

A Correlation of

**iLit45**



**Level A**

**To**

**Texas Essential Knowledge and Skills for  
English Language Arts and Reading 2017  
Grade 4**

# A Correlation of iLit 45, Level A to the Texas Essential Knowledge and Skills for English Language Arts and Reading

## Introduction

This document demonstrates how **Pearson iLit 45** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts and Reading. Correlation references are cited by feature and unit and lesson number.

Pearson's *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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§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.	
(b) Knowledge and skills.	
<b>(1) Developing and sustaining foundational language skills:</b> listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 4: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion Unit 6 Lesson 12: Whole-Group Discussion Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 4: Partner Discussion</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 3, 7, 9, 29: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 4 Lesson 1: Whole Group</p>

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(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	<p>Each Unit Lesson in iLit includes instructions for different types of assignments. Unit 1 Lessons 1-5 provides an overview allowing students to be comfortable with the program and the instructional routine.</p> <p><u>Following Steps – Directions</u> Unit 4 Lesson 28: Work Time</p> <p><u>Lessons with Instructions (examples)</u> Unit 1 Lesson 3: Work Time: Summary—Get Feedback Unit 1 Lesson 4: Work Time: Active Listening Routine iPractice Unit 2 Lesson 2: Work Time: Ask and Answer Questions Unit 2 Lesson 37: Peer Conferencing Unit 4 Lesson 28: Work Time: Small Group: Brainstorm for Ideas</p> <p><u>Supplemental Lessons - Routine Cards</u> Collaborative Projects Routine Peer Conferencing Routine</p>
(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	<p><u>Present an Opinion Essay &amp; Oral Presentation</u> Unit 6 Lesson 38, 39: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion Unit 6 Lesson 12: Whole-Group Discussion Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 4: Partner Discussion</p>
(D) work collaboratively with others to develop a plan of shared responsibilities.	<p><u>Multimedia Project (examples)</u> Unit 5 Lessons 1–3, 8-10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p><u>Assignments</u> Unit 5 Lessons 6-10: Organize Information and Choose Roles</p> <p><u>Supplemental Lessons - Routine Cards</u> Collaborative Projects Routine Collaborative Conversation Routine Peer Conferencing Routine Rules for Conversation Routine</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(A) demonstrate and apply phonetic knowledge by:</p>	
<p>(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p>	<p><u>Long Vowel Sounds</u> Unit 2 Lesson 20: Vocabulary; Work Time</p> <p><u>R-Controlled Vowels</u> Unit 4 Lesson 36: Vocabulary; Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lessons 1-30</p>
<p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p><u>Consonant Digraphs</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 12: Work Time Unit 4 Lesson 15: Vocabulary</p> <p><u>R-Controlled Vowels</u> Unit 4 Lesson 36: Vocabulary; Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Long Vowel Sounds</u> Unit 2 Lesson 20: Vocabulary; Work Time</p> <p><u>Assignments: Spelling Study Plans (examples)</u> Unit 2 Lessons 16–20: Part 2: Skill 2: Long Vowels Unit 2 Lessons 16–20: Part 3: Skill 3: Consonant Blends Unit 2 Lessons 31–35: Part 4: Skill 9: Consonant Blends Unit 2 Lessons 31–35: Part 5: Skill 10: Consonant Digraphs Unit 4 Lessons 1–5: Part 5: Skill 15: R-Controlled Vowels Unit 4 Lessons 31–35: Part 1: Skill 16: Syllable Pattern VC/CCV, VCC/CV Unit 4 Lessons 31–35: Part 2: Skill 17: Syllable Pattern CV/VC -</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lessons 1-30</p>

