

A Correlation of
Savvas
iLit
inspireLiteracy
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To the
Texas
Essential Knowledge and Skills
for English Language Arts
and Reading
English I /Grade 9

**Savvas iLit, ©2013, Grade 9
to the
Texas Essential Knowledge and Skills for English Language Arts and Reading
English I**

Introduction

This document demonstrates how **Savvas iLit ©2013** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts and Reading English I. Correlation references are cited by feature and unit and lesson number.

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/Vocabulary Development.	
<p>9.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>(1) 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>Daily Whole Class instruction includes vocabulary skills instruction, including word origins, context clues, denotations and connotations, and analogies.</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Every lesson—Vocabulary; Whole Group (Vocabulary Pause)</p>
<p>9.1.A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>Work Time Vocabulary Study Plan, 1.11-1.16, 4.11-4.15 Whole Group, 2.15, 3.1, 3.19, 3.24, 4.7 Work Time, 3.1, 4.7 Read Aloud, Think Aloud, 3.3 Vocabulary Study Plan</p>
<p>9.1.B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p>	<p>Read Aloud, Think Aloud, 2.7, 2.23, 2.24, 3.6, 3.9, 3.12, 3.17, 4.4, 4.7 Vocabulary Study Plan, 3.11-3.16, 4.11-4.15, 5.11-5.15, 6.11-6.15 Work Time, 2.1 Whole Group, 2.1, 5.6</p>
<p>9.1.C produce analogies that describe a function of an object or its description;</p>	<p>Work Time Vocabulary Study Plan, 1.11-1.16, 2.11-2.16, 3.11-3.16, 4.11-4.15, 5.11-5.15, 6.11-6.15</p>
<p>9.1.D describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and</p>	<p>Work Time Vocabulary Study Plan, 1.11-1.16, 2.11-2.16, 3.11-3.16, 4.11-4.15, 5.11-5.15, 6.11-6.15</p>

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9.1.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases Independent Reading—Every lesson Whole Group, 3.15, 5.4
Reading/Comprehension of Literary Text	
9.2 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Every day during Read Aloud, Think Aloud, 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 nonfiction literary texts, and shorter texts from a variety of genres. Adapted classics in the Independent Reading library provide struggling readers with extensive exposure to the writers and traditions that have shaped today's literature.
9.2.A analyze how the genre of texts with similar themes shapes meaning;	Read Aloud, Think Aloud, 2.1-2.5, 4.1, 4.4-4.21, 5.2 Whole Group, 3.20, 4.3 Work Time, 4.1 Whole Class, 5.23
9.2.B analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	Genre Study: Mythic and Classical Literature—Teacher Resources Whole Group, 4.3 Independent Reading: adapted titles include The Odyssey, Shakespeare's plays, the works of Dickens, and many more
9.2.C relate the figurative language of a literary work to its historical and cultural setting.	Read Aloud, Think Aloud, 2.5, 2.6, 2.9 Whole Group, 2.4, 2.9 Whole Class, 2.8

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<p>9.3 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p>	<p>Poems are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Teacher Resource: Genre Study: Poetry Whole Group, 1.10, 2.8, 4.3 Read Aloud, Think Aloud, 1.25, 3.2, 4.2, 5.2, 6.22, 6.25</p>
<p>9.4 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p>	<p>Students in iLit read one of two adapted versions of Romeo and Juliet; both are written in dialogue in verse form but at a more accessible reading level and contain background and a summary of the play. iLit also includes an original version of the play to provide teachers with the opportunity to expose struggling readers to the original verse.</p> <p>(4) Genre Study: Drama focused on Romeo and Juliet—Teacher Resources; Independent Reading: other adapted dramas include A Midsummer Night’s Dream, Othello, Hamlet, Macbeth, A Doll’s House</p>
<p>9.5 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</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.</p> <p>Additional small group instruction is during Work Time provided for students who are struggling</p>
<p>9.5.A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p>	<p>Read Aloud, Think Aloud, 1.22, 4.11, 5.1, 5.20, 5.21 Whole Group, 1.3, 1.8, 4.6, 5.17 Work Time, 1.4, 1.9</p>

