

A Correlation of



**Savvas iLit 45/ELL
Grade 10, ©2016**

**To
Ohio's Learning Standards
for English Language Arts
Grade 10**

**A Correlation of iLit 45 / ELL ©2016, Grade 10 (Level G)
To Ohio’s Learning Standards for English Language Arts**

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 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>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Analyze Dialogue and Plot Incidents</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 11: Work Time Unit 2 Lesson 14: Read Aloud, Think Aloud Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time</p>
<p>RL.9-10.2 Analyze literary text development.</p> <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>b. Provide an objective summary of the text that includes the theme and relevant story elements.</p>	<p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p>

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<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><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p>
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>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

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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><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p>
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><u>“An Island Like You” (short stories)</u> Unit 4 Lesson 2-4, 7-9, 12-14, 17-19; Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
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>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>Video: “Life Choices Part 1”</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss “Life Choices”</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: “Life Choices Part 2”</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p>

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RL.9-10.8 (Not applicable to literature)	Not applicable 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><u>“How Do I Love Thee?” and “On Love” (poems)</u> Unit 6 Lesson 2</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44</p> <p><u>“Silent Spring Morning”</u> Unit 7 Lessons 1–2</p>
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
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>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>“Puerto Rico: Yesterday, Today, and Tomorrow”</u> Unit 4 Lesson 22</p> <p><u>“Macbeth”</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>“How Do I Love Thee?” and “On Love” (poems)</u> Unit 6 Lesson 2</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 4: 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.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>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 2 Lesson 11: Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 9: Work Time</p>
RI.9-10.2 Analyze informational text development.	
<p>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>	<p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>

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<p>b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</p>	<p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time</p>
<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><u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Causes and Effects</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

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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>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>
<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><u>Evaluate Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p>

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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><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
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>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>“What’s for Sale? Your Self-Esteem” (informational text)</u> Unit 2 Lesson 1</p> <p><u>Text: “Deborah Sampson: America’s First Known Female War Hero”; Text: “Should Military Recruiters Be Allowed in High Schools?”</u> Unit 2 Lessons 38–39</p> <p><u>Text: “I Can’t ‘Snap Out’ of My Depression” & “To My Daughter”</u> Unit 2 Lesson 43</p> <p><u>Connect Texts to Make Inferences</u> Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u>“Struggles in Africa” (academic article)</u> Unit 2 Lesson 20: Background Video</p>

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<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><u>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<p>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><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p> <p><u>“Deborah Sampson: America’s First Known Female War Hero” (informational article)</u> Unit 2 Lesson 38</p> <p><u>“Narrative of the Life of Frederick Douglass”</u> Unit 2 Lesson 23</p>

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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>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>“The Ultimate Merchandising Vehicle”</i></u> (informational text) Unit 2 Lesson 11</p> <p><u><i>“Concussions Impact US Teen Athletes,” “Death of an Olympian,”</i></u> and <u><i>“It Should Have Been Me”</i></u> Unit 4 Lesson 39</p> <p><u><i>“Afghan Girls Stay in School Despite Attacks”</i></u> Unit 5 Lesson 3</p> <p><u>Author’s Purpose</u> (informative/nonfiction/personal narrative examples) Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

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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><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan an Argumentative Paragraph Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Plan an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 36–40: Present an Argumentative Essay</p>
<p>a. Establish a clear and thorough thesis to present an argument.</p>	<p><u>Support a Statement with Textual Evidence</u> Unit 4 Lesson 16: Work Time</p>

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

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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.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group
f. Provide a concluding statement or section that follows from and supports the argument presented.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group <u>Assignments</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (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.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time <u>Assignments</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph
a. Establish a clear and thorough thesis to present information.	<u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time

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<p>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.</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body) Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>
<p>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.</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</p>
<p>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.</p>	<p><u>Organize Your Writing</u> Unit 2 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</p>
<p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body; Revising)</p>
<p>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.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p>

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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).	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Conclusion)</p>
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.	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 26–30: Write a Narrative Paragraph</p>
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.	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 21–25: Plan a Narrative Paragraph Unit 3: Lessons 1–5: Plan an Original Scene Unit 4 Lessons 11–15: Plan a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Introduction) Unit 6 Lessons 21–25: Plan a Narrative Paragraph</p>

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<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p><u>Write, Revise, and Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Body)</p>
<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p><u>Revise Narrative Essay</u> Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Conclusion)</p>
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Body; Revising)</p>
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Conclusion)</p>

