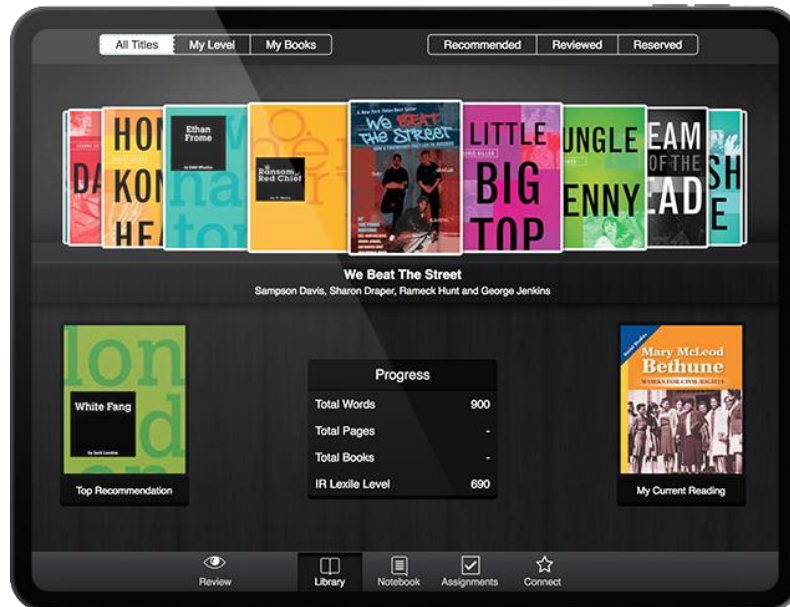


A Correlation of

**iLitELL**



**Level E**

**To**

**Texas Essential Knowledge and Skills for  
English Language Arts and Reading 2017  
Grade 8**

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

## Introduction

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

Pearson's *iLit* is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

*iLit* engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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<b>§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.</b>	
(b) Knowledge and skills.	
<b>(1) Developing and sustaining foundational language skills:</b> listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time</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 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner 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 2 Lesson 20: Whole Group Unit 2 Lesson 31: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p>

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<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</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 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time</p>
<p>(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p><u>Research, Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lessons 2–3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Whole Group; Work Time</p> <p><u>Plan Visuals for a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Practice Presentation</u> Unit 5 Lesson 9: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lessons 3-10: Whole Group; Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 6 Lesson 45: Work Time Unit 7 Lesson 5: Whole Group</p> <p><u>Assignments (examples)</u> Unit 5 Lesson 1–5: Plan a Multimedia Presentation Unit 5 Lesson 6–10: Plan Visuals for a Presentation</p>

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<p>(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</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 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner 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>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Dictionary</u> Unit 1 Lesson 5: Time to Read</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 Lessons 3, 9, 12, 14, 19: Vocabulary Unit 4 Lessons 32, 34, 38, 39: Vocabulary</p> <p><u>Syllabication &amp; Multisyllabic Words (examples)</u> Unit 2 Lessons 7: Vocabulary Unit 2 Lesson 25: Vocabulary Unit 2 Lesson 39: Vocabulary</p>