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9.5.B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	Read Aloud, Think Aloud, 5.12, Whole Group, 1.11, 1.13, 1.14, 1.20, 1.21, 3.3, 3.17, 3.22, 5.14. 5.17
9.5.C analyze the way in which a work of fiction is shaped by the narrator's point of view; and	Read Aloud, Think Aloud, 5.12, 5.14, Whole Group, 5.20. 5.21
9.5.D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	(5D) Independent Reading: Titles include Adapted works from Guy De Maupassant, Mori Ogai, Alexandre Dumas, Edmond Rostand, Victor Hugo, Gaston Leroux, Henrik Ibsen, and other world authors
9.6 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length nonfiction literary texts and shorter pieces of nonfiction. Read Aloud, Think Aloud, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.3-4.21, 6.3-6.22
9.7 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	Whole-class and small-group instruction in sensory language is provided during Whole Group, Read Aloud Think Aloud, and Work Time Read Aloud, Think Aloud, 1.9, 2.5, 2.6, 2.9, 3.7, 5.8, 5.9. 5.20, 6.5 Whole Group, 1.14, 2.4, 3.6, 3.7, 4.5, 5.7, 5.8 Whole Class, 1.8, 2.8 Work Time, 1.9, 1.14, 3.6, 3.7

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<p>9.8 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</p>	<p>Informational texts focusing on culture and history are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Read Aloud, Think Aloud, 2.3, 4.3, 5.3-5.21 Whole Group, 2.11, 3.23, 4.3, 4.11, 4.19, 4.20, 4.23</p>
Reading/Comprehension of Informational Text	
<p>9.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p>Informational and expository texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Students read informational texts each week during independent Work Time. Students respond to Reading Checkpoints that call on them to make inferences and draw conclusions. They then write a summary of what they have just read and receive personalized instruction and feedback in summary writing.</p>
<p>9.9.A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</p>	<p>Read Aloud, Think Aloud, 4.13, 4.18 Whole Group, 4.12 Work Time, Interactive Readings Summary Writing 1.2, 1.3, 1.7, 1.8, 1.12, 1.13, 1.17, 1.18, 1.22, 1.23, 2.2, 2.3, 2.7, 2.8, 2.12, 2.13, 2.17, 2.18, 2.22, 2.23, 3.2, 3.3, 3.7, 3.8, 3.12, 3.13, 3.17, 3.18, 3.22, 3.23, 4.2, 4.3, 4.7, 4.8, 4.12, 4.13, 4.17, 4.18, 4.22, 4.23, 5.2, 5.3, 5.7, 5.8, 5.12, 5.13, 5.17, 5.18, 5.22, 5.23, 6.2, 6.3, 6.7, 6.8, 6.12, 6.13, 6.17, 6.18, 6.22, 6.23</p>
<p>9.9.B differentiate between opinions that are substantiated and unsubstantiated in the text;</p>	<p>Read Aloud, Think Aloud, 3.24, 3.25, 6.22</p>

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9.9.C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	Read Aloud, Think Aloud, 3.24, 5.13, 6.22
9.9.D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	Read Aloud, Think Aloud, 1.3, 4.12, 4.21, 5.13, 5.24, 5.25, 6.21 Whole Group, 5.15, 5.24
9.10 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	Persuasive texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.
9.10.A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	Read Aloud, Think Aloud, 3.11, 4.22, 4.23, 6.1, 6.21 Whole Group, 2.7, 2.11, 3.11, 4.22 Work Time, 3.11
9.10.B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	Read Aloud, Think Aloud, 3.11, 6.1 Whole Group, 3.11 Work Time, 3.11 Teacher Resources: Genre Study: Speeches; Speeches in Student Library
9.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	Procedural texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.
9.11.A analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	Teacher Resources: Genre Study: Procedural Texts Read Aloud, Think Aloud, 6.23 6.24
9.11.B analyze factual, quantitative, or technical data presented in multiple graphical sources.	Teacher Resources: Genre Study: Procedural Texts Read Aloud, Think Aloud, 6.23 6.24

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Reading/Media Literacy.	
9.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	iLit includes an extensive number of visual texts from Dorling Kindersly and other sources. Instruction in analyzing these texts is provided during the Read Aloud, Think Aloud and Whole Group. In addition, an extensive amount of rich media is included in iLit and serves as the basis for developing media literacy skills.
9.12.A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	Read Aloud, Think Aloud, 3.2, 3.25, 4.1, 5.24, 5.25, 6.2 Whole Group, 1.3, 3.4, 3.23, 4.21, 5.24 Work Time, 4.2
9.12.B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	Read Aloud, Think Aloud, 6.2 Whole Group, 1.11, 1.16, 2.14, 3.16
9.12.C compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	Teacher Resources: Analyzing and Evaluating Media Coverage
9.12.D evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Whole Group, 4.2 Teacher Resources: Analyzing and Evaluating Media Coverage

