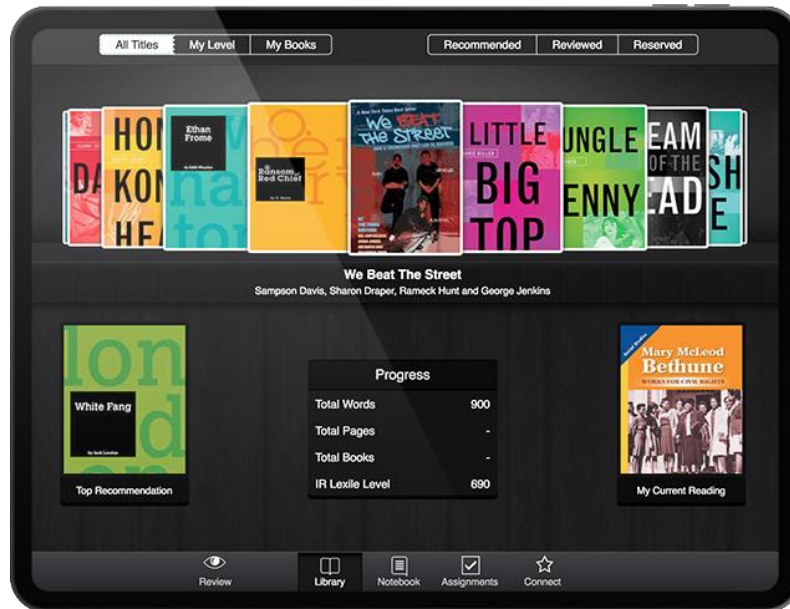


A Correlation of

iLitELL



Level D

To

**Texas Essential Knowledge and Skills for
English Language Arts and Reading 2017
Grade 7**

A Correlation of iLit ELL, Level D 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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| §110.23. English Language Arts and Reading, Grade 7, 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 and ask clarifying questions that build on others' ideas; | <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 Unit 6 Lesson 35: Whole Group</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: Collaborative Discussion Unit 3 Lessons 4: Partner Discussion Unit 4 Lessons 19, 22: Collaborative Discussion</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p> <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time</p> |

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| <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p> | <p><u>Conversation: Lost at School (students give directions to a place in school)</u> Unit 1 Lesson 23: Whole Group, Work Time</p> <p>Students have opportunities to follow and give oral instructions during the Classroom Conversation routines for each unit in the iLit program.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion Unit 6 Lesson 14: Whole Group Discussion</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time Unit 6 Lesson 35: Whole Group</p> |
| <p>(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</p> | <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 41: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–9: Work Time</p> <p><u>Reading <i>Julius Caesar</i>, Performing, & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time</p> |

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| (D) engage in meaningful discourse and provide and accept constructive feedback from others. | <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: Collaborative Discussion Unit 3 Lessons 4: Partner Discussion Unit 4 Lessons 19, 22: Collaborative Discussion</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p> |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; | <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Word Origin (examples)</u> Unit 2 Lesson 9: Vocabulary Unit 2 Lesson 18: Vocabulary Unit 4 Lesson 19: Vocabulary</p> <p><u>Syllable Patterns (examples)</u> Unit 2 Lessons 36-41: Work Time Unit 6 Lesson 16: Vocabulary; Work Time</p> |

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| <p>(B) use context such as contrast or cause and effect to clarify the meaning of words; and</p> | <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</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 6 Lessons 46–50: Part 1: Skill 1: Context Clues to Word Meanings</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> |
| <p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.</p> | <p><u>Use Prefixes and Suffixes (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 7: Work Time Unit 6 Lesson 10: Vocabulary; Work Time Unit 6 Lesson 11: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots Unit 4 Lessons 21–25: Part 2: Skill 12: Prefixes and Suffixes</p> |

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| <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 4 Lesson 30: Whole Group Unit 6 Lesson 6: Work Time Unit 6 Lesson 10: Whole Group</p> <p><u>Supplemental Lessons</u> Read Aloud: Each selection provides an opportunity to observe student fluency.</p> |
| <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>"Trino's Choice" (novel)</u> Unit 2 Lesson 2-4, 7-8, 12-14, 17-19, 22-24</p> <p><u>"In the Shadows" (short story)</u> Unit 2 Lesson 28 Unit 2 Lesson 29</p> <p><u>"The Circuit" (novel excerpt)</u> Unit 2 Lessons 38-39</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 7 Lesson 1: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p> |