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(iii) decoding words using advanced knowledge of syllable division patterns such as VV;	<p><u>Introduce Long Vowels (CVCe)</u> Unit 2 Lesson 16: Vocabulary</p> <p><u>Long Vowels</u> Unit 2 Lesson 20: Vocabulary; Work Time</p> <p><u>Syllabication</u> Unit 2 Lesson 28: Vocabulary</p> <p><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 2: Work Time</p> <p><u>Assignments: Spelling Study Plans (examples)</u> Unit 2 Lessons 31–35: Part 1: Skill 6: Syllable Patterns Unit 4 Lessons 31–35: Part 1: Skill 16: Syllable Pattern VC/CCV, VCC/CV Unit 4 Lessons 31–35: Part 2: Skill 17: Syllable Pattern CV/VC Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lessons 32-35, 38-40</p>
(iv) decoding words using knowledge of prefixes;	<p><u>Prefixes and Suffixes</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time</p> <p><u>Prefixes (examples)</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p>
(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p><u>Prefixes and Suffixes</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time</p> <p><u>Suffixes (examples)</u> Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 36: Vocabulary; Work Time Unit 6 Lesson 37: Work Time Unit 6 Lesson 40: Vocabulary; Work Time Unit 6 Lesson 41: Work Time</p> <p><u>Assignments: Vocabulary Study Plans (examples)</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>

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(vi) identifying and reading high-frequency words from a research-based list;	<p>Students learn new vocabulary every week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u>            Unit 2 Lessons 18, 19, 27, 34: Vocabulary            Unit 4 Lessons 2, 4, 7, 9, 14, 27-29: Vocabulary            Unit 6 Lessons 2-4, 7, 9, 12-14, 27-29, 37-39: Vocabulary</p> <p><u>Key Vocabulary Words (Months, Days, Colors, Shapes, Numbers, etc.)</u>            Unit 1 Lessons 6–17: Whole Group</p> <p><u>Supplemental Lessons</u>            Word Reading – Decodable Texts – Predecodable Texts: High Frequency Words</p>
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p><u>Consonant Digraphs</u>            Unit 4 Lesson 11: Vocabulary; Work Time            Unit 4 Lesson 12: Work Time            Unit 4 Lesson 15: Vocabulary</p> <p><u>R-Controlled Vowels</u>            Unit 4 Lesson 36: Vocabulary; Work Time            Unit 4 Lesson 37: Work Time</p> <p><u>Long Vowel Sounds</u>            Unit 2 Lesson 20: Vocabulary; Work Time</p> <p><u>Assignments: Spelling Study Plans (examples)</u>            Unit 2 Lessons 16–20: Part 2: Skill 2: Long Vowels            Unit 2 Lessons 16–20: Part 3: Skill 3: Consonant Blends            Unit 2 Lessons 31–35: Part 4: Skill 9: Consonant Blends            Unit 2 Lessons 31–35: Part 5: Skill 10: Consonant Digraphs            Unit 4 Lessons 1–5: Part 5: Skill 15: R-Controlled Vowels            Unit 4 Lessons 31–35: Part 1: Skill 16: Syllable Pattern VC/CCV, VCC/CV            Unit 4 Lessons 31–35: Part 2: Skill 17: Syllable Pattern CV/VC -</p> <p><u>Supplemental Lessons</u>            Phonological Awareness: Lessons 1-30</p>



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(ii) spelling homophones;	<p>For supporting content please see:</p> <p><u>Homographs</u> Unit 2 Lesson 2: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p>
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<p><u>Syllabication</u> Unit 2 Lesson 28: Vocabulary</p> <p><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 2: Work Time</p> <p><u>Assignments: Spelling Study Plans (examples)</u> Unit 2 Lessons 31–35: Part 1: Skill 6: Syllable Patterns Unit 4 Lessons 31–35: Part 1: Skill 16: Syllable Pattern VC/CCV, VCC/CV Unit 4 Lessons 31–35: Part 2: Skill 17: Syllable Pattern CV/VC Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lessons 32-35, 38-40</p>
(iv) spelling words using advanced knowledge of syllable division patterns;	<p><u>Syllabication</u> Unit 2 Lesson 28: Vocabulary</p> <p><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 2: Work Time</p> <p><u>Assignments: Spelling Study Plans (examples)</u> Unit 2 Lessons 31–35: Part 1: Skill 6: Syllable Patterns Unit 4 Lessons 31–35: Part 1: Skill 16: Syllable Pattern VC/CCV, VCC/CV Unit 4 Lessons 31–35: Part 2: Skill 17: Syllable Pattern CV/VC Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lessons 32-35, 38-40</p>