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Writing	
<p>9.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</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. iLit provides instant personalized feedback to their writing that guides them in revision.</p> <p>In addition, the program includes extensive whole class instruction in writing process and the modes of writing.</p>
<p>9.13.A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p>Students Plan, Write, and Revise a Narrative Essay, 2.16-2.25 Students Plan, Write, and Revise an Explanatory Essay, 4.16-4.25 Students Plan, Write, and Revise an Argumentative/ Persuasive Essay, 6.16-6.25 Whole Group, 4.13 Work Time, 2,16, 4.13 Work Time Daily Assignment, 1.2, 1.8, 2.7, 3.3</p>
<p>9.13.B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;</p>	<p>Students Plan, Write, and Revise a Narrative Essay, 2.16-2.25 Students Plan, Write, and Revise an Explanatory Essay, 4.16-4.25 Students Plan, Write, and Revise an Argumentative/ Persuasive Essay, 6.16-6.25 Whole Group, 4.13, 5.3 Work Time, 4.13 Work Time Daily Assignment, 2.8</p>

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9.13.C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	Students Plan, Write, and Revise a Narrative Essay, 2.16-2.25 Students Plan, Write, and Revise an Explanatory Essay, 4.16-4.25 Students Plan, Write, and Revise an Argumentative/ Persuasive Essay, 6.16-6.25 Whole Class, 5.22
9.13.D edit drafts for grammar, mechanics, and spelling; and	Students Plan, Write, and Revise a Narrative Essay, 2.16-2.25 Students Plan, Write, and Revise an Explanatory Essay, 4.16-4.25 Students Plan, Write, and Revise an Argumentative/ Persuasive Essay, 6.16-6.25
9.13.E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Students Plan, Write, and Revise a Narrative Essay, 2.16-2.25 Students Plan, Write, and Revise an Explanatory Essay, 4.16-4.25 Students Plan, Write, and Revise an Argumentative/ Persuasive Essay, 6.16-6.25
9.14 Writing/Literary Texts.Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	Students write at least one short literary text in each unit. In addition, Unit 2 includes an extended narrative writing assignment with accompanying whole class, small group, and independent instruction.
9.14.A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	Whole Group, 2.16, 2.17, 2.19, 2.20 Work Time, 2.17, 2.18 Work Time Narrative Paragraph, 2.3, 2.4 Work Time Personal Narrative, 3.4
9.14.B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	Teacher Resources: Writing Resources—Poetry Writing

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9.14.C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	Teacher Resources: Writing Resources—Poetry Writing
9.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	<p>Students write at least one short expository text in each unit. In addition, Unit 4 includes an extended expository writing assignment with accompanying whole class, small group, and independent instruction.</p> <p>Students complete extended multimedia projects in Units 1, 3, and 5</p> <p>Explanatory Paragraph—weekly assignment, 1.3</p> <p>Informative Paragraph—weekly assignment, 1.9</p> <p>Expository Paragraph—weekly assignment, 1.12</p> <p>Explanatory Paragraph—weekly assignment, 4.1</p> <p>Informative Paragraph, 4.7, 4.8</p> <p>Explanatory Paragraph, 4.14</p> <p>Whole Group, 4.4</p>
9.15.A write an analytical essay of sufficient length that includes: 9.15.A.i effective introductory and concluding paragraphs and a variety of sentence structures; 9.15.A.ii rhetorical devices, and transitions between paragraphs; 9.15.A.iii a controlling idea or thesis; 9.15.A.iv an organizing structure appropriate to purpose, audience, and context; and 9.15.A.v relevant information and valid inferences;	Students Write an Explanatory Essay, 4.16-4.25
9.15.B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: 9.15.B.i organized and accurately conveyed information; and 9.15.B.ii reader-friendly formatting techniques;	Work Time Composition About Students' Futures, 2.9 Teacher Resources: Writing Resources—Workplace Writing

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<p>9.15.C write an interpretative response to an expository or a literary text (e.g., essay or review) that: 9.15.C.i extends beyond a summary and literal analysis; 9.15.C.ii addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and 9.15.C.iii analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and</p>	<p>Unit 1—5 weekly Work Time Interactive Reader Critical Responses Unit 2—5 weekly Work Time Interactive Reader Critical Responses Unit 3—5 weekly Work Time Interactive Reader Critical Responses Unit 4—5 weekly Work Time Interactive Reader Critical Responses Unit 5—5 weekly Work Time Interactive Reader Critical Responses Unit 6—5 weekly Work Time Interactive Reader Critical Responses</p>
<p>9.15.D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p>	<p>Students complete extended multimedia projects in Units 1, 3, and 5 Whole Group, 1.16 Work Time, 1.17-1.25, 3.17-2.25</p>
<p>9.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p>	<p>Students write at least one short persuasive text in each unit. In addition, Unit 6 includes an extended persuasive writing assignment with accompanying whole class, small group, and independent instruction.</p>
<p>9.16.A a clear thesis or position based on logical reasons supported by precise and relevant evidence; 9.16.B consideration of the whole range of information and views on the topic and accurate and honest representation of these views; 9.16.C counter-arguments based on evidence to anticipate and address objections; 9.16.D an organizing structure appropriate to the purpose, audience, and context; and 9.16.E an analysis of the relative value of specific data, facts, and ideas.</p>	<p>Work Time Opinion Piece, 2.8 Students Write a Persuasive Essay, 6.16-6.25</p>

