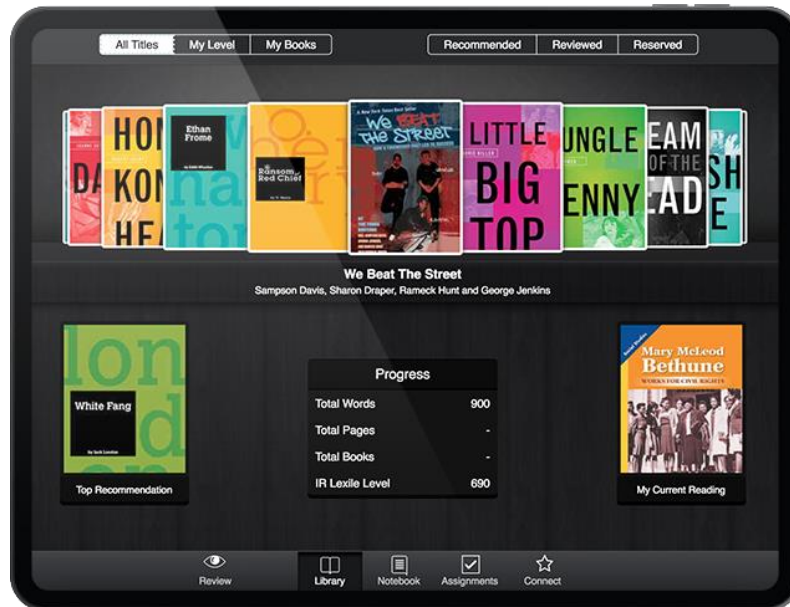


A Correlation of

iLitELL



Level B

To

**Texas Essential Knowledge and Skills for
English Language Arts and Reading 2017
Grade 5**

A Correlation of iLit ELL, Level B 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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§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.	
(b) Knowledge and skills.	
(1) Developing and sustaining foundational language skills: 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 to interpret verbal and non-verbal messages, ask relevant questions, 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>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 4: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 12: Collaborative Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time</p>

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(B) follow, restate, and give oral instructions that include multiple action steps;	<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 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Small-Group Discussion Unit 6 Lesson 7: Partner Discussion</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Supplemental Lessons - Routine Cards</u> Collaborative Projects Routine Peer Conferencing Routine</p>
(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	<p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 1-9: Multimedia Presentation</p> <p><u>Present an Opinion Essay</u> Unit 4 Lessons 37, 38: Work Time</p> <p><u>Present a Poem</u> Unit 7 Lesson 5: Whole Group</p> <p><u>Present Explanatory Essay</u> Unit 6 Lessons 38, 39: Work Time</p> <p><u>Present a Narrative Essay</u> Unit 2 Lessons 38, 41: Work Time</p> <p><u>Supplemental Lessons - Routine Cards</u> Presenting Routine</p>

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(D) work collaboratively with others to develop a plan of shared responsibilities.	<p><u>Multimedia Project and Presentation</u> Unit 5 Lesson 1-9: Multimedia Presentation</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>
(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:	
(A) demonstrate and apply phonetic knowledge by:	
(i) decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;	<p>Teachers can use the Phonological Awareness Supplemental Lessons and the Vocabulary instruction for each lesson as the foundation to introduce this concept.</p> <p><u>Supplemental Lessons</u> Phonological Awareness Lessons</p>
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p>Students explore this objective throughout the iLit program. For examples see:</p> <p><u>Consonant Digraphs (examples)</u> Unit 1 Lesson 26: Whole Group; Work Time Unit 2 Lesson 1: Vocabulary; Work Time Unit 2 Lesson 5: Vocabulary</p> <p><u>Syllables (examples)</u> Unit 1 Lesson 20: Whole Group; Work Time</p> <p><u>Diphthongs (examples)</u> Unit 2 Lesson 21-25: Extra Practice</p> <p><u>R-Controlled Vowel Sounds (examples)</u> Unit 1 Lesson 48: Whole Group; Work Time</p> <p><u>Supplemental Lessons</u> Phonological Awareness Lessons</p>

