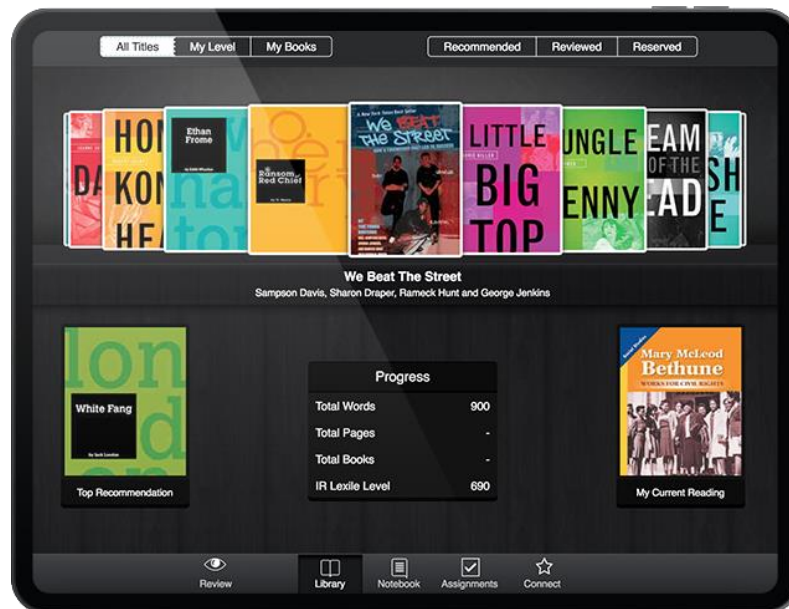


A Correlation of

iLitELL



Level C

To

**Texas Essential Knowledge and Skills for
English Language Arts and Reading 2017
Grade 6**

A Correlation of *iLit ELL*, Level C 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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Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level C
§110.22. English Language Arts and Reading, Grade 6, 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 a message, ask clarifying questions, and respond appropriately;	<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 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation 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 Lessons 2, 4, 8: Read Aloud, Think Aloud; Work Time Unit 3 Lessons 7-8: Work Time</p>
(B) follow and give oral instructions that include multiple action steps;	<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 32: Whole-Group Conversation Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p>

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<p>(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p> <p><u>Present an Opinion Essay</u> Unit 4 Lessons 37: Work Time</p> <p><u>Present a Poem</u> Unit 7 Lessons 4-5: Whole Group; Work Time</p> <p><u>Present Explanatory Essay</u> Unit 6 Lessons 38: Work Time</p> <p><u>Present a Narrative Essay</u> Unit 2 Lessons 37: Work Time</p> <p><u>Reading Fluency Presentations</u> Unit 1 Lesson 4: Work Time</p> <p><u>Interview Presentations</u> Unit 3 Lesson 9: Work Time</p>
<p>(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</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 2 Lessons 22, 24, 34: Partner Conversation Unit 3 Lessons 4, 7, 9: Small-Group Discussion Unit 4 Lessons 19, 22: Whole-Group Conversation</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p>

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(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:	
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	<p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Word Origins (examples)</u> Unit 2 Lesson 2, 9, 12–14, 22–23: Vocabulary Unit 4 Lessons 12-14: Vocabulary Unit 6 Lessons 13, 18, 19, 23: Vocabulary</p> <p><u>Syllable Patterns</u> Unit 6 Lessons 7: Vocabulary; Work Time Unit 6 Lesson 10: Vocabulary Unit 6 Lessons 11: Work Time</p>
(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	<p><u>Reading Strategy: Use Context Clues (examples)</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 1: Skill 6: Context Clues Unit 5 Lessons 6–10: 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>

