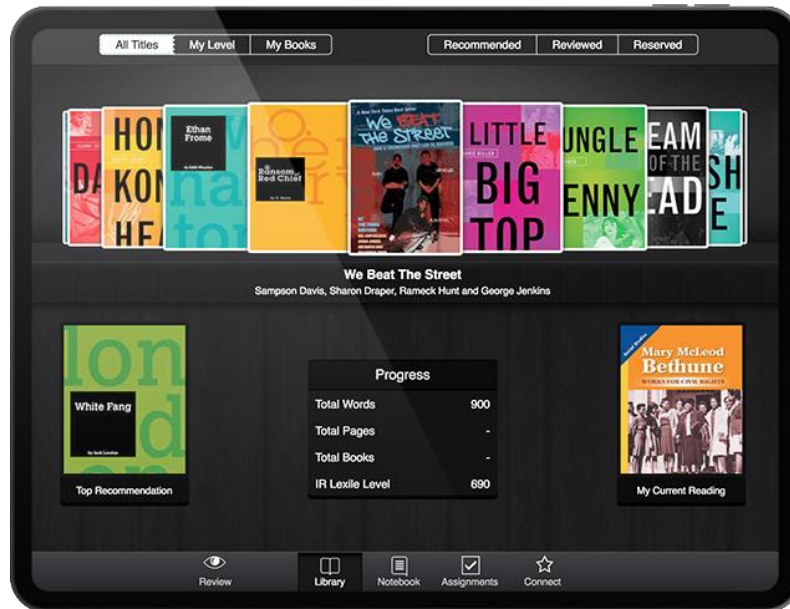


A Correlation of

**iLitELL**



**Level G**

**To**

**Texas Essential Knowledge and Skills for  
English Language Arts and Reading 2017  
Grade 10**

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

### **Introduction**

This document demonstrates how **Pearson iLit ELL** 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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<b>§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>	
(c) 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) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Writing Routine: Feedback</u> Unit 1 Lesson 5: Work Time</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Evaluating Classroom Conversation</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 5 Lesson 9: Partner Discussion Unit 6 Lesson 34: Collaborative Discussion: Partners</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p> <p><u>Ask Questions (examples)</u> Unit 5 Lesson 3: Work Time Unit 6 Lesson 8: Whole Group Unit 6 Lessons 12, 13, 38, 39: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p>

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<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;</p>	<p><u>Conversation: Lost at School (students give directions to a place in school)</u> Unit 1 Lesson 23: Whole Group, Work Time</p> <p>Students have opportunities to follow and give oral instructions during the Classroom Conversation routines for each unit in the iLit program.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 19: Collaborative Discussion: Whole Class Unit 4 Lesson 34: Collaborative Discussion: Small Group Unit 5 Lesson 9: Partner Discussion Unit 6 Lesson 34: Collaborative Discussion: Partners</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p>
<p>(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and</p>	<p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</p>

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<p>(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p>	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Evaluating Classroom Conversation</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p>
<p>(2) 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:</p>	
<p>(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</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 a Dictionary (Examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Influence of Spanish on English/Foreign Words</u> Unit 6 Lesson 6, 10: Vocabulary Unit 6 Lesson 7: Work time</p> <p><u>Introduce Influence of Arabic on English</u> Unit 4 Lesson 31, 35: Vocabulary Unit 4 Lesson 32: Work Time</p>

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<p>(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and</p>	<p><u>Context Clues and Vocabulary in Context (examples)</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud            Unit 2 Lesson 4: Vocabulary            Unit 2 Lesson 42: Vocabulary            Unit 4 Lesson 40: Vocabulary            Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u>            Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u>            Unit 2 Lesson 13: Vocabulary            Unit 6 Lesson 11, 15: Vocabulary            Unit 6 Lesson 12: Work Time</p>
<p>(C) determine the meaning of foreign words or phrases used frequently in English such as pas deux, status quo, déjà vu, avant-garde, and coup d'état.</p>	<p><u>Influence of Spanish on English/Foreign Words</u>            Unit 6 Lesson 6, 10: Vocabulary            Unit 6 Lesson 7: Work time</p> <p><u>Introduce Influence of Arabic on English</u>            Unit 4 Lesson 31, 35: Vocabulary            Unit 4 Lesson 32: Work Time</p>
<p>(3) 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>"Puerto Rico: Yesterday, Today, and Tomorrow"</u>            Unit 4 Lesson 22</p> <p><u>"Macbeth"</u>            Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>"How Do I Love Thee?" and "On Love" (poems)</u>            Unit 6 Lesson 2</p> <p><u>"The Ultimate Merchandising Vehicle" (informational text)</u>            Unit 2 Lesson 11</p> <p><u>"Concussions Impact US Teen Athletes," "Death of an Olympian," and "It Should Have Been Me"</u>            Unit 4 Lesson 39</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u>            Unit 5 Lesson 3</p>