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(iii) decoding words using advanced knowledge of syllable division patterns;	<p><u>Multisyllabic Words</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 45: Whole Group; Work Time</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lesson 1</p>
(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p>
(v) 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>Supplemental Lessons</u> Word Reading – Decodable Texts – Predecodable Texts: High Frequency Words</p>

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(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>Students explore this objective throughout the iLit program. For examples see:</p> <p><u>Consonant Digraphs (examples)</u> Unit 1 Lesson 26: Whole Group; Work Time Unit 2 Lesson 1: Vocabulary; Work Time Unit 2 Lesson 5: Vocabulary</p> <p><u>Syllables (examples)</u> Unit 1 Lesson 20: Whole Group; Work Time</p> <p><u>Diphthongs (examples)</u> Unit 2 Lesson 21-25: Extra Practice</p> <p><u>R-Controlled Vowel Sounds (examples)</u> Unit 1 Lesson 48: Whole Group; Work Time</p> <p><u>Supplemental Lessons</u> Phonological Awareness Lessons</p>
(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician;	<p>Teachers can use the Phonological Awareness Supplemental Lessons and the Vocabulary instruction for each lesson as the foundation to introduce this concept.</p> <p><u>Supplemental Lessons</u> Phonological Awareness Lessons</p>
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<p><u>Multisyllabic Words</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 45: Whole Group; Work Time</p>
(iv) spelling words using advanced knowledge of syllable division patterns;	<p><u>Multisyllabic Words</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 45: Whole Group; Work Time</p> <p><u>Supplemental Lessons</u> Phonological Awareness: Lesson 1</p>
(v) spelling words using knowledge of prefixes; and	<p><u>Use Prefixes (examples)</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 36: Vocabulary; Work Time Unit 4 Lesson 37: Work Time Unit 4 Lesson 40: Vocabulary</p>

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(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>Use Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time</p>
(C) write legibly in cursive.	<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 7-9, 26-29, 32-38, 41: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31-35: Write a Narrative Essay (Publishing) Unit 4 Lessons 26–30: Write an Opinion Essay (Publishing) Unit 6 Lessons 31-35: Write an Explanatory Essay (Publishing)</p> <p><u>Professional Learning Community</u> Teacher Resources: See Handwriting Models & Letter Formation</p>
(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, pronunciation, and word origin;	<p><u>Use a Dictionary or Glossary</u> Unit 2 Lesson 48–49: Vocabulary</p> <p><u>Word Origins (examples)</u> Unit 2 Lessons 12, 14, 32: Vocabulary Unit 5 Lessons 4, 7: Vocabulary Unit 6 Lessons 12, 23, 34, 37: Vocabulary</p> <p><u>Multisyllabic Words</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 45: Whole Group; Work Time</p>

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<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p><u>Reading Strategy: Use Context Clues (examples)</u> Unit 2 Lesson 20: Whole Group Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Use a Dictionary or Glossary</u> Unit 2 Lesson 48–49: Vocabulary</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 1: Context Clues Unit 6 Lessons 21–25: Part 1: Skill 16: Context Clues</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p>
<p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and</p>	<p><u>Use Prefixes and Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time Unit 4 Lesson 40: Vocabulary</p> <p><u>Use Greek and Latin Roots (examples)</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p> <p><u>Vocabulary – Affixes & Roots</u> Unit 4 Lesson 4: Vocabulary Unit 4 Lesson 11: Vocabulary</p> <p><u>Assignments - Spelling Study Plan</u> Unit 6 Lessons 21-25: Part 3: Skill 23: Suffixes</p>
<p>(D) identify, use, and explain the meaning of adages and puns.</p>	<p>For supporting content please see: <u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</p>