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(v) spelling words using knowledge of prefixes; and	<p><u>Prefixes and Suffixes</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time</p> <p><u>Prefixes (examples)</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p>
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p><u>Prefixes and Suffixes</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time</p> <p><u>Suffixes (examples)</u> Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 36: Vocabulary; Work Time Unit 6 Lesson 37: Work Time Unit 6 Lesson 40: Vocabulary; Work Time Unit 6 Lesson 41: Work Time</p> <p><u>Assignments: Vocabulary Study Plans (examples)</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>
(C) write legibly in cursive to complete assignments.	<p>Teachers can encourage all students to practice legible cursive writing as they complete the following writing activities.</p> <p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 27-34, 38, 39: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 6 Lesson 33-39: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 4 Lessons 26-29, 32-34, 38, 39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write a Narrative Essay (Publishing) Unit 4 Lessons 31-35: Write an Explanatory Essay (Publishing) Unit 6 Lessons 31-35: Write an Opinion Essay (Publishing)</p> <p><u>Professional Learning Community</u> Teacher Resources: See Handwriting Models &amp; Letter Formation</p>

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(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time Unit 6 Lesson 28: Whole Group Unit 6 Lesson 30: Work Time</p> <p><u>Word Origins (examples)</u> Unit 2 Lesson 14: Vocabulary Unit 3 Lessons 3, 7: Vocabulary</p> <p><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time</p> <p><u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 5: Vocabulary</p> <p><u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time</p>
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	<p><u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time Unit 6 Lesson 28: Whole Group Unit 6 Lesson 30: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p>

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<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading</b></p>	<p style="text-align: center;"><b>iLit 45 Level A</b></p>
<p>(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p>	<p><u>Prefixes and Suffixes (examples)</u>            Unit 2 Lesson 25: Whole Group            Unit 2 Lesson 26: Work Time            Unit 4 Lesson 21: Vocabulary; Work Time            Unit 6 Lesson 36: Vocabulary; Work Time</p> <p><u>Greek and Latin Roots (examples)</u>            Unit 4 Lesson 33: Whole Group            Unit 6 Lesson 11: Vocabulary; Work Time            Unit 6 Lesson 15: Vocabulary            Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan</u>            Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>
<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p>For supporting content please see:</p> <p><u>Homographs</u>            Unit 2 Lesson 2: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u>            Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning            Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><u>Read Fluently (examples)</u>            Unit 2 Lesson 10: Whole Group: Read with Expression            Unit 2 Lesson 24: Work Time: Reteach Fluency            Unit 4 Lesson 20: Whole Group: Use Phrasing to Read Fluently            Unit 6 Lesson 25: Whole Group: Read Fluently</p> <p><u>Supplemental Lessons</u>            Read Aloud: Each selection provides an opportunity to observe student fluency.</p>

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<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</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>Because of Winn Dixie</i></u> Unit 2 Lessons 2-29</p> <p><u><i>Night of the Twisters</i></u> Unit 4 Lessons 2-29</p> <p><u>"There Will Come Soft Rains"</u> Unit 4 Lesson 33</p> <p><u>Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lessons 3-4: Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 19: 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> <p><u>Assignments: Interactive Readers (examples)</u> Unit 2 Lesson 31-35: Nature's Balance; Bastille Day Unit 4 Lessons 16-20: The Right Sport; Ancient Sports History</p>
<p><b>(6) Comprehension skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>Preview and Set Purpose</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lessons 2, 43, 48: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group</p> <p><u>Recognize Author's Purpose</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p>

