

A Correlation of



**Savvas iLit 45/ELL
Grade 9, ©2016**

**To
Ohio's Learning Standards
for English Language Arts
Grade 9**

**A Correlation of iLit 45 / ELL ©2016, Grade 9 (Level F)
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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Reading Standards for Literature K-12	
GRADE 9 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</u> Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up</p> <p><u>Make Inferences (examples)</u> Unit 2 Lesson 20: Work Time Unit 2 Lessons 22–23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p>
<p>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>Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Summarize (examples)</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Summarize and Identify Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</p>

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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>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p> <p><u>Analyze a Character (examples)</u> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud</p>
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><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 9: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group</p> <p><u>Related Words</u> Unit 4 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 1: Skill 1: Context Clues</p>

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<p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><u>Determine Text Structure</u> Unit 2 Lesson 42: Work Time</p> <p><u>Read Dialogue Aloud from Novel or Short Story</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Science Fiction)</p> <p><u>Introduce Genre: Poetry</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Short Story: How to Make a Prediction</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</p>
<p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><u>"Brothers" (memoir)</u> Unit 6 Lesson 37</p> <p><u>"All Good People" (poem)</u> Unit 7 Lesson 2</p> <p><u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p>

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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>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Comic Strip</u> Unit 2 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Connect Songs to My Life</u> Unit 4 Lesson 5: Work Time</p>
RL.9-10.8 (Not applicable to literature)	No applicable to literature according to Ohio’s Learning Standards for English Language Arts
RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p><u>“A Midsummer Nights’ Dream”</u> Unit 3 Lessons 1–10</p> <p><u>Connect Songs to My Life</u> Unit 4 Lesson 5: Work Time</p>

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex 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>“The Last Book in the Universe”</i></u> (science fiction) Unit 2 Lessons 7–10, 12–14, 16–20, 22–29, 32–34, 37</p> <p><u><i>“The Fun They Had” & “Khan Academy: The School of the Future”</i></u> (informational text: article) Unit 2 Lesson 4</p> <p><u><i>“The Microscope”</i></u> (poem) Unit 4 Lesson 3</p> <p><u>Monitor and Clarify by Retelling</u> Unit 3 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 7: Read Aloud, Think Aloud</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 to Make Inferences (Examples)</u> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Make Inferences and Predictions</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time Unit 6 Lessons 22, 27–29: Read Aloud, Think Aloud</p>
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>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>“Furball Therapy”</u> (informational text) Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“Me and My Robot”</u> (informational article) Unit 4 Lesson 39: Read Aloud, Think Aloud</p>
<p>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 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group</p>

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<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>Determine Text Structure</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 23: Read Aloud, Think Aloud</p>
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 Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary</p> <p><u>Understand Domain-Specific Words</u> Unit 6 Lesson 25: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 1: Skill 11: Context Clues Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>

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<p>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>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p>
<p>RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><u>Recognize Author's Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group</p>

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<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>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><i>“Empowering a Community”</i></u> (informational text) <u>and <i>“Taking Action”</i></u> Unit 4 Lesson 43</p> <p><u>Introduce Genre: News Article</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Video: “Media and Technology”</u> Unit 2 Lesson 24: Classroom Conversation</p>
<p>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>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u><i>“Why I Lived with My Garbage for a Year”</i></u> Unit 5 Lesson 9: 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><i>“Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center”</i></u> (academic text) Unit 4: Lessons 18, 20: Read Aloud, Think Aloud</p>

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 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>“The Fun They Had” & “Khan Academy: The School of the Future”</i></u> (informational text: article) Unit 2 Lesson 4</p> <p><u><i>“Ahead of the Curve”</i></u> (informational article) Unit 4 Lesson 38</p> <p><u><i>“Buying Power”</i></u> Unit 5 Lessons 2–3</p> <p><u><i>“Me and My Robot”</i></u> (informational article) Unit 4 Lesson 39</p> <p><u>Reading Strategy (informative/nonfiction examples)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: 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.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 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p>

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a. Establish a clear and thorough thesis to present an argument.	<u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time
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.	<u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time <u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay
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.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time <u>Identify Reasons and Evidence</u> Unit 6 Lesson 13: Whole Group <u>Assignments (examples)</u> Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)

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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 counter claims.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>
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.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p>
f. Provide a concluding statement or section that follows from and supports the argument presented.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Drafting: Conclusion; Revising)</p>
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.	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p>
a. Establish a clear and thorough thesis to present information.	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p>

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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>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
<p>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>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay</p>

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<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>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p><u>Write an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group; Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
<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 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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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 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>
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 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 26–30: Plan a Narrative Essay</p>
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 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 26–30: Plan a Narrative Essay</p>

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<p>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 a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph</p>
<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 31–35: Write a Narrative Essay (Drafting)</p>

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<p>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 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 31–35: Write a Narrative Essay</p>
<p>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 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write a Narrative Essay (Body: Conclusion)</p>

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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 iLit. 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 20: Wrap Up Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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<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>Write an Explanatory Paragraph/Essay (examples)</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time</p> <p><u>Write a Narrative Paragraph/Essay (examples)</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay (examples)</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</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>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Present a Narrative Essay Unit 2 Lessons 36–40: Present an Explanatory Essay</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 Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>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 Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Take Notes</u> Unit 1 Lesson 4: Work Time</p> <p><u>Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Assignments - Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<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>Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p> <p><u>Assignments - Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>

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<p>b. 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>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>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>
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 20: Wrap Up Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: 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>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 2 Lesson 38: Whole Group; Work Time</p>
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.	<p><u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</p>
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.	<p><u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</p>