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<p>(Continued) (3) 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>(Continued) <u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.  <u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p>
<p><b>(4) 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>Author's Purpose (informative/nonfiction/personal narrative examples)</u> Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group  <u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>Ask Questions (examples)</u> Unit 2 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 18: Read Aloud, Think Aloud</p>
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><u>Make Predictions (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 28: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p>



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(D) create mental images to deepen understanding;	<p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary Unit 5 Lesson 3: Vocabulary Unit 6 Lesson 43: Whole Group</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p> <p><u>Visualize Action and Setting</u> Unit 6 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Visualize the Action</u> Unit 6 Lesson 14: Read Aloud, Think Aloud</p>
(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Connect to Prior Experience and Knowledge</u> Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 4 Lesson 43: Read Aloud, Think Aloud; Work Time</p>
(F) make inferences and use evidence to support understanding;	<p><u>Make Inferences</u> Unit 2 Lesson 11: Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 4: Work Time Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27: Read Aloud, Think Aloud</p>

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(G) evaluate details read to determine key ideas;	<p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time</p>
(H) synthesize information from multiple texts to create new understanding; and	<p><u>Synthesize Information and Ideas</u> Unit 2 Lesson 43: Whole Group; Work Time Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</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>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Make Inferences</u> Unit 2 Lesson 11: Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>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 1-5: Awesome Ants!; Teenage Techies Unit 4 Lessons 26-30: Bigs and Littles; Texting on Trial Unit 5 Lessons 1-5: Smokejumpers; A Star is Born Online</p>

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<p><b>(5) 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>Connect to Prior Experience and Knowledge</u> Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 4 Lesson 43: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>
<p>(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17, 34: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33, 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18, 31, 33, 36: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: 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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<p>(C) use text evidence and original commentary to support an interpretive response;</p>	<p>Students are encouraged to use text evidence as they provide a response after reading different texts.</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>
<p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase (examples)</u> Unit 2 Lesson 19: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9:</p> <p><u>Monitor and Clarify Understanding: Paraphrase (examples)</u> Unit 6 Lessons 13, 32: 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 Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Gather Information &amp; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p>
<p>(F) respond using acquired content and academic vocabulary as appropriate;</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 Lesson 2-4, 12-14, 19-20, 37-39, 42-43: Vocabulary Unit 4 Lessons 9, 12-14, 18-19, 22-23, 27-29, 37-39: Vocabulary Unit 6 Lessons 2-4, 12-14, 18-19, 27-29, 37-39, 42-44: Vocabulary</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 and write about the explicit or implicit meanings of text;	<p>Throughout the texts students to discuss and write about the explicit or implicit meaning of the texts.</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p>
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	<p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time</p> <p><u>Student Presentations</u> Unit 5 Lesson 10: Work Time, Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up</p> <p><u>Write and Perform an Original an Original Scene</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Wrap Up</p> <p><u>Tips for Speaking</u> Unit 2 Lesson 36: Whole Group Unit 2 Lesson 37: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>

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<p>(Continued) (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p>(Continued) <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>
<p>(I) reflect on and adjust responses when valid evidence warrants; and</p>	<p>Every day during Read Aloud, Think Aloud, Whole Group, Work Time, and Wrap Up, students read one chapter or section at a time and answer questions. As each chapter is completed students can adjust their responses to the new material. Examples include:</p> <p><i>Text: "Puerto Rico: Yesterday, Today, and Tomorrow"</i> Unit 4 Lesson 22</p> <p><u>"Macbeth"</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>"How Do I Love Thee?" and "On Love" (poems)</u> Unit 6 Lesson 2</p> <p><i>"Code Talker" (novel)</i> Unit 2 Lessons 2–10, 17–18</p> <p><u>"To JayKae: Life Stinx" (novel)</u> Unit 3 Lessons 3-13, 15-21</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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(J) defend or challenge the authors' claims using relevant text evidence.; and	<p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<b>(6) 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) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	<p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p>
(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	<p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p>
(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and	<p><u>Analyze Dialogue and Plot Incidents</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group Unit 4 Lesson 29: Read Aloud, Think Aloud</p>



