

A Correlation of

iLit45
iLitELL



Level G

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

A Correlation of iLit 45/ELL Level G to the New York Literacy Learning Standards 2017, 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;">New York State Next Generation English Language Arts Learning Standards Grades 9-10</p>	<p style="text-align: center;">iLit 45/ELL Level G</p>
<p>(9-10R) Reading</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 iLit. 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 18: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Analyze Dialogue and Plot Incidents</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 11: Work Time Unit 2 Lesson 14: Read Aloud, Think Aloud Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 9: Work Time</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>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Identify or Summarize (examples)</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p>

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<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>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p> <p><u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Causes and Effects</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<p>Craft and Structure</p>	
<p>(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>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>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</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>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Evaluate Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author's Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</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>"An Island Like You" (short stories)</u> Unit 4 Lesson 2-4, 7-9, 12-14, 17-19; Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Author's Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p>

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<p>Integration of Knowledge and Ideas (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>Video: “Life Choices Part 1”</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss “Life Choices”</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: “Life Choices Part 2”</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p> <p><u>“What’s for Sale? Your Self-Esteem”</u> (informational text) Unit 2 Lesson 1</p> <p><u>Text: “Deborah Sampson: America’s First Known Female War Hero”; Text: “Should Military Recruiters Be Allowed in High Schools?”</u> Unit 2 Lessons 38–39</p> <p><u>Text: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</u> Unit 2 Lesson 43</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>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: 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>“How Do I Love Thee?” and “On Love” (poems)</u> Unit 6 Lesson 2</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44</p> <p><u>“Silent Spring Morning”</u> Unit 7 Lessons 1–2</p> <p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p> <p><u>“Deborah Sampson: America’s First Known Female War Hero” (informational article)</u> Unit 2 Lesson 38</p> <p><u>“Narrative of the Life of Frederick Douglass”</u> Unit 2 Lesson 23</p>
<p>(9-10W) Writing</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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan an Argumentative Paragraph Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Plan an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 36–40: Present an Argumentative Essay</p>

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<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>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting; Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence</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 Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Identify and Evaluate Arguments and Claims</u> Unit 6 Lesson 30: Whole Group</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence</p>
<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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31, 33–4, 36: Whole Group, Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body)</p>

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<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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time</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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Conclusion)</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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</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 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>
<p>(9-10W2a) Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body) Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>

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<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>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</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 Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body; Revising)</p>
<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>Organize Your Writing</u> Unit 2 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</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 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: 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 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p>

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<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 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph</p>
<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 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 21–25: Plan a Narrative Paragraph Unit 3: Lessons 1–5: Plan an Original Scene Unit 4 Lessons 11–15: Plan a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Introduction) Unit 6 Lessons 21–25: Plan a Narrative Paragraph</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, Revise, and Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Body)</p>

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<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>Revise Narrative Essay</u> Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Conclusion)</p>
<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 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Body; Revising)</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 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: 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: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</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>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time_</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; 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>Research to Build and Present Knowledge</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 the Topic</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1: Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lessons 1–10: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</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>(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 the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>(9-10SL) Speaking and Listening</p>	
<p>Comprehension and Collaboration</p>	
<p>(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.</p>	
<p>(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>	<p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: 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>
<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>	<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 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>

**A Correlation of iLit 45/ELL Level G to the
New York Literacy Learning Standards 2017, Grades 9-10**

<p style="text-align: center;">New York State Next Generation English Language Arts Learning Standards Grades 9-10</p>	<p style="text-align: center;">iLit 45/ELL Level G</p>
<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>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p>
<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>Evaluate Unit Project</u> Unit 5 Lesson 10: Wrap Up</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: 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>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 20: 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 Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Prepare and Conduct Interview</u> Unit 5 Lessons 4–5: Wrap Up</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>