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<p>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.</p>	<p><u>Connect Text to Experience and Knowledge</u> Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignment: Talk About an Influential Adult</u> Unit 6 Lessons 8-9: Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p>
<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>Assignment: Discuss and Summarize</u> Unit 4 Lesson 25: Work Time</p> <p><u>Determine Author's Viewpoint</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignment: Debate an Issue</u> Unit 6 Lessons 42-43: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>
<p>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>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group</p>

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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 an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>
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 1 Lesson 4: Work Time Unit 2 Lesson 42: Work Time Unit 6 Lesson 30: Work Time</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 2 Lesson 38: Whole Group; Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lessons 6–10: Work Time</p> <p><u>Talk About an Influential Adult</u> Unit 6 Lessons 8–9: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p>

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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>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Student Presentations</u> Unit 5 Lesson 10</p> <p><u>List Potential Visuals</u> Unit 5 Lesson 6: Wrap Up</p>
<p>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 1 Lesson 4: Work Time Unit 2 Lesson 42: Work Time Unit 6 Lesson 30: Work Time</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lessons 6–10: Work Time</p> <p><u>Talk About an Influential Adult</u> Unit 6 Lessons 8–9: Work Time</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Conferencing with Individuals (examples)</u> Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p>

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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>Many opportunities exist in iLit for students to demonstrate correct usage in speaking activities. For examples see:</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lessons 6–10: Work Time</p> <p><u>Talk About an Influential Adult</u> Unit 6 Lessons 8–9: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Grammar Lessons (examples)</u> Prepositional Phrases Unit 4 Lesson 8: Work Time Semicolons and Colons Unit 6 Lesson 5: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 6–10 Part 5: Skill 15: Prepositional Phrases Unit 4 Lessons 16–20 Part 1: Skill 16: Clauses</p> <p><u>Assignments: Spelling Study Plan (examples)</u> See all Spelling lessons.</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 5: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 2: Skill 22: Parallelism</p>

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<p>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 8: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 6–10 Part 5: Skill 15: Prepositional Phrases Unit 4 Lessons 16–20 Part 1: Skill 16: Clauses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>
<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p><u>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Skill 1: Verb Tenses 1 Unit 2 Lessons 11–15: Skill 2: Verb Tenses 2 Unit 3 Lessons 1–5 Part 4: Skill 14: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 6–10 Part 4: Skill 9: Vowels in Unstressed Syllables Unit 5 Lessons 6–10 Part 5: Skill 25: Multisyllabic Words</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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b. Use a colon to introduce a list or quotation.	<p><u>Semicolons and Colons</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments – Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A & B, 116–117</p>
c. Spell correctly.	<p>Every unit in iLit 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>Spelling Tips Unit 3 Lesson 3: Vocabulary</p> <p>Alternate Spellings Unit 4 Lesson 3: Vocabulary</p> <p><u>Editing (examples)</u> Unit 2 Lesson 36: Whole Group Unit 4 Lesson 38: Whole Group Unit 6 Lesson 33: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> See all Spelling lessons.</p>

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KNOWLEDGE OF LANGUAGE	
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p><u>Writing Lessons (examples)</u> Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
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>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p>
b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<p><u>Revise; Write an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group Unit 2 Lesson 36: Work Time</p> <p><u>Edit; Write an Explanatory Essay</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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VOCABULARY ACQUISITION AND USE	
<p>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>	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary</p> <p><u>Understand Domain-Specific Words</u> Unit 6 Lesson 25: Whole Group</p> <p><u>Multiple-Meaning Words (examples)</u> Unit 3 Lesson 5: Vocabulary Unit 4 Lesson 12: Work Time</p> <p><u>Prefixes (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 7: Work Time</p> <p><u>Suffixes (Examples)</u> Unit 2 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary; Work Time</p>

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<p>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>	<p><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 7: Vocabulary Unit 6 Lesson 3: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 1: Skill 1: Context Clues Unit 2 Lessons 11–15 Part 2: Skill 7: Context Clues</p>
<p>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>	<p><u>Related Words</u> Unit 4 Lesson 13: Vocabulary; Read Aloud, Think Aloud</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 4 Lesson 6: Whole Group</p> <p><u>Word Families (Examples)</u> Unit 1 Lesson 22: Whole Group Unit 1 Lesson 24: Whole Group Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 42: Vocabulary</p> <p><u>Prefixes (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 7: Work Time</p> <p><u>Suffixes (Examples)</u> Unit 2 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary; Work Time Unit 4 Lesson 43: Vocabulary Unit 6 Lesson 29: Vocabulary</p>

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<p>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>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 4 Lesson 6: Whole Group</p> <p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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

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L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time</p> <p><u>Related Words</u> Unit 4 Lesson 13: vocabulary; Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 3: Skill 13: Word Associations Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies</p>
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time</p> <p><u>Euphemisms & Oxymoron</u> Unit 5 Lesson 6: Vocabulary</p>
b. Analyze nuances in the meaning of words with similar denotations.	<p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary</p> <p><u>Related Words</u> Unit 4 Lesson 13: vocabulary; Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 3: Skill 13: Word Associations Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies</p>

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<p>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 Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 1: Skill 6: Words That Are Use Together (Collocations) Unit 2 Lessons 11–15 Part 5: Skill 10: Word Associations Unit 4 Lessons 11–15 Part 3: Skill 18: Analogies Unit 4 Lessons 11–15 Part 5: Skill 20: Synonyms and Antonyms</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>