett Till Case</i></u> Unit 6 Lesson 5: Whole Group</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>The Red Badge of Courage Aung San Suu Kyi: Freedom Fighter He Stood Alone Colony of Fear A Matter of Pride Out of Many Encyclopedia of Early Peoples The King of the United States, Eleanor Roosevelt Takes a Stand Remember the Removal</p>

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<p>(RH2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</p>	<p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>Text: <i>Occupy Wall Street</i></u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Text: “John F. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center”</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 20: Work Time</p> <p><u>Text: "Taking Action"</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>The Red Badge of Courage Aung San Suu Kyi: Freedom Fighter He Stood Alone Colony of Fear A Matter of Pride</p>
<p>(RH3) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>Students can use the following skills to complete this objective.</p> <p><u>Determine Text Structure</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Text: <i>Occupy Wall Street</i></u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Remember the Removal (Indian Removal Act) Aung San Suu Kyi: Freedom Fighter</p>

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<p>Craft and Structure</p> <p>(RH4) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</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>Vocabulary Lessons (examples)</u>            Unit 2 Lesson 38 (includes Word Families; Related Words; Multiple Meanings)            Unit 4 Lesson 18 (includes Word Families; Root Word; Suffixes)</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 11–15 Part 1: Skill 11: Context Clues            Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>
<p>(RH5) Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).</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>"Empowering a Community" (informational text) and "Taking Action"</u>            Unit 4 Lesson 43</p> <p><u>Background Video (Examples)</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud            Unit 6 Lesson 2: Read Aloud, Think Aloud            Unit 6 Lesson 11: Whole Group</p> <p><u>Video: "Media and Technology"</u>            Unit 2 Lesson 24: Classroom Conversation</p>

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<p>(RH6) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>Students can use the following activities to answer this objective.</p> <p><u>Recognize Author’s Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p> <p><u>“Empowering a Community” (informational text) and “Taking Action”</u> Unit 4 Lessons 43–44</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Astronauts Take Flight Space Disasters Sally Ride: Remembering a National Hero</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>(RH7) Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</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>“Empowering a Community” (informational text) and “Taking Action”</u> Unit 4 Lesson 43</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group</p> <p><u>Video: “Media and Technology”</u> Unit 2 Lesson 24: Classroom Conversation</p>

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<p>(RH8) Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Students can use the following skills to complete this objective.</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Text: “John F. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center”</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 20: Work Time</p> <p><u>Text: "Taking Action"</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>(RH9) Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><u>“Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center”</u> (academic text) Unit 4: Lessons 18, 20: Read Aloud, Think Aloud</p> <p><u>“Empowering a Community” (informational text) and “Taking Action”</u> Unit 4 Lesson 43</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Astronauts Take Flight Space Disasters Sally Ride: Remembering a National Hero</p>

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<p>Key Ideas and Details</p>	
<p>(RST1) Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.</p>	<p>Questions for Close reading feature focuses on identifying key details in a text. See the following:</p> <p><u>Academic Text: "Genetic Information and Its Uses"</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Video: "Media and Technology"</u> Unit 2 Lesson 24: Classroom Conversation</p> <p><u>Text: <i>What Will They Think of Next</i></u> Unit 2 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: "On Global Warming"</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text "World Changers"</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Text "Concussions Impact US Teen Athletes"</u> Unit 4 Lesson 11: Whole Group</p> <p><u>Text: "Me and My Robot" and "That Looks Like Garbage"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: "Apple Visionary Redefined Digital Age"</u> Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Text: "Why I Lived with My Garbage for a Year"</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Cracking the Desire Code The Future is Now In the Digital Age Weapons of the Spirit Jane of the Jungle</p>



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<p>(RST2) Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.</p>	<p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>Text: "On Global Warming"</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text "World Changers"</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Text "Concussions Impact US Teen Athletes"</u> Unit 4 Lesson 11: Whole Group</p> <p><u>Text: "Me and My Robot" and "That Looks Like Garbage"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: "Apple Visionary Redefined Digital Age"</u> Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Text: "Why I Lived with My Garbage for a Year"</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>In the Digital Age Weapons of the Spirit Jane of the Jungle</p>