**A Correlation of iLit 45/ELL Level G to the
New York Literacy Learning Standards 2017, Grades 9-10**

<p style="text-align: center;">New York State Next Generation English Language Arts Learning Standards Grades 9-10</p>	<p style="text-align: center;">iLit 45/ELL Level G</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>(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 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</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>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: 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 style="text-align: center;">New York State Next Generation English Language Arts Learning Standards Grades 9-10</p>	<p style="text-align: center;">iLit 45/ELL Level G</p>
<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 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</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>(9-10L) Language</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 2: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5: 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 3: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5 Part 3: Skill 25: Prepositional Phrases Unit 4 Lessons 21–25 Part 4: 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 16: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15 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>Formal and Informal Usage</u> Unit 4 Lesson 27: Vocabulary</p> <p><u>Common Usage Problems</u> Unit 6 Lesson 16: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15 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 style="text-align: center;">New York State Next Generation English Language Arts Learning Standards Grades 9-10</p>	<p style="text-align: center;">iLit 45/ELL Level G</p>
<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 2: Work Time</p> <p><u>Assignments – Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 5: Skill 23: Commas in Sentences Unit 6 Lessons 1–5 Part 5: 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 2: 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–B, 116–117</p>
<p>(9-10L2c) Use a colon to introduce a list or quotation.</p>	<p><u>Semicolons and Colons</u> Unit 6 Lesson 2: 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: all activities</p>

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<p>Knowledge of Language</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>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<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 Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues to Work Meanings Unit 6 Lessons 11–15: Part 5: Skill 21: 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>Understand Related Words</u> Unit 4 Lesson 20: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations</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 a Dictionary (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Dictionary Usage</u> Unit 4 Lesson 40: Vocabulary</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 10: Whole Group</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> <p>Independent Reading—Every lesson</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>Use a Dictionary (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</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</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</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 27: Read Aloud, Think Aloud</p> <p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p>
<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</p> <p><u>Assignments Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues to Work Meanings Unit 2 Lessons 11–15 Part 1: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations</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>Key Ideas and Details</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>Students cite textual evidence in each selection of iLit. 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>Text: "Should Military Recruiters Be Allowed in High Schools?"</u> Unit 2 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: "Puerto Rico: Yesterday, Today, and Tomorrow"</u> Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Text: "Irena Sendler, The Smuggler"</u> Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Text: "Why I Lived with My Garbage for a Year"</u> Unit 4 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: "Afghan Girls Stay in School Despite Attacks";</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Text: "Nightmare in Rwanda" (article) and "Holocausts in Rwanda and Darfur" (article)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: "Digging Up the Past";</u> Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Text: "He Stood Alone"</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Text: <i>Students on Strike: Jim Crow, Civil Rights, Brown, and Me</i></u> Unit 6 Lessons 4–32: All activities</p> <p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Text: "Ex-Child Soldier Raps About Hellish Life"</u> Unit 6 Lesson 39: Read Aloud, Think Aloud</p>

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<p>(Continued) (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>(Continued) <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>
<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>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</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: "Puerto Rico: Yesterday, Today, and Tomorrow"</u> Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Text: "Irena Sendler, The Smuggler"</u> Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Text: "Nightmare in Rwanda" (article) and "Holocausts in Rwanda and Darfur" (article)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: "Digging Up the Past";</u> Unit 5 Lesson 8: 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>