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<p>(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.</p>	<p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Understand Historical Fiction</u> Unit 2 Lesson 5: Whole Group Unit 2 Lesson 6: Work Time</p> <p><u>Introduce Drama</u> Unit 3 Lesson 1: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p>
<p>(7) 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:</p>	
<p>(A) read and analyze world literature across literary periods;</p>	<p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>"Macbeth"</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>"Code Talker" (novel)</u> Unit 2 Lessons 2–10, 17–18</p> <p><u>"To JayKae: Life Stinx" (novel)</u> Unit 3 Lessons 3-13, 15-21</p> <p><u>"Day in the Barrio" (poem); Text "An Island Like You" (short stories)</u> Unit 4 Lesson 3</p>

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<p>(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;</p>	<p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Identify Theme in Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Poetry Selections and Activities (examples)</u> Unit 7 Lesson 2: Whole Group: Text: “Silent Spring Morning” (poem); Unit 7 Lesson 3: Read Aloud, Think Aloud: “The Peace of Wild Things” Unit 7 Lesson 4: Read Aloud, Think Aloud: “Waking Up”</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of poems.</p>
<p>(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;</p>	<p><u>Introduce Drama</u> Unit 3 Lesson 1: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>“Macbeth”</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time</p> <p><u>Write and Perform an Original an Original Scene</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Wrap Up</p> <p><u>Library – Drama (examples)</u> <i>Antigone, A Midsummer Night’s Dream</i></p>

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<b>(D) analyze characteristics and structural elements of informational texts such as:</b>	
(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	<u>Identify Main Idea</u> Unit 4 Lesson 5: Whole Group Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time
(ii) the relationship between organizational design and thesis;	<u>Recognize Text Structure</u> Unit 6 Lesson 36: Whole Group  <u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud  <u>Identify Cause-and-Effect Relationships (Examples)</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time  <u>Compare and Contrast (examples)</u> Unit 2 Lesson 38: Whole Group Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 2 Lesson 40: Work Time Unit 2 Lesson 43: Read Aloud, Think Aloud
<b>(E) analyze characteristics and structural elements of argumentative texts such as:</b>	
(i) clear arguable claim, appeals, and convincing conclusion;	<u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group  <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud  <u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	<u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group  <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud

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(iii) identifiable audience or reader; and	<p><u>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p>
(F) analyze characteristics of multimodal and digital texts.	<p>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.</p> <p><u>For examples of the iLit Library</u> Romeo and Juliet Antigone A Midsummer Night’s Dream Macbeth Bad Mon The Diary Tales of Edgar Allen Poe Brothers He Stood</p>
<p><b>(8) 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:</p>	
(A) analyze the author’s purpose, audience, and message within a text;	<p><u>Evaluate Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p>

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(B) analyze use of text structure to achieve the author's purpose;	<p><u>Recognize Text Structure</u> Unit 6 Lesson 36: Whole Group</p> <p><u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Identify Cause-and-Effect Relationships (Examples)</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast (examples)</u> Unit 2 Lesson 38: Whole Group Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 2 Lesson 40: Work Time Unit 2 Lesson 43: Read Aloud, Think Aloud</p>
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<p><u>Introduce Genre: News Article</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>"The Ultimate Merchandising Vehicle"</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Reteach: "Cameras Through Time"</u> Unit 2 Lesson 30: Work Time</p> <p>Also see: <u>Build Background Video (Introduces Nonfiction Selection)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud</p>
(D) analyze how the author's use of language informs and shapes the perception of readers;	<p><u>Support a Claim with Logical Reasoning</u> Unit 6 Lesson 15: Whole Group</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p>

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(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	<p>For supporting content please see:</p> <p><u>“Macbeth”</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>iLit Library</u> Gulliver’s Travels The Importance of Being Earnest Ethan Frome Irony The House of the Seven Gables</p>
(F) analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and	<p>For supporting content please see:</p> <p><u>“Macbeth”</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>“How Do I Love Thee?” and “On Love” (poems)</u> Unit 6 Lesson 2</p> <p><u>Influence of Spanish on English/Foreign Words</u> Unit 6 Lesson 6, 10: Vocabulary Unit 6 Lesson 7: Work Time</p>
(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	<p>Students can examine rhetorical appears with the following:</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p>Students can further explore this skill through Independent Reading using the iLit Library. Examples of famous speeches include: The Gettysburg Address (Abraham Lincoln), Inaugural Presidential Address (Barack Obama), The Meaning of Courage (Nelson Mandela), The Kingdom of Night (Elie Wiesel)</p>