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<p>(RST3) Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.</p>	<p>Students can use the following skills to complete this objective.</p> <p><u>Determine Text Structure</u> Unit 4 Lesson 16 Unit 2 Lesson 42: Work Time</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Text: “On Global Warming”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Cracking the Desire Code</p>
<p>Craft and Structure</p> <p>(RST4) Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).</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>Vocabulary Lessons (examples)</u> Unit 2 Lesson 24 (includes Word Slam and Word Match) Unit 4 Lesson 3 (includes Word Families; Alternate Spellings; Synonym or Antonym?)</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 1: Skill 11: Context Clues Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>

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<p>(RST5) Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.</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>Text: “Me and My Robot” and “That Looks Like Garbage”</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group</p> <p><u>Video: “Media and Technology”</u> Unit 2 Lesson 24: Classroom Conversation</p>
<p>(RST6) Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.</p>	<p>Students can use the following activities to answer this objective.</p> <p><u>Recognize Author’s Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p> <p><u>Text: “Me and My Robot” and “That Looks Like Garbage”</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: “Why I Lived with My Garbage for a Year”</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Astronauts Take Flight Space Disasters Sally Ride: Remembering a National Hero</p>

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<p>Integration of Knowledge and Ideas</p> <p>(RST7) Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.</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>Text: “On Global Warming”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text “World Changers”</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Text “Concussions Impact US Teen Athletes”</u> Unit 4 Lesson 11: Whole Group</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group</p> <p><u>Video: “Media and Technology”</u> Unit 2 Lesson 24: Classroom Conversation</p>
<p>(RST8) Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.</p>	<p>Students can use the following skills to complete this objective.</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Text: “On Global Warming”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: “Why I Lived with My Garbage for a Year”</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>

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<p>(RST9) Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p><u>Text: “On Global Warming”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text “World Changers”</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Text: “Me and My Robot” and “That Looks Like Garbage”</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> <p>Astronauts Take Flight Space Disasters Sally Ride: Remembering a National Hero</p>
<p><b>Text Types and Purposes</b></p>	
<p>(WHST1) Write arguments focused on discipline-specific content.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay Unit 4 Lessons 36–40: Write an Argumentative Essay</p>
<p>(WHST1a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	<p><u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay</p>

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<p>(WHST1b) Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p> <p><u>Identify Reasons and Evidence</u> Unit 6 Lesson 13: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>
<p>(WHST1c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>
<p>(WHST1d) Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p>
<p>(WHST1e) Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 2 Lessons 39–40: Work Time Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Drafting: Conclusion; Revising)</p>

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<p>(WHST2) Write informative/explanatory text focused on discipline-specific content.</p>	<p><u>Write an Explanatory Paragraph/Essay</u>            Unit 2 Lesson 5: Work Time            Unit 2 Lesson 30: Whole Group            Unit 2 Lessons 34–36: Whole Group and Work Time            Unit 4 Lesson 14: Work Time            Unit 6 Lessons 23–24: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 1–5: Write an Explanatory Paragraph            Unit 2 Lessons 31–35: Write an Explanatory Essay            Unit 4 Lessons 11–15: Write an Explanatory Paragraph            Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
<p>(WHST2a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.</p>	<p><u>Explanatory Writing: Use an Outline</u>            Unit 2 Lesson 31: Whole Group            Unit 2 Lesson 33: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u>            Unit 2 Lesson 5: Work Time            Unit 2 Lesson 35: Work Time            Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 1–5: Write an Explanatory Paragraph            Unit 2 Lessons 31–35: Write an Explanatory Essay            Unit 4 Lessons 11–15: Write an Explanatory Paragraph            Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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<p>(WHST2b) Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay</p>
<p>(WHST2c) Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>(WHST2d) Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p>	<p><u>Write an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group; Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>



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<p>(WHST2e) Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
<p>(WHST3) Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>
<p>(WHST4) Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>	<p><u>Summarize a Poem</u> Unit 5 Lesson 2: Work Time <u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 20: Wrap Up Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>

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<p><b>Research to Build and Present Knowledge</b> (WHST5) Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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>(WHST6) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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>(WHST7) Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><u>Take Notes</u> Unit 1 Lesson 4: Work Time</p> <p><u>Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>