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| (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: | |
| (A) establish purpose for reading assigned and self-selected texts; | <p><u>Preview and Set a Purpose</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Author's Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p> |
| (B) generate questions about text before, during, and after reading to deepen understanding and gain information; | <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p> |
| (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; | <p><u>Predictions (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> |
| (D) create mental images to deepen understanding; | <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p> |
| (E) make connections to personal experiences, ideas in other texts, and society; | <p><u>Connect to Prior Experience (narrative examples)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time</p> <p><u>Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p> |

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| (F) make inferences and use evidence to support understanding; | <p><u>Make Inferences (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 2: Work Time Unit 2 Lessons 18: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> |
| (G) evaluate details read to determine key ideas; | <p><u>Determine Main Idea (examples)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> |
| (H) synthesize information to create new understanding; and | <p><u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 12–13: Work Time</p> <p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–9: 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>Monitor Understanding</u> Unit 2 Lesson 17: 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 Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group</p> <p><u>Predictions (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Assignments: Interactive Readers (examples)</u> The Interactive Readers for each unit include Reading Check questions where teachers and students can monitor comprehension and make adjustments.</p> <p>Unit 2 Lesson 1-5: Awesome Ants!; The Battle of the Sexes Unit 4 Lessons 26-20: The Right Sport; Alien Invaders Unit 5 Lessons 1-5: Jobs at the White House; Community Art</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>Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Connect to Prior Experience (narrative examples)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Classroom Conversation Unit 3 Lesson 4: Partner Discussion Unit 5 Lesson 9: Small-Group Discussion</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 Lesson 33: Whole Group Unit 2 Lessons 39-42: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33–34, 35, 36, 37, 41-42, 44: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons: 28, 29, 33-35, 39, 42-43: 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 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group</p> <p><u>Determine Main Idea (examples)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p> |
| (D) paraphrase and summarize texts in ways that maintain meaning and logical order; | <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> |
| (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; | <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Organize Ideas</u> Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lessons 6, 7: Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 6 Lesson 40: Time to Read; Work Time</p> |

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| (F) respond using newly acquired vocabulary as appropriate; | <p>Students learn new academic vocabulary every week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Academic Vocabulary (examples)</u> Unit 2 Lesson 2-4, 12-14, 22-23, 27-29, 37-39 Vocabulary Unit 4 Lessons 2-4, 12-14, 22-23, 27-29, 37-39: Vocabulary Unit 6 Lessons 2-4, 7, 9, 12-14, 27-29, 37-39: Vocabulary</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Classroom Conversation Unit 3 Lesson 4: Partner Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Assignments</u> Interactive Readers: Reading Checkpoints encourage students to understand and use newly acquired vocabulary.</p> |
| (G) discuss and write about the explicit or implicit meanings of text; | <p>Throughout the texts students to discuss and write about the explicit or implicit meaning of the texts.</p> <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group</p> <p><u>Determine Main Idea (examples)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p> |

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| <p>(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: Collaborative Discussion Unit 2 Lesson 32: Collaborative Conversation Unit 2 Lesson 37: Collaborative Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 4 Lesson 14: Collaborative Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time Unit 6 Lesson 35: Whole Group</p> <p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–9: Work Time</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> |
| <p>(I) reflect on and adjust responses as new evidence is presented.</p> | <p>Every day during Read Aloud, Think Aloud, Whole Group, Work Time, and Wrap Up, students read one chapter or section at a time and answer questions. As each chapter is completed students can adjust their responses to the new material. Examples include:</p> <p><u>“Virtual War” (novel & historical fiction)</u> Unit 2 Lessons 35</p> <p><u>Trino’s Choice</u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p> <p><u>“In the Shadows” (short story)</u> Unit 2 Lessons 28–31</p> <p><u>Monitor Understanding</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Reading Strategy</u> Unit 3 Lesson 2: Read Aloud, Think Aloud; Whole Group; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time</p> |

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| <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:</p> | |
| <p>(A) infer multiple themes within and across texts using text evidence;</p> | <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group</p> <p><u>Analyze Characters and Theme</u> Unit 4 Lesson 26</p> |
| <p>(B) analyze how characters' qualities influence events and resolution of the conflict;</p> | <p><u>Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p> <p><u>Visualize Characters and Settings</u> Unit 2 Lesson 5: Whole Group</p> |
| <p>(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and</p> | <p><u>Plot (examples)</u> Unit 2 Lesson 11: Whole Group</p> <p>Identify a Sequence of Events (examples) Unit 2 Lessons 21, 36: Whole Group Unit 2 Lessons 22, 23, 37, 38: Work Time</p> |
| <p>(D) analyze how the setting influences character and plot development.</p> | <p><u>Analyze Setting and Mood</u> Unit 4 Lesson 20: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Visualize Characters and Settings</u> Unit 2 Lesson 5: Whole Group</p> |