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<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</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud Lesson 19: Read Aloud, Think Aloud</p> <p><u>Text: “Nightmare in Rwanda” (article) and “Holocausts in Rwanda and Darfur” (article)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud</p>
<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 39 (includes Word Families; Syllabication; Multiple-Meaning Words; Sentence Stems) Unit 4 Lesson 43 (includes Word Families; Confusing Words; Multiple Meanings)</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>“What’s for Sale? Your Self-Esteem” (informational text)</u> Unit 2 Lesson 1</p> <p><u>Text: “Deborah Sampson: America’s First Known Female War Hero”; Text: “Should Military Recruiters Be Allowed in High Schools?”</u> Unit 2 Lessons 38–39</p> <p><u>Background Video (Examples)</u> Unit 6 Lesson 5: Whole Group Unit 6 Lesson 18: Whole Group Unit 6 Lesson 23: Whole Group</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><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: 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>Astronauts Take Flight Space Disasters Sally Ride: Remembering a National Hero</p>
<p>Integration of Knowledge and Ideas</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>“What’s for Sale? Your Self-Esteem”</u> (informational text) Unit 2 Lesson 1</p> <p><u>Text: “Deborah Sampson: America’s First Known Female War Hero”</u>; <u>Text: “Should Military Recruiters Be Allowed in High Schools?”</u> Unit 2 Lessons 38–39</p> <p><u>Background Video (Examples)</u> Unit 6 Lesson 5: Whole Group Unit 6 Lesson 18: Whole Group Unit 6 Lesson 23: Whole Group</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><u>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<p>(RH9) Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><u>Text: “Deborah Sampson: America’s First Known Female War Hero”</u> Unit 2 Lesson 39: Read Aloud, Think Aloud <u>Text: “Should Military Recruiters Be Allowed in High Schools?”</u> Unit 2 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: “Nightmare in Rwanda” (article) and “Holocausts in Rwanda and Darfur” (article)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: Students on Strike: Jim Crow, Civil Rights, Brown, and Me</u> Unit 6 Lessons 4–32: All activities <u>Text: Brown v. Board of Education of Topeka, Kansas</u> Unit 6 Lesson 33: 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>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>Text: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: “Concussions Impact US Teen Athletes,” “Death of an Olympian,” and “It Should Have Been Me”</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: “Japan Nuke Workers Risk Their Lives, Garner Nation’s Respect”</u> Unit 5 Lesson 4: 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>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</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 Can't 'Snap Out' of My Depression" & "To My Daughter"</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: "Concussions Impact US Teen Athletes," "Death of an Olympian," and "It Should Have Been Me"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: "Japan Nuke Workers Risk Their Lives, Garner Nation's Respect"</u> Unit 5 Lesson 4: 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>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Causes and Effects</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Text: “Concussions Impact US Teen Athletes,” “Death of an Olympian,” and “It Should Have Been Me”</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>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 43 (includes Word Families; Syllabication; Recognize Connotations) Unit 4 Lesson 39 (includes Word Families; Define a Word; Prefixes; Synonym or Antonym?)</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: 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>Students can use the following to explore different text structures.</p> <p><u>Text: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: “Concussions Impact US Teen Athletes,” “Death of an Olympian,” and “It Should Have Been Me”</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: “Japan Nuke Workers Risk Their Lives, Garner Nation’s Respect”</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</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>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Text: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</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>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: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: “Concussions Impact US Teen Athletes,” “Death of an Olympian,” and “It Should Have Been Me”</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: “Japan Nuke Workers Risk Their Lives, Garner Nation’s Respect”</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</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><u>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<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: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</u> Unit 2 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Text: “Concussions Impact US Teen Athletes,” “Death of an Olympian,” and “It Should Have Been Me”</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>

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<p>Text Types and Purposes</p>	
<p>(WHST1) Write arguments focused on discipline-specific content.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan an Argumentative Paragraph Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Plan an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 36–40: Present 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>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting; Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence</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 Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Identify and Evaluate Arguments and Claims</u> Unit 6 Lesson 30: Whole Group</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence</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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time</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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Conclusion)</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 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: 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>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body) Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>
<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>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</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>Organize Your Writing</u> Unit 2 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</p>

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<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 Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body; Revising)</p>
<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 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</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 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: 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</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>Writing Lessons (examples)</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Assignments – Interactive Reader</u> Unit 1–7 weekly Interactive Reader Critical Responses Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>

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<p>Research to Build and Present Knowledge</p>	
<p>(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 the Topic</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1: Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lessons 1–10: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources</p>
<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 the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</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>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time_</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; Whole Group</p> <p><u>Assignments – Interactive Reader</u> Unit 1–7 weekly Interactive Reader Critical Responses</p>

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