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(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 3, 7, 9, 29: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 4 Lesson 1: Whole Group Unit 4 Lessons 2, 3: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<u>Predict (examples)</u> Unit 2 Lesson 19: Read Aloud, Think Aloud Unit 2 Lesson 23: Read Aloud, Think Aloud Unit 2 Lesson 27: Read Aloud, Think Aloud
(D) create mental images to deepen understanding;	<u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time  <u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group  <u>Visualize (examples)</u> Unit 4 Lesson 5: Whole Group Unit 4 Lessons 7, 12, 13, 18: Read Aloud, Think Aloud Unit 4 Lesson 14: Work Time
(E) make connections to personal experiences, ideas in other texts, and society;	<u>Reading Strategy: Make Connections</u> Unit 4 Lesson 41: Work time Unit 4 Lesson 43: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud
(F) make inferences and use evidence to support understanding;	<u>Make Inferences (narrative examples)</u> Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 23: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Work Time Unit 4 Lesson 20: Work Time

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(G) evaluate details read to determine key ideas;	<p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Work Time</p>
(H) synthesize information to create new understanding; and	<p><u>Plot</u> Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time</p> <p><u>Describe a Character</u> Unit 3 Lesson 5: Small Group</p> <p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p> <p><u>Multimedia Project (examples)</u> Unit 5 Lessons 1–3, 8-10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p>
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<p>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. The strategies are reinforced through the Whole Group and Work Time activities. Examples follow:</p> <p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Work Time</p>

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<p>(Continued) (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>(Continued) <u>Clarify Text by Retelling (informative examples)</u> Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Assignments: Interactive Readers (examples)</u> The Interactive Readers for each unit include Reading Check questions where teachers and students can monitor comprehension and make adjustments.</p> <p>Unit 2 Lesson 6-10: Awesome Ants!; Bullies Beware! Unit 4 Lessons 16-20: The Right Sport; The Art of Demolition Unit 5 Lessons 1-5: Friends in Literature; Changing the Game</p>
<p><b>(7) Response skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>Reading Strategy: Make Connections</u> Unit 1 Lesson 4: Whole Group Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud; Whole Group</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion</p>
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p><u>Write a Narrative Essay</u> Unit 2 Lessons 27-34, 38, 39: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 6 Lesson 33-39: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 4 Lessons 26-29, 32-34, 38, 39: Work Time</p> <p><u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>



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(C) use text evidence to support an appropriate response;	<p>Students are encouraged to use text evidence as they provide a response after reading different texts.</p> <p><u>Compare and Contrast: Theme</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Theme and Make an Inference</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 19: Work Time</p> <p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time</p>
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<p><u>Summarize Text (examples)</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Clarify Text by Paraphrasing (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time Unit 6 Lessons 12–13, 24: Read Aloud, Think Aloud Unit 6 Lesson 35: Whole Group</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time Unit 2 Lessons 28, 29: Read Aloud, Think Aloud</p>

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<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: Work Time</p>
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p>Students learn new academic vocabulary every week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Academic Vocabulary (examples)</u> Unit 2 Lessons 28-29: Vocabulary Unit 4 Lessons 2, 3, 4, 12-14, 22-23, 37-39, 47-49: Vocabulary Unit 6 Lessons 2-4, 7, 12-14, 22-23, 27-29, 37-39, 47-49: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 5 Lesson 8: Classroom Conversation</p> <p><u>Assignments</u> Interactive Readers: Reading Checkpoints encourage students to understand and use newly acquired vocabulary.</p>