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| (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: | |
| (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction; | <p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fable</u> Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Reading and Listening to <i>Trino's Choice</i></u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p> <p><u>Reading <i>Julius Caesar</i> & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time</p> |
| (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms; | <p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Analyze Setting and Mood of Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Figurative Language</u> Unit 7 Lesson 2: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze Word Choice</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</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>Reading <i>Julius Caesar</i> & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze Drama's Form</u> Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Analyzing Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</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>Determine Main Idea (examples)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> |
| (ii) features such as references or acknowledgements; and | <p><u>Genre: Informational Text (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Use Text Features to Enhance Comprehension</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> |

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| (iii) organizational patterns that support multiple topics, categories, and subcategories; | <p><u>Cause and Effect (informative examples)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group Unit 6 Lesson 24: Read Aloud, Think Aloud Unit 6 Lesson 25: Work Time</p> <p><u>Genre: Informational Text (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Analyze Text Structure: Comparing Informational Texts</u> Unit 6 Lesson 40: Whole Group; Work Time Unit 6 Lesson 46: Whole Group; Work Time</p> |
| (E) analyze characteristics and structures of argumentative text by: | |
| (i) identifying the claim; | <p><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Evaluating Author's Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> |
| (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and | <p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Whole Group</p> <p><u>Assignments</u> Unit 4: Lessons 31-35: Plan an Argumentative Essay Unit 4: Lessons 31-35: Write an Argumentative Essay: Drafting</p> |
| (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 Argumentative Paragraph</u> Unit 4 Lesson 24 : Whole Group</p> <p><u>Assignments</u> Unit 4: Lessons 31-35: Plan an Argumentative Essay Unit 4: Lessons 31-35: Write an Argumentative Essay: Prewriting: Audience</p> |

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| (F) analyze characteristics of multimodal and digital texts.; and | <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>(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:</p> | |
| (A) explain the author's purpose and message within a text; | <p><u>Author's Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p> <p><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> |
| (B) analyze how the use of text structure contributes to the author's purpose; | <p><u>Cause and Effect (informative examples)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group Unit 6 Lesson 24: Read Aloud, Think Aloud Unit 6 Lesson 25: Work Time</p> <p><u>Genre: Informational Text (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Analyze Text Structure: Comparing Informational Texts</u> Unit 6 Lesson 40: Whole Group; Work Time Unit 6 Lesson 46: Whole Group; Work Time</p> |

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| (C) analyze the author's use of print and graphic features to achieve specific purposes; | <p><u>Genre: Informational Text (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Use Text Features to Enhance Comprehension</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> |
| (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; | <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 3 Lessons 1-5: Extra Practice Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2-3: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> |
| (E) identify the use of literary devices, including subjective and objective point of view; | <p><u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lesson 29: Whole Group; Work Time</p> |
| (F) analyze how the author's use of language contributes to mood, voice, and tone; and | <p><u>Analyze Word Choice</u> Unit 6 Lesson 8: Whole Group Unit 7 Lesson 1: Read Aloud, Think Aloud</p> <p>Also see: <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> |
| (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations. | <p>Students can examine rhetorical appears with the following:</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 3 Lesson 23: Whole Group</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 and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28–29: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 2 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 4 Lessons 11–15: Plan a Narrative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 6–10: Plan a Narrative Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay Unit 6 Lessons 26–30: Plan an Explanatory Essay</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p> |

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| (B) develop drafts into a focused, structured, and coherent piece of writing by: | |
| (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and | <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Create a Sequence of Events</u> Unit 2 Lessons 37–38: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Prewriting) Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting) Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting)</p> |
| (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; | <p><u>Plan and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28–29: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Prewriting) Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting) Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting)</p> |

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| (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; | <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Edit an Explanatory Essay</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Revising, Editing) Unit 6 Lessons 31–35: Write an Argumentative Essay (Revising, Editing) Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising, Editing)</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>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 6 Lessons 31–35: Part 1: Skill 21: Fragments and Run-ons</p> |
| (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 41: Whole Group</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 4: Skill 9: Using Verbs in Sentences</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>Adverbs in Sentences (examples)</u> Unit 4 Lesson 21: Vocabulary Unit 4 Lesson 23; Work Time Unit 7 Lesson 1: Vocabulary Unit 7 Lesson 3: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 5 Lessons 1–5: Part 2: Skill 22: Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Adverbs, 89–96</p> |