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<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.</p>	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 11: Work Time Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 17: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 30-31: Work Time</p> <p><u>Assignments - Spelling Study Plan (examples)</u> Unit 6 Lessons 1–5: Part 2: Skill 17: Prefixes <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>re-</i> Unit 6 Lessons 1–5: Part 3: Skill 18: Suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i> Unit 6 Lessons 1–5: Part 4: Skill 19: Suffixes <i>-less</i>, <i>-ment</i>, <i>-ness</i></p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 2: Skill 2: Word Parts: Prefixes, Suffixes, and Word Roots Unit 3 Lessons 6–10: Part 2: Skill 7: Word Parts (Prefixes, Suffixes, and Word Roots)</p>
<p>(3) 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 adjust fluency when reading grade-level text based on the reading purpose.</p>	<p><u>Fluency (examples)</u> Unit 2 Lesson 5: Whole Group Unit 4 Lessons 36, 40: Work Time (Practice Fluent Reading) Unit 4 Lesson 38: Whole Group (Practice Fluent Reading) Unit 6 Lessons 5, 15-16: Work Time Unit 6 Lesson 5, 15: Whole Group</p> <p><u>Supplemental Lessons</u> Read Aloud: Each selection provides an opportunity to observe student fluency.</p>

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<p>(4) 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>“Saint Luis Armstrong Beach” (novel)</u> Unit 1 Lessons 2-32</p> <p><u>“Waikiki’s Story” (short story)</u> Unit 2 Lesson 39 Unit 2 Lesson 42</p> <p><u>“Don’t Call Me Hero” (novel; realistic fiction)</u> Unit 4 Lessons 2–33</p> <p><u>“I Want to Unplug” (poem)</u> Unit 7 Lesson 3</p> <p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 7: 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>(5) 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:</p>	
<p>(A) establish purpose for reading assigned and self-selected text;</p>	<p><u>Preview and Set Purpose for Reading</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Preview Text</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Recognize Author’s Purpose (examples)</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud</p>

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<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 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time Unit 6 Lesson 43: Read Aloud, Think Aloud; Work Time</p>
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><u>Predictions (examples)</u> Unit 2 Lesson 26: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 9: Read Aloud, Think Aloud; Work Time</p>
<p>(D) create mental images to deepen understanding;</p>	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud</p> <p><u>Use Similes to Visualize</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Work Time</p>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>Connect to the Unit Theme</u> Unit 2 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud</p>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><u>Make Inferences (examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 12: Read Aloud, Think Aloud; Work Time</p>

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(G) evaluate details read to determine key ideas;	<p><u>Main Idea and Supporting Details (examples)</u> Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group Unit 6 Lessons 37–38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
(H) synthesize information to create new understanding; and	<p><u>Synthesize Information and Ideas</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Paraphrase and Summarize (examples)</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p>

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<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Monitor Comprehension</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</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 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Predictions (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 19: 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!; Holding Back the Desert Unit Lessons 21-25: Safer Energy; The Nature Connection Unit 5 Lessons 1-5: Jobs at the White House; Race to the Moon</p>

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<p>(6) 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>Connect to the Unit Theme</u> Unit 2 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 44: Collaborative Conversation Unit 6 Lesson 44: Collaborative Conversation</p>
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 28-37: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: 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>Identify and Analyze Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Main Idea and Supporting Details (examples)</u> Unit 4 Lessons 44, 49: Read Aloud, Think Aloud Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group; Work Time Unit 6 Lessons 37–38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Ask Questions</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time Unit 6 Lesson 43: Read Aloud, Think Aloud; Work Time</p>
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<p><u>Summarize & Paraphrase (examples)</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
(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: Small Group: Ask Questions</p> <p><u>Organize Information</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>

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<p>(F) respond using newly acquired 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 2-5, 12-14, 22-23, 27-29: Vocabulary Unit 4 Lessons 7, 9, 18-19, 27-29, 37-38, 47-49: Vocabulary Unit 6 Lessons 2-4, 7, 9, 12-14, 27-29, 37, 39: Vocabulary</p> <p><u>Using New Vocabulary (examples)</u> Unit 2 Lesson 9: Wrap Up Unit 2 Lesson 29: Wrap Up</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation</p> <p><u>Assignments</u> Interactive Readers: Reading Checkpoints encourage students to understand and use newly acquired vocabulary.</p>

