

A Correlation of



iLit 20

Grade 10, ©2018

To

**Ohio's Learning Standards
For English Language Arts
Grade 10**

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Introduction

This document demonstrates how **Savvas iLit 20 ©2018** meets the objectives of Ohio’s Learning Standards for English Language Arts (2017). Correlation references are to the Teacher App and Student App.

Savvas iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. **iLit** is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. **iLit** has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. 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.

- *iLit20* is a supplemental literacy program that supports core ELA curriculum and encourage independent reading at just the right level.
- iLit20 provides personalized literacy through adaptive performance-based instruction that automatically tracks students’ reading growth, steadily increasing their capacity to read more complex text.
- iLit20 is designed as a flexible implementation model used 15-20 minutes per day two to five times per week to supplement a core reading program.

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**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Table of Contents

Reading Standards for Literature K-12.....	4
Reading Standards for Informational Text K-12.....	11
Writing Standards K-12	17
Speaking and Listening Standards K-12	24
Language Standards K-12	28

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
Reading Standards for Literature K-12	
GRADE 10 STUDENTS:	
KEY IDEAS AND DETAILS	
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 3: Describe in Detail a Place Mentioned in Your Reading Today. Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable Detail or Event You Read About Today?</p>
RL.9-10.2 Analyze literary text development.	
<p>a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 27: Explore the Author’s Purpose</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>b. Provide an objective summary of the text that includes the theme and relevant story elements.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details.</p>
<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 8: Identify the Most Interesting Character Prompt 20: Which Individual or Character Made the Strongest Impression on You? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
CRAFT AND STRUCTURE	
<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u> Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 15: What Emotion Did You Feel When Reading? Prompt 16: Choose and Describe a Sensory Detail Prompt 25: Choose Three Words that Describe the Book You are Reading.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>SA: Students have at their fingertips over 3000 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 10: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable detail or Event You Read About Today? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>
<p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 12: If You Were to Choose an Actor to Play a Character in Your Book, Which Actor Would You Choose? Explain.</p> <p><u>iLit Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama) Hamlet (drama) Julius Caesar (drama)</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
RL.9-10.8 (Not applicable to literature)	Not applicable to literature according to Ohio’s Learning Standards for English Language Arts
RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 7: Choose Two Characters: Compare and Contrast Their Personalities with Details Prompt 17: What Background Knowledge or Experience Helped You Understand the Text You Read Today? Prompt 28: Should the Author Write a Series with the Same Characters?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama) Hamlet (drama)</p>

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To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<p>RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Oliver Twist A Midsummer Night’s Dream Little Women Welcome to Skull Canyon The Adventures of Tom Sawyer David Copperfield The Jungle Book Mr. Small Snowflake: A Sled Dog</p>

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To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
Reading Standards for Informational Text K-12	
KEY IDEAS AND DETAILS	
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p>TA: <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u> Week 4: Buy Me This, Buy Me That; City Spam; Getting the News Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: They Never Gave Up; All Together Now Week 8: Taking the Stage Week 13: Outside Independence Hall Week 21: Human and Dogs</p> <p><u>Interactive Readers: Recognize and Make Generalizations (examples)</u> Week 18: Handwriting on the Wall; Frida Kahlo Week 27: Coyotes on the Go</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
RI.9-10.2 Analyze informational text development.	
a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details	<p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>
b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.	<p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Summarize (examples)</u> Week 18: Traditional Native American Homes; Taking Sides on Time; Bill Gate: Computer Pioneer Week 28: Growing an Urban Garden; Wolf Families; More Than Words</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>TA: <u>Interactive Readers: Cause and Effect (examples)</u> Week 6: The Street Soccer Effect; Succeeding in School Week 8: The Word on Bullying; The Witness Dilemma Week 11: Kids Saving the Rain Forest Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship Week 27: New Language, New Friends; Invented by Love</p>
CRAFT AND STRUCTURE	
<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 6: Mapping Our World; Mystery Writing; Murals Week 9: Murals; National Symbols; Ancient Rome; The Human Nervous System</p> <p><u>Word Study Practice (examples)</u> Week 1: Word Families; Synonyms Week 2: Multiple-Meaning Words; Homographs</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>TA: Interactive Readers: Text Structure: Cause and Effect (examples) Week 8: The Word on Bullying; The Witness Dilemma Week 11: Kids Saving the Rain Forest Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p>Interactive Readers: Text Structure: Compare and Contrast (examples) Week 1: The Great Pacific Garbage Patch; Pablo Morales, Champion at Work Week 6: Young Athletes of the World Unite Week 16: On Patrol; Wilderness Learning; Champion of the Rocks</p> <p>iLit Library (examples) Empowering a Community The Future is Now We Need Insects</p>
<p>RI.9-10.6 Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>TA: Interactive Readers: Identify Author’s Viewpoint (examples) Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p>Interactive Readers: Identify Author’s Purpose (examples) Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>TA: Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they’ll encounter on next-generation assessments.</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u> Week 8: The King of Football Week 15: James Cook: Leading the World in Exploration; The Power of Music, Color, and Images Week 21: Unlikely Allies; Crisis Negotiation</p> <p><u>iLit Library (examples)</u> The Gettysburg Address (speech) Women’s Press Club (speech) Inaugural Presidential Address, Official Transcript by Barack Obama (speech) Out of Many (speech)</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyi: Freedom Fighter; Out of Many by Barack Obama</p>
<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>iLit Library</u> Andrew Jackson’s First Inaugural Address Andrew Jackson’s Second Inaugural Address Franklin D. Roosevelt, First Inaugural Address George H. W. Bush, Inaugural Address Inaugural Presidential Address, Official Transcript by Barack Obama The Gettysburg Address Abraham Lincoln’s Second Inaugural Address</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<p>RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Occupy Wallstreet Human Impact! Out of Many Global Warming Go Organic</p>
Writing Standards K-12	
TEXT TYPES AND PURPOSES	
<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>a. Establish a clear and thorough thesis to present an argument.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p>
<p>b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction</p>
<p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
d. 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.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising Grammar: Sentence Structure Vocabulary: Acquire Vocabulary
f. Provide a concluding statement or section that follows from and supports the argument presented.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Conclusion
W.9-10.2 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.	
a. Establish a clear and thorough thesis to present information.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Write a Summary (examples)</u> Week 8: Youthville Detroit Week 18: The Race into Space Week 23: Growing Up with a Twin
b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction
c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio's Learning Standards for English Language Arts (2017)**