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(9) <b>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 use appropriate conventions. The student is expected to:	
(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	<p><u>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 3: Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 32: Work Time Unit 6 Lesson 26: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Prewriting) Unit 4 Lessons 31–35: Write a Narrative Essay (Prewriting) Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting)</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>

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(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	<p><u>Plan Argumentative Paragraph/Essay</u>            Unit 2 Lesson 9: Work Time            Unit 4 Lesson 27: Work Time            Unit 6 Lesson 16: Work Time</p> <p><u>Plan Explanatory Paragraph/Essay</u>            Unit 2 Lesson 14: Work Time            Unit 2 Lesson 24: Work Time            Unit 6 Lesson 9: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u>            Unit 2 Lesson 24: Work Time            Unit 4 Lesson 3: Work Time            Unit 4 Lesson 16: Work Time            Unit 4 Lesson 32: Work Time            Unit 6 Lesson 26: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Prewriting)            Unit 4 Lessons 31–35: Write a Narrative Essay (Prewriting)            Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay            Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting)</p>



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<p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p>	<p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 3: Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 32: Work Time Unit 6 Lesson 26: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Prewriting) Unit 4 Lessons 31–35: Write a Narrative Essay (Prewriting) Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting)</p>
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p>	<p><u>Writing Routine: Revise</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 35: Whole Group Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time</p> <p><u>Write, Revise, and Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Revising, Editing) Unit 4 Lessons 31–35: Write a Narrative Essay (Revising, Editing) Unit 6 Lessons 31–35: Write an Argumentative Essay (Revising, Editing)</p>

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(D) edit drafts using standard English conventions, including:	
(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	<p><u>Sentences</u> Unit 4 Lesson 24: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Four Kinds of Sentences, 4-5; Fragments and Run-Ons, 138-139</p>
(ii) consistent, appropriate use of verb tense and active and passive voice;	<p><u>Verb Tenses (examples)</u> Unit 1 Lessons 18, 20, 28, 30, 32, 36, 42, 46: Whole Group; Work Time Unit 2 Lesson 20: Work Time Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 16-20 Part 1: Skill 6: Verb Tenses 1 Unit 2 Lessons 16-20 Part 1: Skill 6: Verb Tenses 2</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Verb Tenses, 39–55 Teacher Resources: Newcome Grammar Workbook, Verb Tenses, 17–23, 55–63</p>
(iii) pronoun-antecedent agreement;	<p><u>Noun-Pronoun Agreement (examples)</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 1-5 Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Pronouns, 18–29 Teacher Resources: Newcome Grammar Workbook, Pronouns, 16, 34</p>

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(iv) correct capitalization;	<p><u>Capitalization</u> Unit 6 Lesson 16: Work Time</p> <p><u>Nouns: Common and Proper</u> Unit 2 Lesson 4: Work Time</p> <p><u>Assignments: Grammar Study Plan 6</u> Unit 6 Lessons 11-15: Skill 27: Using Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Capital Letters, 113–115</p>
(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and	<p><u>Punctuation</u> Unit 6 Lesson 2: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 1-5: Skill 23: Commas in Sentences Unit 6 Lessons 1-5: Skill 24: Avoiding Unnecessary Commas Unit 6 Lessons 1-5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134</p>

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(vi) correct spelling; and	<p><u>Spelling Study Plan</u> Unit 2 Lesson 26: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Spelling Rules</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Spelling Tips</u> Unit 3 Lesson 3: Vocabulary Unit 3 Lesson 9: Vocabulary</p> <p><u>Assignments: Spelling Lesson Plan (examples)</u> Unit 2 Lessons 31–35: Skill 7: Homophones Unit 2 Lessons 31–35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1–5: Skill 21: Greek Word Parts</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Avoiding Common Usage Problems, 145</p>
(E) publish written work for appropriate audiences.	<p><u>Write a Narrative Paragraph/Essay</u> Unit 4 Lesson 17, 34: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33, 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18, 31, 33, 36: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15, 35, 36, 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Publishing) Unit 4 Lessons 31–35: Write a Narrative Essay (Publishing) Unit 6 Lessons 31–35: Write an Argumentative Essay (Publishing)</p> <p><u>Professional Learning Community</u> Teacher Resources: Handwriting Models &amp; Letter Formation: Handwriting Guide</p>