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PRODUCTION AND DISTRIBUTION OF WRITING	
<p>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.)</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 Lesson 15: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 4 Lessons 31–35: Write a Narrative Essay</p>
<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><u>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Writing Activities (examples)</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Plan, Write, Revise, Edit, and Present)</p> <p>Unit 6 Lessons 31–35: Write an Argumentative Essay (Plan, Write, Revise, Edit, and Present)</p>

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<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>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 Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 24: Work Time</p> <p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group</p> <p><u>Multimedia Project Timeline</u> Unit 5 Lessons 1–9</p>

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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><u>Research the Topic</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1: Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lessons 1–10: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources</p>
<p>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.</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; Whole Group</p> <p><u>Assignments - Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<p>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>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Write About Character Development</u> Unit 2 Lesson 19: Work Time</p> <p><u>Assignments - Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses</p>

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<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><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; Whole Group</p> <p><u>Write Interview Questions</u> Unit 5 Lesson 5: Work Time</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses</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>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 Lessons (examples)</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>

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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.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p> <p><u>Small Group Reteach: Discuss Life Choices</u> Unit 4 Lesson 5: Work Time</p>
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.	<u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation
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.	<u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation <u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation
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.	<u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation <u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time

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<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><u>Evaluate Unit Project</u> Unit 5 Lesson 10: Wrap Up</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>
<p>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><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 20: Whole Group</p>

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<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><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Prepare and Conduct Interview</u> Unit 5 Lessons 4-5: Wrap Up</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>
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><u>Fluency (examples)</u> Unit 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1-10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1-10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6-10: Respond to a Performance Unit 2 Lessons 36-40: Present an Explanatory Essay Unit 4 Lessons 6-10: Act Out a Scene Unit 6 Lessons 36-40: Present an Argumentative Essay</p>

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<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><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up</p>
<p>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><u>Fluency (examples)</u> Unit 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</p>

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Language Standards K-12	
CONVENTIONS OF STANDARD ENGLISH	
<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1-10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1-10</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 1-5: Skill 1: Using Adjectives and Adverbs Unit 4 Lessons 1-5: Skill 4: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31-35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1-5: Skill 21: Greek Word Parts</p> <p><u>Assignments</u> Unit 3 Lessons 6-10: Respond to a Performance Unit 2 Lessons 36-40: Present an Explanatory Essay Unit 4 Lessons 6-10: Act Out a Scene Unit 6 Lessons 36-40: Present an Argumentative Essay</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>a. Use parallel structure.*</p>	<p><u>Parallelism</u> Unit 6 Lesson 2: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1-5: Skill 22: Parallelism</p>
<p>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.</p>	<p><u>Prepositional Phrases</u> Unit 4 Lesson 3: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97-99; Clauses, 88, 96, 103-106</p>

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<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Grammar Lesson Plan (examples)</u> Unit 2 Lessons 11–15: Skill 3: Using Nouns in Sentences Unit 2 Lessons 11–15: Skill 4: Using Personal Pronouns Unit 4 Lessons 1–5: Skill 1: Using Adjectives and Adverbs</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31–35: Skill 7: Homophones Unit 2 Lessons 31–35: Skill 9: Vowels in Unstressed Syllables</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p><u>Semicolons and Colons</u> Unit 6 Lesson 2: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A–B, 116–117</p>
<p>b. Use a colon to introduce a list or quotation.</p>	<p><u>Semicolons and Colons</u> Unit 6 Lesson 2: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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c. Spell correctly.	<p>Every unit in <i>iLit</i> includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31–35: Skill 7: Homophones Unit 2 Lessons 31–35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1–5: Skill 21: Greek Word Parts</p>
KNOWLEDGE OF LANGUAGE	
<p>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.</p>	<p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>

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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><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
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.	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary Unit 7 Lesson 2: Read Aloud, Think Aloud</p>

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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><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary Unit 7 Lesson 2: Read Aloud, Think Aloud</p>
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><u>Understand Related Words</u> Unit 4 Lesson 20: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations</p>
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>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use a Dictionary (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p>Independent Reading—Every lesson</p>

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<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>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Use a Dictionary (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary Unit 5 Lesson 3: Vocabulary Unit 6 Lesson 43: Whole Group</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p>
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p>

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<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p>
<p>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>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary</p> <p>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>