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(G) discuss specific ideas in the text that are important to the meaning.	<p>Throughout the texts students to discuss and write about the explicit or implicit meaning of the texts.</p> <p><u>Theme and Make an Inference</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 19: Work Time</p> <p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>
<b>(8) Multiple genres:</b> listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) infer basic themes supported by text evidence;	<p><u>Theme and Make an Inference</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 19: Work Time</p>
(B) explain the interactions of the characters and the changes they undergo;	<p><u>Describe a Character</u> Unit 3 Lesson 5: Small Group</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time</p>
(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	<p><u>Plot</u> Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time Unit 2 Lessons 28, 29: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud</p>

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(D) explain the influence of the setting, including historical and cultural settings, on the plot.	<p>Teachers can explore the cultural settings in different selections with the following:</p> <p><u>Reading Myths and Traditional Tales from Different Cultures</u>            Unit 2 Lesson 35: Work Time            Unit 2 Lesson 36: Time to Read</p>
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	<p><u>Introduce Genre: Fiction</u>            Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u>            Unit 4 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel Excerpt</u>            Unit 2 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast: Theme</u>            Unit 2 Lesson 24: Whole Group</p>
(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	<p><u>Compare and Contrast Poems</u>            Unit 7 Lessons 3, 4: Read Aloud, Think Aloud</p> <p><u>Poetic Structure and Rhyme</u>            Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Reading Poetry</u>            Unit 6 Lessons 37, 42: Read Aloud, Think Aloud</p> <p><u>Characteristics of Poetry</u>            Unit 7 Lesson 2: Work Time</p> <p><u>Language of Poetry</u>            Unit 7 Lesson 1: Vocabulary</p> <p>Also see:  <u>Figurative Language (examples)</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud            Unit 4 Lessons 21: Whole Group            Unit 4 Lessons 22-23: Work Time            Unit 6 Lesson 3: Whole Group            Unit 7 Lessons 2–3: Work Time</p> <p><u>Library</u>            The iLit Student Library, with hundreds of titles, includes a broad range of poems.</p>

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(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	<p><u>Introduce: Drama</u> Unit 3 Lesson 1: Whole Group Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 4: Work Time</p> <p><u>Activity: Elements of Plot</u> Unit 3 Lesson 3: Work Time</p> <p><u>Reading a Drama</u> Unit 3 Lessons 1-10: Drama: “<i>Scene Two</i>”</p> <p><u>Library – Drama (examples)</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night’s Dream</i> <i>Macbeth</i></p>
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p>
(ii) features such as pronunciation guides and diagrams to support understanding; and	<p><u>Analyze Text Features (examples)</u> Unit 2 Lesson 44: Read Aloud, Think Aloud</p>
(iii) organizational patterns such as compare and contrast;	<p><u>Recognize Cause and Effect</u> Unit 2 Lesson 33: Read Aloud, Think Aloud: Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 3 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time</p>
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	<p>For supporting content please see:</p> <p><u>Preview and Set a Purpose</u> Unit 2 Lesson 42: “Midway Atoll: The Pacific Garbage Patch” (blog post): Read Aloud, Think Aloud: Whole Group; Work Time</p>

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(ii) explaining how the author has used facts for an argument; and	For supporting content please see:  <u>Preview and Set a Purpose</u> Unit 2 Lesson 42: “Midway Atoll: The Pacific Garbage Patch” (blog post): Read Aloud, Think Aloud: Whole Group; Work Time
(iii) identifying the intended audience or reader; and	Students explore the intended audience when they plan an argumentative paragraph.  <u>Preview and Set a Purpose</u> Unit 2 Lesson 42: “Midway Atoll: The Pacific Garbage Patch” (blog post): Read Aloud, Think Aloud: Whole Group; Work Time  <u>Write an Opinion Essay (examples)</u> Unit 6 Lesson 33-39: Work Time  <u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Essay
(F) recognize characteristics of multimodal and digital texts.	The iLit Student Library, with hundreds of titles, includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents.  <u>For examples of the iLit Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy Romeo and Juliet Antigone A Midsummer Night’s Dream Macbeth Bad Mon The Diary Tales of Edgar Allen Poe Brothers He Stood
<b>(10) Author’s purpose and craft:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author’s purpose and message within a text;	<u>Recognize Author’s Purpose</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud