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<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p>Throughout the texts students to discuss and write about the explicit or implicit meaning of the texts.</p> <p><u>Identify and Analyze Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Main Idea and Supporting Details (examples)</u> Unit 4 Lessons 44, 49: Read Aloud, Think Aloud Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group; Work Time Unit 6 Lessons 37–38: Read Aloud, Think Aloud Unit 6 Lesson 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>
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Small-Group Discussion Unit 2 Lesson 32: Whole-Group Conversation Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 4 Lesson 14: Small Group Conversation Unit 5 Lesson 9: Small-Group Discussion Unit 6 Lesson 7: Whole Group Conversation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 5: 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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(I) reflect on and adjust responses as new evidence is presented.	<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><u>“Saint Luis Armstrong Beach” (novel)</u> Unit 1 Lessons 2-32</p> <p><u>“Waikiki’s Story” (short story)</u> Unit 2 Lesson 39 Unit 2 Lesson 42</p> <p><u>“Don’t Call Me Hero” (novel; realistic fiction)</u> Unit 4 Lessons 2–33</p>
(7) 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:	
(A) infer multiple themes within and across texts using text evidence;	<p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p> <p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time</p>
(B) analyze how the characters' internal and external responses develop the plot;	<p><u>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group</p>
(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	<p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group</p>
(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	<p><u>Connect Story Elements</u> Unit 2 Lesson 21: Whole Group</p> <p><u>Compare and Contrast Setting</u> Unit 2 Lesson 42: Read Aloud, Think Aloud</p>

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<p>(8) 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) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;</p>	<p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry, Letter, Profile</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Memoir</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Greek Myths</u> Unit 4 Lesson 44: Work Time</p> <p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p>
<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;</p>	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Characteristics and Language of Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Poems (examples)</u> Unit 6 Lesson 34: "The King of the United States" Unit 7 Lesson 2: "My Computer Ate My Homework" (poem) Unit 7 Lesson 3: "I Want to Unplug" and "Computer" (poems) Unit 7 Lesson 4: "Gaming" and "What's Real?" (poems)</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) analyze how playwrights develop characters through dialogue and staging;	<p><u>Activity: Elements of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Plot, Character, and Conflict in Drama</u> Unit 3 Lesson 3: Whole Group</p> <p><u>Dialogue in Drama</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Reading a Drama</u> Unit 3 Lessons 1-10: Drama: <i>Deep-Sea Danger</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) analyze characteristics and structural elements of informational text, including:	
(i) the controlling idea or thesis with supporting evidence;	<p><u>Identify Main Idea (informative examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p>
(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	<p><u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p> <p><u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p>
(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast</u> Unit 6 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Analyze Text Structure</u> Unit 4 Lessons 44–45: Work Time Unit 4 Lessons 47–49: Read Aloud, Think Aloud</p> <p><u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p>

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(E) analyze characteristics and structures of argumentative text by:	
(i) identifying the claim;	<u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group
(ii) explaining how the author uses various types of evidence to support the argument; and	<u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group <u>Supporting Opinions</u> Unit 6 Lesson 27: Read Aloud, Think Aloud
(iii) identifying the intended audience or reader; and	Students explore the intended audience when they plan an argumentative paragraph. <u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21 : Whole Group Unit 4 Lesson 22: work Time <u>Assignments</u> Unit 4: Lessons 31-35: Write an Argumentative Essay: Prewriting: Audience
(F) analyze characteristics of multimodal and digital texts.; and	The iLit Student Library, with hundreds of titles, includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents. <u>For examples of the iLit Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy Romeo and Juliet Antigone A Midsummer Night's Dream Macbeth Bad Mon The Diary Tales of Edgar Allen Poe Brothers He Stood

