

A Correlation of



**Savvas iLit 45/ELL
Grade 6, ©2016**

**To
Ohio's Learning Standards
for English Language Arts
Grade 6**

**A Correlation of iLit 45 / ELL ©2016, Grade 6 (Level C)
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Introduction

This document demonstrates how **Savvas iLit 45/ELL ©2016** meets the objectives of Ohio’s Learning Standards for English Language Arts (2017). Correlation references are to the Teacher App and are cited by unit, lesson number and feature title.

Savvas iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. **iLit** is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. **iLit** has been carefully crafted to meet the rigors of the Common Core 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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Ohio's Learning Standards for English Language Arts	iLit 45 / ELL
Reading Standards for Literature K-12	
GRADE 6 STUDENTS:	
KEY IDEAS AND DETAILS	
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 3 Lessons 7-8: Work Time</p> <p><u>Make Inferences (fiction/narrative examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time</p>
<p>RL.6.2 Analyze literary text development.</p> <p>a. Determine a theme of a text and how it is conveyed through particular details.</p> <p>b. Incorporate a theme and story details into an objective summary of the text.</p>	<p><u>Identify and Analyze Theme</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p>

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<p>RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud</p>
<p>CRAFT AND STRUCTURE</p>	
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices, including sensory language, on meaning and tone.</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>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 24: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations</p>

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<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Drama</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
<p>RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.</p>	<p><u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Each selection in iLit 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>"Eleanor Roosevelt Takes a Stand"</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>"Marian Anderson"</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Background Video</u> Unit 2 Lesson 35: Whole Group Unit 2 Lesson 40: Whole Group</p>
<p>RL.6.8 (Not applicable to literature)</p>	<p>Not applicable to literature according to Ohio's Learning Standards for English Language Arts</p>

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<p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Students explore forces of nature in the following selections.</p> <p><u>Force of Nature</u> <i>"Saint Luis Armstrong Beach"</i> (novel) Unit 2 Lessons 2-7, 9-32: Read Aloud, Think Aloud <i>"Living with Weather and Climate"</i> (informational article) Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Connect Story Elements</u> Unit 2 Lesson 21: Whole Group</p>

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<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>“Saint Luis Armstrong Beach”</i></u> (novel) Unit 1 Lessons 2-32</p> <p><u><i>“Waikiki’s Story”</i></u> (short story) Unit 2 Lesson 39 Unit 2 Lesson 42</p> <p><u><i>“Don’t Call Me Hero”</i></u> (novel; realistic fiction) Unit 4 Lessons 2–33</p> <p><u><i>“I Want to Unplug”</i></u> (poem) Unit 7 Lesson 3</p> <p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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Reading Standards for Informational Text K-12	
KEY IDEAS AND DETAILS	
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p>
<p>RI.6.2 Analyze informational text development.</p> <p>a. Determine a central idea of a text and how it is conveyed through particular details.</p> <p>b. Provide an objective summary of the text that includes the central idea and relevant details.</p>	<p><u>Identify Main Idea (informative examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>

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<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><u>Determine Main Idea and Details (informative/nonfiction)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections (examples)</u> Unit 5 Lesson 3: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p>

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CRAFT AND STRUCTURE	
<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</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>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 24: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations</p>

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<p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (nonfiction examples)</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 6 Lesson 29, 32: Read Aloud, Think Aloud</p> <p><u>Genre: Memoir</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Analyze Text Structure</u> Unit 2 Lesson 44–45: Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud</p>
<p>RI.6.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.</p>	<p><u>Author's Purpose (informative/nonfiction)</u> Unit 2 Lesson 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 30: Whole Group Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</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>Letter and Profile (synthesizing viewpoints on a single subject)</u> <i>"Eleanor Roosevelt Takes a Stand"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud <i>"Marian Anderson"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 35: Whole Group Unit 6 Lesson 1: Whole Group</p>

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<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.</p>	<p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Analyze Arguments</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Work Time</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Evaluate a Speaker's Arguments</u> Unit 4 Lesson 29: Work Time</p>
<p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><u>Letter and Profile (synthesizing viewpoints on a single subject)</u> <i>"Eleanor Roosevelt Takes a Stand"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud <i>"Marian Anderson"</i></p> <p>Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Making Changes</u> <i>"When Small Voices Unite"</i> (informational text) Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><i>"Ban the Bottle"</i> (short story) Unit 6 Lesson 39: Read Aloud, Think Aloud</p>