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(B) explain how the use of text structure contributes to the author's purpose;	<p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Analyze Text Features (examples)</u> Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Informational Text/ Fact Cards</u> Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p> <p><u>Preview and Set a Purpose</u> Unit 2 Lesson 42: “Midway Atoll: The Pacific Garbage Patch” (blog post): Read Aloud, Think Aloud; Whole Group; Work Time</p>
(C) analyze the author's use of print and graphic features to achieve specific purposes;	<p><u>Analyze Text Features (examples)</u> Unit 2 Lesson 44: Read Aloud, Think Aloud</p>
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22-23: Work Time Unit 6 Lesson 3: Whole Group Unit 7 Lessons 2–3: Work Time</p> <p><u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Understand Idioms</u> Unit 3 Lessons 2, 9: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time</p>
(E) identify and understand the use of literary devices, including first- or third-person point of view;	<p><u>Describe a Character</u> Unit 3 Lesson 5: Small Group</p> <p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p>

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(F) discuss how the author's use of language contributes to voice; and	<p><u>Analyze and Evaluate Language Choices</u> Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 18: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p>Also see: <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
(G) identify and explain the use of anecdote .	<p>For supporting content please see:</p> <p><u>Reading Myths and Traditional Tales from Different Cultures</u> Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Time to Read</p>
<p><b>(11) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	<p><u>Plan Writing (examples)</u> Unit 2 Lesson 41: Work Time Unit 4 Lessons 3–4: Work Time Unit 6 Lessons 7–8: Work Time Unit 6 Lessons 8-9: Work Time Unit 4 Lessons 23–24: Work Time Unit 4 Lessons 28–29: Work Time Unit 6 Lessons 28–29: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Prewrite a Narrative Essay Unit 2 Lessons 26–30: Write a Narrative Essay (Prewriting) Unit 2 Lessons 41–45: Plan an Opinion Paragraph Unit 4 Lessons 21–25: Plan an Opinion Paragraph Unit 4 Lessons 26-30: Prewrite Explanatory Essay Unit 4 Lessons 31-35: Write an Explanatory Essay (Prewriting) Unit 6 Lessons 6-10: Plan a Narrative Paragraph Unit 6 Lessons 26-30: Prewrite an Opinion Essay Unit 6 Lessons 31-35: Write an Opinion Essay (Prewriting)</p> <p><u>Teacher's Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>



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<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p>	<p><u>Plan Writing (examples)</u>            Unit 2 Lesson 41: Work Time            Unit 4 Lessons 3–4: Work Time            Unit 6 Lessons 7–8: Work Time            Unit 6 Lessons 8-9: Work Time            Unit 4 Lessons 23–24: Work Time            Unit 4 Lessons 28–29: Work Time            Unit 6 Lessons 28–29: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 26–30: Prewrite a Narrative Essay            Unit 2 Lessons 26–30: Write a Narrative Essay (Prewriting)            Unit 2 Lessons 41–45: Plan an Opinion Paragraph            Unit 4 Lessons 21–25: Plan an Opinion Paragraph            Unit 4 Lessons 26-30: Prewrite Explanatory Essay            Unit 4 Lessons 31-35: Write an Explanatory Essay (Prewriting)            Unit 6 Lessons 6-10: Plan a Narrative Paragraph            Unit 6 Lessons 26-30: Prewrite an Opinion Essay            Unit 6 Lessons 31-35: Write an Opinion Essay (Prewriting)</p>
<p>(ii) developing an engaging idea with relevant details;</p>	<p><u>Plan Writing (examples)</u>            Unit 2 Lesson 41: Work Time            Unit 4 Lessons 3–4: Work Time            Unit 6 Lessons 7–8: Work Time            Unit 6 Lessons 8-9: Work Time            Unit 4 Lessons 23–24: Work Time            Unit 4 Lessons 28–29: Work Time            Unit 6 Lessons 28–29: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 26–30: Prewrite a Narrative Essay            Unit 2 Lessons 26–30: Write a Narrative Essay (Prewriting)            Unit 2 Lessons 41–45: Plan an Opinion Paragraph            Unit 4 Lessons 21–25: Plan an Opinion Paragraph            Unit 4 Lessons 26-30: Prewrite Explanatory Essay            Unit 4 Lessons 31-35: Write an Explanatory Essay (Prewriting)            Unit 6 Lessons 6-10: Plan a Narrative Paragraph            Unit 6 Lessons 26-30: Prewrite an Opinion Essay            Unit 6 Lessons 31-35: Write an Opinion Essay (Prewriting)</p>