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<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 with Expression</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Read Fluently (examples)</u> Unit 4 Lesson 8: Whole Group; Work Time</p> <p><u>Practice Fluent Reading</u> Unit 4 Lesson 44: Work Time Unit 6 Lesson 25: Whole Group</p> <p><u>Supplemental Lessons</u> Read Aloud: Each selection provides an opportunity to observe student fluency.</p>
<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>Alamo Wars (novel)</u> Unit 2 Lessons 2-4, 7-9, 12-14, 17-19, 22-24, 27-29, 32-33</p> <p><u>"People Equal" and "Inequality in America"</u> Unit 2 Lessons 42-43</p> <p><u>"Clutch Hitter" and "Winners" (poems)</u> Unit 4 Lesson 42</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 47: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 3: 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> <p><u>Assignments: Interactive Readers (examples)</u> Unit 2 Lesson 26-30: Dogs to the Rescue!; Solar Energy Unit 4 Lessons 16-20: The Right Sport; Technology Is Golden Unit 7 Lessons 1-5: Being an Apprentice; Taking Care of Siblings</p>

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(6) Comprehension skills: 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:	
(A) establish purpose for reading assigned and self-selected texts;	<p><u>Preview and Set Purpose</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time Unit 4 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group</p> <p><u>Recognize Author’s Purpose</u> Unit 2 Lesson 38: Whole Group Unit 2 Lesson 40: Work Time Unit 2 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 33: Read Aloud, Think Aloud; Work Time</p>
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time</p>
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<p><u>Predict (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 13: Whole Group; Work Time Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 10: Whole Group Unit 4 Lesson 12: Read Aloud, Think Aloud Unit 4 Lesson 14: Read Aloud, Think Aloud</p>
(D) create mental images to deepen understanding;	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 8: Whole Group</p>

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(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>Reading Strategy: Make Connections</u> Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 1: Whole Group Unit 6 Lesson 2: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 16: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud</p>
(F) make inferences and use evidence to support understanding;	<p><u>Inferences (examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time</p>
(G) evaluate details read to determine key ideas;	<p><u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38-39: Read Aloud, Think Aloud Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 34: Read Aloud, Think Aloud</p>
(H) synthesize information to create new understanding; and	<p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: work Time</p> <p><u>Analyze Poetry</u> Unit 4 Lesson 36: “Winners” (poem) Unit 4 Lesson 41: Whole group: “People Equal” Unit 7 Lesson 1: “My Poem” & “People Equal” (poems)</p>

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<p>(Continued) (H) synthesize information to create new understanding; and</p>	<p>(Continued) <u>Multimedia Project</u> Unit 5 Lesson 1: Work Time: Rubric for a Multimedia Presentation and Research a Topic Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<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>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Predictions (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 10: Whole Group Unit 4 Lesson 12: Read Aloud, Think Aloud Unit 4 Lesson 14: 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!; Let's Move! Unit 4 Lessons 16-20: The Right Sport; Technology Is Golden Unit 5 Lessons 1-5: Community Art; Friends in Literature</p>

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<p>(7) Response skills: 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 3 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 1: Whole Group Unit 6 Lesson 2: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 16: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 3 Lesson 7: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 4 Lesson 27: Classroom Conversation</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 (examples)</u> Unit 2 Lessons 7-9, 26-29, 32-38, 41: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 26: Whole Group Unit 6 Lessons: 28, 32–35, 37–39: 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>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38-39: Read Aloud, Think Aloud Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 10: Whole Group Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time</p>
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p>

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(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p>
(F) respond using newly acquired vocabulary as appropriate; and	<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 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>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</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 (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38-39: Read Aloud, Think Aloud Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 10: Whole Group Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: 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>
<p>(8) Multiple genres: 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:</p>	
(A) infer multiple themes within a text using text evidence;	<p><u>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p>
(B) analyze the relationships of and conflicts among the characters;	<p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Write about Characters</u> Unit 4 Lesson 13: Whole Group Unit 4 Lesson 40: work Time</p>