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(10) 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 fiction and poetry using genre characteristics and craft;	<p><u>Write a Narrative Paragraph/Essay</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lesson 25: Work Time            Unit 4 Lesson 17: Work Time            Unit 4 Lesson 31: Whole Group            Unit 4 Lesson 33: Whole Group; Work Time            Unit 4 Lesson 34: Work Time            Unit 4 Lesson 35: Whole Group; Work Time            Unit 6 Lesson 27: Work Time</p> <p><u>Write and Perform an Original Scene</u>            Unit 3 Lesson 5: Whole Group; Work Time            Unit 3 Lesson 6: Work Time            Unit 3 Lesson 7: Work Time            Unit 3 Lesson 8: Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 1–5: Write a Narrative Paragraph            Unit 2 Lessons 21–25: Write a Narrative Paragraph            Unit 4 Lessons 16–20: Write a Narrative Paragraph            Unit 4 Lessons 31–35: Plan a Narrative Essay            Unit 4 Lessons 31–35: Write a Narrative Essay            Unit 4 Lessons 36–40: Present a Narrative Essay            Unit 6 Lessons 26–30: Write a Narrative Paragraph            Unit 6 Lessons 21–25: Plan a Narrative Paragraph</p>

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<p>(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p>	<p><u>Plan Explanatory Paragraph/Essay</u>            Unit 2 Lesson 14: Work Time            Unit 2 Lesson 24: Work Time            Unit 6 Lesson 9: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u>            Unit 2 Lesson 15: Work Time            Unit 2 Lesson 35: Work Time            Unit 2 Lesson 36: Work Time            Unit 2 Lesson 37: Work Time            Unit 4 Lesson 7: Work Time            Unit 6 Lesson 10: Work Time</p> <p><u>Assignments</u>            Unit 2 Lessons 11–15: Plan an Explanatory Paragraph            Unit 2 Lessons 11–15: Write an Explanatory Paragraph            Unit 2 Lessons 31–35: Write Explanatory Nonfiction            Unit 2 Lessons 36–40: Research the Topic            Unit 2 Lessons 31–35: Write Explanatory Nonfiction            Unit 2 Lessons 36–40: Present an Explanatory Essay            Unit 4 Lessons 1–5: Plan and Prewrite an Explanatory Paragraph            Unit 4 Lessons 6–10: Write an Explanatory Paragraph            Unit 6 Lessons 6–10: Plan an Explanatory Paragraph            Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>

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(C) compose argumentative texts using genre characteristics and craft; and	<p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Argumentative Paragraph Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Plan an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 36–40: Present an Argumentative Essay</p>
(D) compose correspondence in a professional or friendly structure.	<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>

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<b>(11) 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) develop questions for formal and informal inquiry;	<u>Research and Plan a Multimedia Presentation (examples)</u> Unit 5 Lesson 1-10: all activities  <u>Assignments</u> Unit 5 Lessons 1-5: Research Plan Unit 5 Lessons 1-5: Conduct Research
(B) critique the research process at each step to implement changes as needs occur and are identified;	<u>Research Plan</u> Unit 5 Lesson 2: Work Time  <u>Gather Information</u> Unit 5 Lesson 3: Whole Group  <u>Conduct Research</u> Unit 5 Lesson 3: Work Time  <u>Assignments</u> Unit 5 Lessons 1-5: Research Plan Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation
(C) develop and revise a plan;	<u>Research Plan</u> Unit 5 Lesson 2: Work Time  <u>Gather Information</u> Unit 5 Lesson 3: Whole Group  <u>Conduct Research</u> Unit 5 Lesson 3: Work Time  <u>Assignments</u> Unit 5 Lessons 1-5: Research Plan
(D) modify the major research question as necessary to refocus the research plan;	<u>Research a Topic; Multimedia Project Timeline</u> Unit 5 Lesson 1: Whole Group  <u>Conduct Research</u> Unit 5 Lessons 2, 3: Work Time  <u>Assignments</u> Unit 5 Lessons 1-5: Research Plan



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(E) locate relevant sources;	<p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Conduct Research</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research Plan Unit 5 Lessons 1-5: Conduct Research</p>
(F) synthesize information from a variety of sources;	<p><u>Reading Strategy: Synthesize</u> Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Organize and Synthesize Information</u> Unit 5 Lesson 7: Work Time</p> <p><u>Organizing and Preparing a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 6-10: Organize Information</p>
(G) examine sources for:	
(i) credibility and bias, including omission; and	<p>For supporting content please see:</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Conduct Research</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Conduct Research Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>
(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;	<p>For supporting content please see:</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Conduct Research Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>

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(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	<p><u>Citing a Source</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Conduct Research</p>
(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group</p> <p><u>Rehearse Presentations</u> Unit 5 Lesson 9: Work Time</p> <p><u>Organize Information</u> Unit 5 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation Unit 5 Lessons 6-10: Organize Information</p>

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