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<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p><u>Writing Activities</u>            Unit 2 Lessons 8-9; Unit 4 Lessons 3–5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p>Unit 4 Lessons 26-29, 32-34, 38, 3: Students Plan, Write, and Revise an Explanatory Piece</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p>Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time: Students Plan, Write, and Revise an Opinion Piece</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 26–30: Write a Narrative Essay (Revising)            Unit 4 Lessons 31-35: Write an Explanatory Essay (Revising)            Unit 6 Lessons 31-35: Write an Opinion Essay (Revising)</p>
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;</p>	<p><u>Assignments: Grammar Study Plan</u>            Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences            Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement            Unit 4 Lessons 11–15: Part 4: Skill 14: Compound Sentences            Unit 4 Lessons 11–15: Part 5: Skill 15: Subjects and Predicates</p> <p><u>Professional Learning Community</u>            Teacher Resources: See Language Conventions Practice Guide: Subject-Verb Agreement, 67–72; Fragments and Run-ons, 138–140</p>
<p>(ii) past tense of irregular verbs;</p>	<p><u>Assignments: Grammar Study Plan</u>            Unit 2 Lessons 36–40: Part 5: Skill 10: Irregular Verbs</p> <p><u>Professional Learning Community</u>            Teacher Resources: See all Language Conventions Practice Guide: Irregular Verbs, 33, 42</p>

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(iii) singular, plural, common, and proper nouns;	<p><u>Plural Nouns (example)</u> Unit 4 Lesson 31; Vocabulary Unit 4 Lesson 32: Work Time Unit 4 Lesson 35: Vocabulary</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Nouns Unit 2 Lessons 1–5: Part 2: Skill 2: Plural Nouns</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Common and Proper Nouns, 8–9; Collective Nouns, 11–13; Plural Nouns, 14–16</p>
(iv) adjectives, including their comparative and superlative forms;	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 16: Adjectives Unit 5 Lessons 1–5: Part 2: Skill 17: Comparing with Adjectives</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Adjectives, 79–86</p>
(v) adverbs that convey frequency and adverbs that convey degree;	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 3: Skill 18: Adverbs Unit 5 Lessons 1–5: Part 4: Skill 19: Comparing with Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Adverbs, 89–96</p>
(vi) prepositions and prepositional phrases;	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Prepositions, 97–99 Teacher Resources: Newcomer Grammar Workbook, Prepositions, 24</p>

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(vii) pronouns, including reflexive ;	<p><u>Pronouns</u> Unit 6 Lesson 42: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 3: Skill 3: Pronouns</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Pronouns, 18–29 Teacher Resources: Newcomer Grammar Workbook, Pronouns, 16, 34</p>
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Conjunctions, 100, 101, 102</p>
(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	<p><u>Capitalization</u> Unit 6 Lesson 42: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 4: Skill 24: Capitalization Unit 6 Lessons 11–15: Part 5: Skill 25: Quotations and Titles of Works</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Proper Nouns; Capital Letters, 113–115</p>
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	<p><u>Commas, Quotations</u> Unit 6 Lesson 42: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Punctuation</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134</p>