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(C) analyze plot elements, including rising action, climax, falling action, and resolution; and	<p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p>
(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	<p><u>Visualize a Scene</u> Unit 2 Lessons 4, 5: Work Time Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Elements of Drama</u> Unit 3 Lesson 2: Work Time</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: Short Story</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fictionalized Biography</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Speech</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p>

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<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;</p>	<p><u>Analyze Poetry</u> Unit 4 Lesson 36: “Winners” (poem) Unit 4 Lesson 41: Whole group: “People Equal” Unit 7 Lesson 1: “My Poem” & “People Equal” (poems)</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Purpose of a Poem; Characteristics of Poems</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Paraphrase and Identify Theme of a Poem</u> Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast the Two Poems</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p>Also see: <u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: 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; Difference Between Drama, Novel, Poetry</u> Unit 3 Lesson 1: Whole Group Unit 3 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Activity: Elements of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Compare and Contrast Characters and Events in Drama</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Reading a Drama</u> Unit 3 Lessons 1-10: Drama: <i>The Fabulous Perpetual Motion Machine Strategy</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>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p>
(ii) features such as insets, timelines, and sidebars to support understanding; and	<p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Graphics and Text Features</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 48: Read Aloud, Think Aloud Unit 4 Lesson 49: Read Aloud, Think Aloud</p>

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(iii) organizational patterns such as logical order and order of importance;	<p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Compare and Contrast</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p> <p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p>
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	<p>For supporting content please see:</p> <p><u>Analyze Argument</u> Unit 4 Lesson 37: Text: "If You Could Change the World" Strategy</p> <p><u>Plan and Write an Opinion Paragraph</u> Unit 2 Lessons 22-24: Work Time Unit 6 Lesson 18-20: Work Time</p>
(ii) explaining how the author has used facts for or against an argument; and	<p>For supporting content please see:</p> <p><u>Analyze Argument</u> Unit 4 Lesson 37: Text: "If You Could Change the World" Strategy</p> <p><u>Plan and Write an Opinion Paragraph</u> Unit 2 Lessons 22-24: Work Time Unit 6 Lesson 18-20: Work Time</p>

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(iii) identifying the intended audience or reader; and	<p>Students explore the intended audience when they plan an argumentative paragraph.</p> <p><u>Plan and Write an Opinion Paragraph</u> Unit 2 Lessons 22-24: Work Time Unit 6 Lesson 18-20: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 21–25: Plan an Opinion Paragraph</p>
(F) recognize 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> 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</p>
<p>(10) Author's purpose and craft: 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) explain the author's purpose and message within a text;	<p><u>Recognize Author’s Purpose</u> Unit 2 Lesson 38: Whole Group Unit 2 Lesson 40: Work Time Unit 2 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 33: Read Aloud, Think Aloud; Work Time</p>

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(B) analyze how the use of text structure contributes to the author's purpose;	<p><u>Text Structure (examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud Unit 2 Lessons 44, 47, 48: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Text Features</u> Unit 4 Lesson 48: Read Aloud, Think Aloud: Text Features Unit 4 Lesson 49: Read Aloud, Think Aloud: Diagrams; Text Features</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Preview and Set Purpose</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time Unit 4 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group</p>
(C) analyze the author's use of print and graphic features to achieve specific purposes;	<p><u>Text Features</u> Unit 4 Lesson 48: Read Aloud, Think Aloud: Text Features Unit 4 Lesson 49: Read Aloud, Think Aloud: Diagrams; Text Features Unit 5 Lesson 7: Read Aloud, Think Aloud: Text Features</p>
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	<p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</p>