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>"Kids on Strike!"</i></u> (nonfiction) Unit 3 Lessons 1-19</p> <p><u><i>"A Gesture of Comradeship"</i></u> (autobiography) Unit 4 Lesson 22</p> <p><u><i>"Heroes of the Environment"</i></u> (informational text) Unit 5 Lesson 1-14</p> <p><u>Reading Strategy (informative examples)</u> Unit 1 Lesson 21: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>
Writing Standards K-12	
TEXT TYPES AND PURPOSES	
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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<p>a. Establish a thesis statement to present an argument.</p>	<p><u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time Unit 4 Lesson 21: Whole Group Unit 4 Lesson 22: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p>
<p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p><u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time Unit 4 Lesson 21: Whole Group Unit 4 Lesson 22: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Plan an Argumentative Paragraph</p>
<p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time Unit 4 Lesson 21: Whole Group Unit 4 Lesson 22: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Plan an Argumentative Paragraph</p>

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d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<p><u>Use Domain-Specific Vocabulary</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time</p>
e. Establish and maintain a formal style.	<p><u>Argumentative Writing (examples)</u> Unit 3 Lesson 14: Work Time Unit 5 Lesson 22: Work Time</p>
f. Provide a concluding statement or section that follows from the argument presented.	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay (Body: Conclusion)</p>
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p>

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<p>a. Establish a thesis statement to present information.</p>	<p><u>Plan an Informative/Explanatory Paragraph</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 9: Work Time Unit 2 Lesson 13: Whole Group; Work Time</p>
<p>b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p>	<p><u>Plan an Informative/Explanatory Paragraph</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 9: Work Time Unit 2 Lesson 13: Whole Group; Work Time Unit 2 Lesson 14: Work Time Unit 4 Lesson 18: Whole Group; Work Time Unit 4 Lesson 18: Work Time_ Unit 6 Lesson 34: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p>
<p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><u>Plan an Informative/Explanatory Paragraph</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 9: Work Time Unit 2 Lesson 13: Whole Group; Work Time Unit 2 Lesson 14: Work Time Unit 4 Lesson 18: Whole Group; Work Time Unit 4 Lesson 18: Work Time_ Unit 6 Lesson 34: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p>

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d. Use appropriate transitions to clarify the relationships among ideas and concepts.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Use Domain-Specific Vocabulary</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p><u>Plan an Informative/Explanatory Paragraph</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 9: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 15: Work Time</p>
f. Establish and maintain a formal style.	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 20: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 10: Work Time</p>
g. Provide a concluding statement or section that follows from the information or explanation presented.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (body: conclusion)</p>

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W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4, 5: Work Time Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lessons 20–21: Work Time Unit 2 Lessons 28–30, 32–37: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p><u>Plan a Narrative Paragraph</u> Unit 2 Lesson 19: Work Time Unit 3 Lessons 6–10: Work Time Unit 6 Lesson 4: Work Time</p> <p><u>Plan Setting for a Narrative Essay</u> Unit 2 Lesson 30: Work Time</p> <p><u>Plan Sequence for Narrative Essay</u> Unit 2 Lesson 32: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan a Narrative Paragraph Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 1 Unit 2 Lessons 26–30: Plan a Narrative Essay</p>
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><u>Develop Believable Characters</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Plan Sequence for Narrative Essay</u> Unit 2 Lesson 32: Work Time</p> <p><u>Write a Narrative Essay (draft)</u> Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay</p>

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<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4, 5: Work Time Unit 2 Lesson 19: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><u>Write a Narrative Essay (draft)</u> Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4, 5: Work Time Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lessons 31–35: Write a Narrative Essay (body: conclusion)</p>

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PRODUCTION AND DISTRIBUTION OF WRITING	
<p>W.6.4 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.)</p>	<p>Students write every day in <i>iLit</i>. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during “Work Time”, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing.</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p>	<p><u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p>

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<p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 2 Lessons 18-20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22-24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise a Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11-15: Write an Explanatory Paragraph Unit 4 Lessons 1-5: Write a Descriptive Paragraph Unit 6 Lessons 1-5: Write a Narrative Paragraph</p>

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RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Each of the two Multimedia Projects that students complete in <i>iLit</i> involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p>
<p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Synthesize Information</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time</p> <p><u>Writing Activities</u> Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments - Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>
<p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p><u>Compare and Contrast Characters</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 13, 14: Read Aloud, Think Aloud</p> <p><u>Making Changes</u> <i>“When Small Voices Unite”</i> (informational text) Unit 6 Lessons 37–38: Read Aloud, Think Aloud <i>“Ban the Bottle”</i> (short story) Unit 6 Lessons 39, 41, 42: Read Aloud, Think Aloud</p>
<p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><u>Recognize Author’s Purpose & Outline an Argument</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud</p> <p><u>Summarize</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Make Connections</u> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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RANGE OF WRITING	
<p>W.6.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Write a Narrative Paragraph</p>

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Speaking and Listening Standards K-12	
COMPREHENSION AND COLLABORATION	
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<u>Discussion Opportunities (examples)</u> Unit 5 Lessons 2, 7: Classroom Conversation; Work Time
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<u>Discussion Opportunities (examples)</u> Unit 2 Lessons 32, 34: Classroom Conversation Unit 4 Lessons 8, 12: Classroom Conversation