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Oral and Written Conventions	
9.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time.
9.17.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
9.17.A.i more complex active and passive tenses and verbals (gerunds, infinitives, participles);	Grammar Study Plan, 2.1-2.5
9.17.A.ii restrictive and nonrestrictive relative clauses; and	Grammar Study Plan, 4.1-4.5
9.17.A.iii reciprocal pronouns (e.g., each other, one another);	Grammar Study Plan, 3.1-3.5
9.17.B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	Grammar Study Plan, 4.1-4.5
9.17.C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Grammar Study Plan, 4.1-4.5
9.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time.

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<p>9.18.A use conventions of capitalization; and 9.18.B use correct punctuation marks including: 9.18.B.i quotation marks to indicate sarcasm or irony; 9.18.B.ii comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and 9.18.B.iii dashes to emphasize parenthetical information.</p>	<p>Grammar Study Plan, 5.1-5.5, 6.1-6.5</p>
<p>9.19 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<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 Study Plans, 1.6-1.10; 2.6-2.10; 3.6-3.10; 4.6-4.10; 5.6-5.10; 6.6-6.10</p>
Research	
<p>9.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p>
<p>9.20.A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and 9.20.B formulate a plan for engaging in research on a complex, multi-faceted topic.</p>	<p>Teacher’s Resources: Writing Resources—Research Writing Students plan, research organize, and deliver a Multimedia Presentation, 1.16-1.23, 3.16-3.23, 5.16-5.23</p>
<p>9.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	<p>Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p>

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<p>9.21.A follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p> <p>9.21.B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</p> <p>9.21.C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>	<p>Whole Group, 1.17, 1.19, 1.17 Work Time, 1.11, 1.18, 1.19, 1.17, 1.18 Students plan, research organize, and deliver a Multimedia Presentation, 1.16-1.23, 3.16-3.23, 5.16-5.23 Teacher’s Resources: Writing Resources—Research Writing</p>
<p>9.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	<p>Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p>
<p>9.22.A modify the major research question as necessary to refocus the research plan;</p> <p>9.22.B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p> <p>9.22.C critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p>Whole Group, 1.17, 1.19 Work Time, 1.17, 1.18, 1.19 Teacher’s Resources: Writing Resources—Research Writing Students plan, research organize, and deliver a Multimedia Presentation, 1.16-1.23, 3.16-3.23, 5.16-5.23</p>
<p>9.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p>	<p>Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources</p>

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<p>9.23.A marshals evidence in support of a clear thesis statement and related claims; 9.23.B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; 9.23.C uses graphics and illustrations to help explain concepts where appropriate; 9.23.D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and 9.23.E uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.</p>	<p>Students plan, research, organize, and deliver a Multimedia Presentation in the following lessons: 1.16-1.23, 3.16-3.23, 5.16-5.23</p>
Listening and Speaking	
<p>9.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p>
<p>9.24.A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p>	<p>Classroom Conversation, 2.3, 2.4 4.15 Whole Group, 4.15</p>
<p>9.24.B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p>	<p>Multimedia Presentation providing guidance to other students, 5.16-5.23</p>
<p>9.24.C evaluate the effectiveness of a speaker's main and supporting ideas.</p>	<p>Students evaluate classmates Multimedia Presentations—Units 1, 3, 5</p>

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<p>9.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Students are involved in daily structured speaking and listening activities during classroom conversation. In addition, students are expected to deliver and evaluate formal Multimedia Presentations three times a year.</p> <p>All Lessons: Classroom Conversation Work Time - Students Deliver a Multimedia Presentation, 1.23, 3.23, 5.23</p>
<p>9.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>	<p>Students engage daily in speaking on topics relating to the whole-class anchor texts during Classroom Conversation. Frequently, the Classroom Conversation activities call on students to work productively in groups and to reach consensus on the topics.</p> <p>Most Lessons: Classroom Conversation, include the following examples: 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.20, 1.21, 1.22, 1.23, 2.1, 2.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15 Whole Group, 3.18. 3.21, 5.16</p>