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(9) 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:	
(A) explain the author's purpose and message within a text;	<u>Recognize Author's Purpose (examples)</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 30: Whole Group Unit 6 Lesson 33: Read Aloud, Think Aloud <u>Preview a Text and Set a Purpose for Reading</u> Unit 6 Lesson 1: Whole Group
(B) analyze how the use of text structure contributes to the author's purpose;	<u>Analyze Text Structure</u> Unit 4 Lessons 44–45: Work Time Unit 4 Lessons 47–49: Read Aloud, Think Aloud <u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud <u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud <u>Preview Text</u> Unit 2 Lesson 38: Whole Group Unit 4 Lesson 36: Whole Group Unit 4 Lesson 39: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud
(C) analyze the author's use of print and graphic features to achieve specific purposes;	<u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud
(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	<u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time <u>Understand Similes</u> Unit 2 Lesson 29: Read Aloud, Think Aloud <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary <u>Vocabulary - Idioms (examples)</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary

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(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	<p><u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group</p> <p>Also see: <u>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud</p>
(F) analyze how the author's use of language contributes to mood and voice; and	<p><u>Analyze Word Choice, Tone, and Meaning</u> Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27: Work Time</p> <p>Also see: <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
(G) explain the differences between rhetorical devices and logical fallacies.	<p>Students can examine rhetorical appears with the following:</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Oral Argument; Listen to a Speech</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Opinion Speech</u> Unit 4 Lesson 36: Work Time</p>

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<p>(10) 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:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<p><u>Plan Writing (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 18: Whole Group; Work Time Unit 3 Lessons 6–7: Work Time Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 2 Lessons 31–35: Write a Narrative Essay (Prewriting) Unit 4 Lessons 31–35: Plan an Argumentative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay (Prewriting) Unit 6 Lessons 31–35: Prewrite and Brainstorm 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>
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	
<p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p><u>Plan Writing (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 18: Whole Group; Work Time Unit 3 Lessons 6–7: Work Time Unit 4 Lesson 18: Whole Group; Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Plan Sequence for Narrative Essay</u> Unit 2 Lesson 32: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 31–35: Plan an Argumentative Essay</p>

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(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	<p><u>Plan Writing (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 18: Whole Group; Work Time Unit 3 Lessons 6–7: Work Time Unit 4 Lesson 18: Whole Group; Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31-35: Prewrite and Brainstorm Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 31–35: Plan an Argumentative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay (Prewriting)</p>
(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	<p><u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p>
(D) edit drafts using standard English conventions, including:	
(i) complete complex 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 6 Lesson 21: Vocabulary Unit 6 Lesson 23: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement</p>

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(ii) consistent, appropriate use of verb tenses;	<p><u>Verb Tenses (examples)</u> Unit 1 Lessons 18, 20, 28, 30, 32, 36, 42, 46: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 2 Lesson 41: Whole Group Unit 2 Lesson 46: Whole Group Unit 2 Lesson 48: Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</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) conjunctive adverbs;	<p><u>Understand Adverb Phrases</u> Unit 4 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Adverbs in Sentences</u> Unit 4 Lesson 21: Vocabulary Unit 4 Lesson 23: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Adverbs, 89–96</p>
(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	<p><u>Prepositions (examples)</u> Unit 1 Lesson 24: Whole Group; Work Time Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 1: Vocabulary 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>

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(v) pronouns, including relative;	<p><u>Pronouns (examples)</u> Unit 1 Lessons 18, 22, 30, 44: Whole Group; Work Time Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 16: Vocabulary Unit 2 Lesson 18: 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>
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	<p><u>Conjunctions (examples)</u> Unit 2 Lessons 19, 22: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Conjunctions 100–101</p>
(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	<p><u>Proper Nouns (examples)</u> Unit 2 Lesson 31; Vocabulary Unit 2 Lesson 33: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Proper Nouns; Capital Letters, 113–115</p>
(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	<p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134</p>
(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	<p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Avoiding Common Usage Problems, 145</p>