Ohio's Learning Standards for English Language Arts	iLit 20 Level G
d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion
e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, C: Revising: Specific Details; Explanatory Essay B, C: Drafting: Body: Specific Words
f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Interactive Readers: Write a Summary (examples)</u> Week 2: The Big Money Week 6: The Insanity Defense Week 18: Frida Kahlo Week 27: New Language, New Friends
g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Drafting: Conclusion
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising Grammar: Sentence Structure; Types of Sentences
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Conclusion
PRODUCTION AND DISTRIBUTION OF WRITING	
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition. TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C Smart Search: Writing: Argumentative Writing: Argumentative Essay A, B, C</p>
<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) 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>TA: Teachers can encourage students to conduct research in the iLit Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
W.9-10.8 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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	TA: The iLit Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 1: Why Did You Choose the Book You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 23: If You Could Interview One Person or Character, Which Person or Character Would You Choose? Explain. Prompt 30: If You Could Change Part of the Book You Are Reading, What Would You Change? Explain.</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: <u>Interactive Readers: Write a Summary (examples)</u> Week 2: Awesome Ants Week 8: Taking the Stage Week 10: Ancient Sports History Week 18: Traditional Native American Homes Week 25: Apps for Health</p>
RANGE OF WRITING	
<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
Speaking and Listening Standards K-12	
COMPREHENSION AND COLLABORATION	
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 1: Pablo Morales, Champion at Work Week 6: All Together Now Week 27: Coyotes on the Go; Invented by Love</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u> Week 1: Regular Plurals; Irregular Plurals; Related Words Week 26: Synonyms; Influence of Arabic on English</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 27: The Sound Spelled by the Letters <i>oo</i> in moon</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>SL.9-10.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 8: The Power of Perseverance; The Word on Bullying Week 25: Sowing the Seeds of Friendship; Taking Care of Siblings Week 28: Mary Seacole: Her Little-Known Story; Social Media: Law Enforcement’s New Friend</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Leaping Into the Fire; Entertainment Families</p>
PRESENTATION OF KNOWLEDGE AND IDEAS	
<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>
<p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing.</p> <p>At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> <p>The iLit Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u>iLit Library Dramas (examples)</u> Hamlet Romeo and Juliet Julius Caesar Antigone Macbeth A Doll’s House Prometheus and the Gift of Fire</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
Language Standards K-12	
CONVENTIONS OF STANDARD ENGLISH	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use parallel structure.*	TA: Grammar: Punctuation 5C: Grammar Tutorial 22: Parallelism
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	TA: Grammar: Grammar Study Plan 3C: Prepositional Phrases; Sentence Structure: Grammar Study Plan 4C: Clauses; Grammar Study Plan 3B: Prepositional Phrases In additions see the editing step in all writing process activities. Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	TA: Grammar: Punctuation 5C: Grammar Tutorial 22: Semicolons and Colons
b. Use a colon to introduce a list or quotation.	TA: Grammar: Punctuation 5C: Grammar Tutorial 22: Semicolons and Colons

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
c. Spell correctly.	<p>TA: Over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p>
KNOWLEDGE OF LANGUAGE	
L.9-10.3 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.	
a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s <i>Manual for Writers</i>) appropriate for the discipline and writing type.	<p>TA: Teachers can use the following activities to complete this objective.</p> <p>Explanatory/ Informative Writing: Explanatory Essay A, B, C</p>
b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<p>TA: Teachers can use the following activities to complete this objective.</p> <p>Explanatory/ Informative Writing: Explanatory Essay A, B, C</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
VOCABULARY ACQUISITION AND USE	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
a. 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>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u> Context Clues</p>
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<p>TA: <u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Shades of Meaning; Word Associations; Related Words: Meaning Relationships; Word Families</p>
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	<p>TA: Teachers encourage students to use reference materials to identify the meaning of unknown words.</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p>
d. 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>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u> Context Clues</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p>TA: For related material see the following:</p> <p><u>Smart Search: Vocabulary (examples)</u> Shades of Meaning</p> <p><u>Library Response Prompt (examples)</u> Prompt 4: Choose and Describe a Sensory Detail Prompt 15: What Emotion Did You Feel When Reading? Prompt 16: Choose and Describe a Sensory Detail</p> <p>In addition, the Library contains a vast collection of titles that can be used to supplement this objective. See the following:</p> <p><i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night’s Dream</i> <i>Macbeth</i> <i>“But Since You Finally Asked”</i> <i>“All Good People”</i></p>
b. Analyze nuances in the meaning of words with similar denotations.	<p>TA: <u>Smart Search: Vocabulary (examples)</u> Shades of Meaning</p>

**A Correlation of iLit 20 ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts (2017)**

Ohio’s Learning Standards for English Language Arts	iLit 20 Level G
<p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 23: Homonyms; Influence of Spanish on English Week 28: Compound Words; Connotations</p>