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<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22, 24: Classroom Conversation Unit 4 Lesson 17: Classroom Conversation</p> <p><u>Paraphrasing</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</p>
<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study</p>	<p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p>Plan & Present a Poetry Presentation Unit 7 Lesson 4: Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 15: Whole Group Unit 4 Lesson 30: Whole Group</p>
<p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><u>Analyze an Oral Argument</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Evaluate a Speaker's Arguments</u> Unit 4 Lesson 29: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>

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PRESENTATION OF KNOWLEDGE AND IDEAS	
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Paraphrase and Summarize</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p>

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<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Small-Group Discussion Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Peer Conference (examples)</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Fluency (examples)</u> Unit 4 Lesson 38: Whole Group (Practice Fluent Reading)</p> <p><u>Present an Essay (expository)</u> Unit 6 Lesson 38: Work Time</p>
<p>Language Standards K-12</p>	
<p>CONVENTIONS OF STANDARD ENGLISH</p>	
<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Grammar (examples)</u> Unit 2 Lessons 6, 16: Vocabulary Unit 2 Lesson 18: Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 3: Work Time Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1-5: Part 5: Skill 10: Subject-Verb Agreement; Unit 4 Lessons 1-5: Part 1: Skill 11: Four Kinds of Sentence. In addition see all Grammar Study Plan activities.</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: All lessons</p>

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a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<p><u>Pronouns as Subjects and Objects</u> Unit 2 Lesson 6: Vocabulary</p> <p><u>Possessive Pronouns</u> Unit 2 Lesson 16: Vocabulary Unit 2 Lesson 18: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28</p>
b. Use intensive pronouns (e.g., myself, ourselves).	<p><u>Pronouns as Subjects and Objects</u> Unit 2 Lesson 6: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28</p>
c. Recognize and correct inappropriate shifts in pronoun number and person.	<p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 13: Work Time</p> <p><u>Pronouns</u> Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 4 Lessons 11, 12: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronoun Agreement, 77–78</p>
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<p><u>Pronouns as Subjects and Objects</u> Unit 2 Lesson 6: Vocabulary</p> <p><u>Pronouns</u> Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 4 Lessons 11, 12: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28</p>

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<p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>Students can recognize variations from standard English with the following:</p> <p><u>Idioms</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Use Formal Style</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 1 Lessons 1–5: Write a Narrative Paragraph</p>

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<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Revising and Editing</u> Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time Unit 4 Lesson 35: Work Time Unit 6 Lesson 36: Whole Group Unit 6 Lesson 37: Work Time</p> <p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time</p> <p><u>Activity: Spelling Study Plan</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 41: Work Time Unit 4 Lesson 38: Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 41: Work Time</p> <p><u>Word Study: Consonant Spellings</u> Unit 2 Lessons 31, 35: Vocabulary</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Short Vowel Sounds Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 6 Lessons 6–10: Part 2: Skill 22: Commas Unit 6 Lessons 6–10: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>

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KNOWLEDGE OF LANGUAGE	
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>The Classroom Conversation section throughout iLit encourages students to speak with each other and present materials to others using grammatically and socially appropriate language.</p> <p><u>Revising and Editing</u> Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time Unit 4 Lesson 35: Work Time Unit 6 Lesson 36: Whole Group Unit 6 Lesson 37: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Present Multimedia Project</u> Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p>
<p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p>	<p><u>Sentences</u> Unit 4 Lesson 4: Vocabulary (sentence stems) Unit 6 Lesson 19: Vocabulary (write sentences) Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Assignments- Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentence</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>

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b. Maintain consistency in style and tone.	<p><u>Use Formal Style</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Four Kinds of Sentences</u> Assignments: Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentences</p>
VOCABULARY ACQUISITION AND USE	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	<p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 1 Lesson 2: Vocabulary Unit 3 Lesson 5: Vocabulary Unit 4 Lessons 2, 4, 7: Vocabulary</p>
c. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p><u>Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 6 Lessons 21–25: Part 1: Skill 21: Context Clues</p>

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<p>d. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 11: Work Time Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 17: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 30-31: Work Time</p>
<p>e. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>f. 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><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>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>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p> <p><u>Understand Similes</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p>
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud</p>

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<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><u>Synonyms</u> Unit 4 Lesson 26–27: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 3: Skill 8: Synonyms Unit 3 Lessons 6–10: Part 4: Skill 9: Antonyms Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</p>	<p><u>Connotations</u> Unit 2 Lessons 6–7: Work Time Unit 2 Lesson 10: Vocabulary Unit 2 Lesson 23: Whole Group</p> <p><u>Denotations</u> <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Synonyms and Antonyms</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p>

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<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>