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(E) publish written work for appropriate audiences.	<p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 28-37: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write a Narrative Essay (Publishing) Unit 4 Lessons 31–35: Write an Argumentative Essay (Publishing) Unit 6 Lessons 31–35: Write an Explanatory Essay (Publishing)</p> <p><u>Professional Learning Community</u> Teacher Resources: Handwriting Models & Letter Formation: Handwriting Guide</p>
(11) 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 2 Lessons 18-20: Work Time Unit 2 Lessons 28-37: Work Time Unit 3 Lessons 6-10: Extra Practice Unit 6 Lessons 3-45: Work Time</p> <p><u>Write a Poem (examples)</u> Unit 7 Lesson 3: Whole Group, Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 16–20: Plan a Narrative Paragraph Unit 2 Lessons 16–20: Write a Narrative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 2 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>

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<p style="text-align: center;">Texas Essential Knowledge and Skills for English Language Arts and Reading</p>	<p style="text-align: center;">iLit ELL Level C</p>
<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lessons 33-34, 35, 37-38: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 16–20: Plan an Explanatory Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21, 31, 33: Whole Group Unit 4 Lesson 22-24, 27, 32-35, 37-38: Work Time Unit 6 Lessons 23-26: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>

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(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	<p>For supporting content please see:</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21, 31, 33: Whole Group Unit 4 Lesson 22-24, 27, 32-35, 37-38: Work Time Unit 6 Lessons 23-26: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
(12) 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 student-selected and teacher-guided questions for formal and informal inquiry;	<p><u>Ask Questions for Research Project</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 6-10: Research Project</p>
(B) develop and revise a plan;	<p><u>Research Plan</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p> <p><u>Choose a Topic/Brainstorm Topic Ideas</u> Unit 5 Lesson 1: Whole Group, Work Time Unit 5 Lesson 2: Work Time</p>
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	<p><u>Ask a Research Question</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Read Aloud, Think Aloud, Work Time Unit 5 Lesson 3: Work Time</p>

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(D) identify and gather relevant information from a variety of sources;	<p><u>List of Places to Find Sources</u> Unit 5 Lesson 1: Wrap Up: Extend Activity Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity</p> <p><u>Find Additional Sources/Visuals</u> Unit 5 Lesson 5: Wrap Up: Extend Activity Unit 5 Lesson 6: Wrap Up: Extend Activity</p>
(E) differentiate between primary and secondary 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 Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity</p>
(F) synthesize information from a variety of sources;	<p><u>List of Places to Find Sources</u> Unit 5 Lesson 1: Wrap Up: Extend Activity Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Find Additional Sources/Visuals</u> Unit 5 Lesson 5: Wrap Up: Extend Activity Unit 5 Lesson 6: Wrap Up: Extend Activity</p> <p><u>Create Visuals</u> Unit 5 Lesson 7: Work Time</p>
(G) differentiate between paraphrasing and plagiarism when using source materials;	<p><u>Paraphrasing Source</u> Unit 5 Lesson 3: Whole Group Activity Unit 5 Lesson 4: Work Time</p> <p><u>Avoid Plagiarism</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</p>
(H) examine sources for:	
(i) reliability, credibility, and bias; and	<p><u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity</p>
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	<p>For supporting content please see: <u>Author's Purpose</u> Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Work Time, Whole Group, Wrap Up: Extend Activity</p>

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Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level C
(I) display academic citations and use source materials ethically; and	<u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud
(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<u>Create Visuals</u> Unit 5 Lesson 7: Work Time <u>Plan Presentation</u> Unit 5 Lesson 8: Whole Group, Work Time <u>Finalize the Presentation</u> Unit 5 Lesson 9: Work Time

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