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(E) identify and understand the use of literary devices, including first- or third-person point of view;	<p><u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time Also see: <u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Write about Characters</u> Unit 4 Lesson 13: Whole Group Unit 4 Lesson 40: work Time</p>
(F) examine how the author's use of language contributes to voice; and	<p><u>Analyze Language Choices</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Evaluate Language Choices</u> Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p>Also see: <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
(G) explain the purpose of hyperbole, stereotyping, and anecdote .	<p>Students can examine rhetorical appears with the following:</p> <p><u>Supporting Details and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud: Explain How Author Uses Reasons and Evidence Unit 6 Lesson 3: Read Aloud, Think Aloud: Supporting Opinions</p> <p><u>Form Opinions</u> Unit 2 Lesson 43: Whole Group Unit Lessons 44-45: Work Time</p> <p>Also see: <u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Write an Opinion Paragraph</p>

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(11) Composition: 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:	
(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 Lessons 6–7, 13–14, 22–23, 28–29: Work Time Unit 4 Lesson 3–4: Work Time Unit 6 Lesson 28: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 2 Lessons 21–25: Plan an Opinion Paragraph Unit 2 Lessons 31-35: Write a Narrative Essay (Prewriting) Unit 4 Lessons 21–25: Plan an Opinion Paragraph Unit 6 Lessons 31-35: Write an Explanatory Essay (Prewriting)</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>
(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	<p><u>Plan Writing (examples)</u> Unit 2 Lessons 6–7, 13–14, 22–23, 28–29: Work Time Unit 4 Lesson 3–4: Work Time Unit 6 Lesson 28: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 2 Lessons 21–25: Plan an Opinion Paragraph Unit 4 Lessons 21–25: Plan an Opinion Paragraph</p>
(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	<p><u>Plan Writing (examples)</u> Unit 2 Lessons 6–7, 13–14, 22–23, 28–29: Work Time Unit 4 Lesson 3–4: Work Time Unit 6 Lesson 28: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26-30: Plan a Narrative Essay Unit 2 Lessons 31-35: Write a Narrative Essay (Prewriting) Unit 2 Lessons 21–25: Plan an Opinion Paragraph Unit 4 Lessons 21–25: Plan an Opinion Paragraph Unit 4 Lessons 26–30: Write an Opinion Essay (Prewriting) Unit 6 Lessons 31-35: Write an Explanatory Essay (Prewriting)</p>

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(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	<p><u>Writing Activities (examples)</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13–15; Unit 4 Lessons 3–5; Unit 6 Lessons 26, 28, 32–35, 37–38: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 5 Lessons 1–5, 7: Work Time: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31-35: Revise a Narrative Essay Unit 2 Lessons 31-35: Write a Narrative Essay (Revising) Unit 6 Lessons 31-35: Write an Explanatory Essay (Revising)</p>
(D) edit drafts using standard English conventions, including:	
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;	<p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time Unit 3 Lesson 8: Work Time Unit 6 Lesson 21: Vocabulary Unit 6 Lesson 23: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 11–15: Grammar Study Plan: Part 1: Skill 11: Subject-Verb Agreement</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>
(ii) past tense of irregular verbs;	<p><u>Use Irregular Verbs</u> Unit 2 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Irregular Verbs, 33, 42</p>
(iii) collective nouns;	<p><u>Plural Nouns (example)</u> Unit 2 Lesson 1: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Collective Nouns, 11–13</p>