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(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<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><u>Language Conventions: Spelling</u> Unit 2 Lesson 19: Work Time</p> <p><u>Spelling Patterns and Rules</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 2 Lesson 27: Work Time Unit 2 Lesson 30: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p>
(E) publish written work for appropriate audiences.	<p>Teachers can encourage all students to practice legible cursive writing as they complete the following writing activities.</p> <p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 27-34, 38, 39: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 6 Lesson 33-39: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 4 Lessons 26-29, 32-34, 38, 39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write a Narrative Essay (Publishing) Unit 4 Lessons 31-35: Write an Explanatory Essay (Publishing) Unit 6 Lessons 31-35: Write an Opinion Essay (Publishing)</p>

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(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft ;	<p><u>Write a Narrative (examples)</u> Unit 1 Lesson 4-5: Work Time Unit 2: Lesson 8: Whole Group Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lessons 27-34, 38, 39: Work Time</p> <p><u>Write a Personal Narrative</u> Unit 6 Lesson 6: Whole Group Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 4-5: Narrative Unit 6 Lessons 6-10: Narrative</p>
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<p><u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 4 Lessons 26-29, 32-34, 38, 39: Work Time</p> <p><u>Multimedia Project (examples)</u> Unit 5 Lessons 1–3, 8-10: Work Time: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	<p><u>Write an Opinion Piece (examples)</u>            Unit 2 Lesson 41: Whole Group; Work Time            Unit 2 Lessons 42–43: Work Time            Unit 2 Lesson 23: Whole Group; Work Time            Unit 4 Lessons 23, 24-25: Work Time            Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time</p> <p><u>Write an Opinion Essay (examples)</u>            Unit 6 Lesson 33-39: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 41-45: Write an Opinion Paragraph            Unit 6 Lessons 26-30: Write an Opinion Paragraph            Unit 6 Lessons 31–35: Write an Opinion Essay</p>
(D) compose correspondence that requests information.	<p>For supporting content please see:</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u>            Business Letter and Friendly Letter Models, 39–40</p>
<b>(13) Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate and clarify questions on a topic for formal and informal inquiry;	<p><u>Multimedia Project and Presentation</u>            Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation            Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation            Unit 5 Lesson 9: Finalize and Rehearse Presentation            Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Assignments</u>            Unit 5 Lessons 1-5: Plan a Multimedia Presentation            Unit 5 Lessons 1-5: Gather Information from Sources            Unit 5 Lessons 1-5: Rubric for Multimedia Presentation</p>

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(B) develop and follow a research plan with adult assistance;	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 9: Finalize and Rehearse Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Presentation Unit 5 Lessons 6-10: Organize Information and Choose Roles</p>
(C) identify and gather relevant information from a variety of sources;	<p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 3: Work Time</p> <p><u>Gather Info from Internet</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>
(D) identify primary and secondary sources;	<p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 3: Work Time</p> <p><u>Gather Info from Internet</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>



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(E) demonstrate understanding of information gathered;	<p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 3: Work Time</p> <p><u>Gather Info from Internet</u> Unit 5 Lesson 3: Work Time</p> <p><u>Organize Information</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 7: Work Time</p> <p><u>Decide on Visuals</u> Unit 5 Lesson 5: Wrap Up</p> <p><u>Organize Information and Choose Roles for Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	<p><u>Paraphrasing Source</u> Unit 5 Lesson 4: Wrap Up</p>
(G) develop a bibliography; and	<p>For supporting content please see:</p> <p><u>Organize Information</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 7: Work Time</p>
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Connect Images and Ideas</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Finalize and Rehearse Presentation</u> Unit 5 Lesson 9: Work Time</p> <p><u>Give Their Multimedia Presentations</u> Unit 5 Lesson 10: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation Unit 5 Lessons 6-10: Organize Ideas for Presentation</p>