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| (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; | <p><u>Prepositions (examples)</u> Unit 4 Lessons 1, 6, 11: Vocabulary Unit 4 Lessons 3, 8, 13: Work Time Unit 6 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases</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> |
| (v) pronoun-antecedent agreement; | <p><u>Noun-Pronoun Agreement (examples)</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time Unit 4 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 11–15: Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Pronouns, 18–29 Teacher Resources: Newcome Grammar Workbook, Pronouns, 16, 34</p> |
| (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; | <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 5 Lessons 1–5: Part 4: Skill 19: Conjunctions with Compounds Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences Unit 6 Lessons 1–5: Part 4: Skill 19: Conjunctions 1 Unit 6 Lessons 1–5: Part 5: Skill 20: Conjunctions 2</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Conjunctions 100–101</p> |

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| (vii) correct capitalization; | <p><u>Proper Nouns (examples)</u> Unit 2 Lesson 31; Vocabulary Unit 2 Lesson 33: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 31–35: Part 4: Skill 24: Correct Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Capital Letters, 113–115</p> |
| (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and | <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons Unit 6 Lessons 31–35: Part 3: Skill 23: Quotations and Quotation Marks</p> <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 Lesson 33: Whole Group Unit 2 Lessons 39-42: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33–34, 35, 36, 37, 41-42, 44: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons: 28, 29, 33-35, 39, 42-43: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Publishing) Unit 6 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 1 Lessons 1-5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time Unit 4 Lessons 13-15: 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 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 11–15: Plan a Narrative Paragraph Unit 4 Lessons 11–15: 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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| <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>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28–29: Work Time</p> <p><u>Write an Explanatory Essay</u> Unit 6 Lesson 26: Whole Group</p> <p><u>Brainstorm an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time</p> <p><u>Doing a Peer Review</u> Unit 6 Lesson 35: Whole Group</p> <p><u>Revise an Explanatory Essay</u> Unit 6 Lesson 35: Work Time</p> <p><u>Edit an Explanatory Essay</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Present an Explanatory</u> Unit 6 Lesson 41: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Review an Explanatory Essay</u> Unit 6 Lesson 43: Work Time</p> |

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| <p>(Continued) (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>(Continued) <u>Assignments</u> Unit 2 Lessons 11–15: Write an Informative Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay 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>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Plan and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Revise and Edit an Argumentative Essay</u> Unit 4 Lesson 37: Work Time Unit 4 Lesson 40: Whole Group Unit 4 Lesson 41: Work Time Unit 4 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> |

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| <p>(Continued) (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p> | <p>(Continued) <u>Assignments (examples)</u> Unit 2 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p> |
| <p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> | <p>For supporting content please see: <u>Teacher’s Resources – iLit Writing Handbook</u> Business Letter and Friendly Letter Models, 39–40</p> |
| <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:</p> | |
| <p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p> | <p><u>Ask Questions for Research Project</u> Unit 5 Lesson 2: Read Aloud, Think Aloud <u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time <u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project</p> |

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| (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</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> <p><u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Project</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> <p><u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Project</p> |
| (D) identify and gather relevant information from a variety of sources; | <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Work Time; Wrap Up: Extend Activity</p> <p><u>Format for Citing a Source</u> Unit 5 Lesson 3: Wrap Up</p> <p><u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project</p> |
| (E) differentiate between primary and secondary sources; | <p><u>Format for Citing a Source</u> Unit 5 Lesson 3: Wrap Up</p> <p><u>Evaluate Reliability of Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project</p> |

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| (F) synthesize information from a variety of sources; | <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Work Time; Wrap Up: Extend Activity</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Organize Information and Plan Visuals</u> Unit 5 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project Unit 5 Lessons 6-10: Organize Information and Plan Visuals</p> |
| (G) differentiate between paraphrasing and plagiarism when using source materials; | <p><u>Paraphrasing Source</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Avoid Plagiarism</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project</p> |
| (H) examine sources for: | |
| (i) reliability, credibility, and bias; and | <p>For supporting content please see:</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Work Time; Up: Extend Activity</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project</p> |
| (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; | <p>For supporting content please see:</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Work Time; Wrap Up: Extend Activity</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project</p> |

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| (I) display academic citations and use source materials ethically; and | <p><u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research a Multimedia Project Unit 5 Lessons 6-10: Organize Information and Plan Visuals</p> |
| (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | <p><u>Organize Information and Plan Visuals</u> Unit 5 Lesson 7: Work Time</p> <p><u>Plan Presentation</u> 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: Research a Multimedia Project Unit 5 Lessons 6-10: Organize Information and Choose Parts</p> |

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