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(iv) adjectives, including their comparative and superlative forms;	<p><u>Adjectives (Example)</u> Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 1: Skill 16: Adjectives Unit 5 Lessons 1–5: Grammar Study Plan: Part 2: Skill 17: Adjectives That Compare</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Comparative and Superlative Adjectives, 83</p>
(v) conjunctive adverbs;	<p><u>Adverbs (examples)</u> Unit 4 Lesson 21: Vocabulary Unit 4 Lesson 23: Work Time Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 3: Skill 18: Adverbs Unit 5 Lessons 1–5: Grammar Study Plan: Part 4: Skill 19: Adverbs That Compare</p> <p><u>Professional Learning Community</u> Teacher Resources: See Language Conventions Practice Guide: Adverbs, 89–96</p>
(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	<p><u>Understand Prepositional Phrases (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 4 Lesson 3: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Prepositions, 97–99 Teacher Resources: Newcome Grammar Workbook, Prepositions, 24</p>
(vii) pronouns, including indefinite ;	<p><u>Pronouns (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 8: Work Time Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 2 Lesson 24: Work Time</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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(viii) subordinating conjunctions to form complex sentences ;	<p><u>Conjunctions</u> Unit 4 Lesson 35: Whole Group Unit 4 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 26: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: 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 abbreviations, initials, acronyms, and organizations;	<p><u>Capitalization (examples)</u> Unit 4 Lesson 25: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Proper Nouns; Capital Letters, 113–115</p>
(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and	<p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134</p>
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p><u>Spelling (examples)</u> Unit 4 Lesson 25: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Avoiding Common Usage Problems, 145</p> <p><u>Assignments: Spelling Study Plan</u> Unit 4 Lessons 1–5: Part1: Skill 11: Forming Plurals</p>

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(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 7-9, 26-29, 32-38, 41: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 26: Whole Group Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31-35: Write a Narrative Essay (Publishing) Unit 4 Lessons 26–30: Write an Opinion Essay (Publishing) Unit 6 Lessons 31-35: Write an Explanatory Essay (Publishing)</p>
(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, fiction, and poetry using genre characteristics and craft ;	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 1 Lesson 1-5: Extra Practice Unit 2 Lesson 6: Whole Group Unit 2 Lessons 7-9, 26-29, 32-38, 41: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 6 Lessons 6–10: Plan a Narrative Paragraph Unit 6 Lessons 6–10: Write a Narrative Paragraph</p>

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(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>Write an Explanatory Paragraph</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lesson 3-5: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 6 Lessons 12-14: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 26: Whole Group Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Informative Paragraph Unit 6 Lessons 31-35: Write an Explanatory Essay (Publishing)</p>
(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	<p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Plan and Write an Opinion Paragraph</u> Unit 2 Lessons 22-24: Work Time Unit 6 Lesson 18-20: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 21–25: Plan an Opinion Paragraph Unit 2 Lessons 21–25: Write an Opinion Paragraph Unit 4 Lessons 26–30: Write an Opinion Essay</p>
(D) compose correspondence that requests information.	<p>For supporting content please see: <u>Teacher’s Resources – iLit Writing Handbook</u> Business Letter and Friendly Letter Models, 39–40</p>

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(13) Inquiry and research: 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 Lesson 1: Work Time: Rubric for a Multimedia Presentation and Research a Topic Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation Unit 5 Lesson 9: Work Time: Finalize Presentation</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Presentation Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>
(B) develop and follow a research plan with adult assistance;	<p><u>Multimedia Project and Presentation</u> Unit 5 Lesson 1: Work Time: Rubric for a Multimedia Presentation and Research a Topic Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation Unit 5 Lesson 9: Work Time: Finalize 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>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud; Work Time, Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>

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(D) understand credibility of primary and secondary sources;	<p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud; Work Time, Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>
(E) demonstrate understanding of information gathered;	<p><u>List of Places to Find Sources</u> Unit 5 Lesson 1: Wrap Up: Extend Activity</p> <p><u>Ask Questions</u> Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Plan Visuals</u> Unit 5 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Presentation</p>
(F) differentiate between paraphrasing and plagiarism when using source materials;	<p><u>Paraphrasing Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p>
(G) develop a bibliography; and	<p><u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud</p>
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Plan Visuals</u> Unit 5 Lesson 7: Work Time</p> <p>Connect Images and Ideas Unit 5 Lesson 8: Whole Group, Work Time</p> <p><u>Finalize the Presentation</u> Unit 5 Lesson 9: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation Unit 5 Lessons 6-10: Plan Visuals</p>