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<p>(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>	<p><u>Use Context Clues (examples)</u>            Unit 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud            Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group            Unit 4 Lesson 25: Whole Group</p> <p><u>Dictionary</u>            Unit 1 Lesson 5: Time to Read</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 4 Lessons 21–25: Skill 11: Context Clues            Unit 7: Lessons 1–5: Part 1: Skill 6: Context Clues</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <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 ast, qui, path, mand/mend, and duc.</p>	<p><u>Use Prefixes and Suffixes (examples)</u>            Unit 4 Lesson 11: Vocabulary; Work Time            Unit 4 Lesson 30: Work Time            Unit 6 Lesson 21: Vocabulary; Work Time</p> <p><u>Use Greek and Latin Roots (examples)</u>            Unit 2 Lesson 26: Vocabulary; Work Time            Unit 4 Lesson 26: Vocabulary; Work Time            Unit 4 Lesson 30: Vocabulary            Unit 4 Lesson 31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 6–10: Skill 7: Prefixes and Suffixes            Unit 5 Lessons 6–10: Part 2: Skill 17: Word Roots, Prefixes, and Suffixes            Unit 6 Lessons 21–25: Part 2: Skill 22: 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 28: Whole Group; Work Time            Unit 6 Lesson 10: Work Time</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>"Million Man March" (poem)</u> Unit 7 Lesson 4</p> <p><u>"We've Got a Job" (nonfiction)</u> Unit 6</p> <p><u>"Four Perfect Pebbles" (memoir, history)</u> Unit 2 Lesson 21</p> <p><u>"Accidental Love" (novel)</u> Unit 2 Lessons 2–4, 6-7, 8-9, 11-14, 16-19, 22-24, 26-30</p> <p><u>"Romeo and Juliet" (Drama)</u> Unit 3 Lesson 1-10</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p>
<p><b>(5) Comprehension skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>Preview and Set a Purpose</u> Unit 6 Lesson 1: Whole Group Unit 6 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Analyze Author's Point of View</u> Unit 6 Lesson 48: Work Time</p> <p><u>Identify Author's Purpose</u> Unit 4 Lesson 33: Read Aloud, Think Aloud</p>



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(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<u>Ask Questions (examples)</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 31: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<u>Make Inferences and Predictions (examples)</u> Unit 2 Lesson 3: Read Aloud, Think Aloud  <u>Predictions (examples)</u> Unit 2 Lesson 4: Work Time Unit 3 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time
(D) create mental images to deepen understanding;	<u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time  <u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time  <u>Visualize (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 3: Work Time Unit 3 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lessons 2, 8: Read Aloud, Think Aloud Unit 4 Lesson 9: Work Time
(E) make connections to personal experiences, ideas in other texts, and society;	<u>Connect Text to Prior Knowledge</u> Unit 6 Lesson 42: Work Time  <u>Make Personal Connections</u> Unit 6 Lesson 19: Read Aloud, Think Aloud

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(F) make inferences and use evidence to support understanding;	<p><u>Inferences (examples)</u>            Unit 2 Lesson 3: Read Aloud, Think Aloud            Unit 2 Lesson 6: Whole Group            Unit 2 Lesson 8: Read Aloud, Think Aloud            Unit 2 Lesson 10: Work Time            Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (examples)</u>            Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 18: Read Aloud, Think Aloud            Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p>
(G) evaluate details read to determine key ideas;	<p><u>Reading Strategy: Determine Central Ideas</u>            Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u>            Unit 6 Lesson 16: Whole Group            Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time            Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u>            Unit 3 Lesson 13: Whole Group            Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time            Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</p>
(H) synthesize information to create new understanding; and	<p><u>Synthesize Ideas (examples)</u>            Unit 4 Lesson 22: Read Aloud, Think Aloud            Unit 4 Lesson 23: Work Time            Unit 4 Lesson 24: Read Aloud, Think Aloud            Unit 4 Lesson 25: Work Time            Unit 4 Lesson 28: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 32: Read Aloud, Think Aloud            Unit 4 Lesson 35: Whole Group; Work Time            Unit 4 Lesson 36: 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>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 23: Whole Group; Work Time            Unit 4 Lesson 8: Whole Group            Unit 7 Lesson 1: Work Time            Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Make Inferences and Predictions (examples)</u>            Unit 2 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Predictions (examples)</u>            Unit 2 Lesson 4: Work Time            Unit 3 Lesson 4: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignments: Interactive Readers (examples)</u>            The Interactive Readers for each unit include Reading Check questions where teachers and students can monitor comprehension and make adjustments.</p> <p>Unit 2 Lesson 6-10: Awesome Ants!; The Battle of the Sexes            Unit 4 Lessons 26-20: Raising Baby Animals            Unit 5 Lessons 1-5: Jobs at the White House; Community Art</p>
<p><b>(6) Response skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>Connect Text to Prior Knowledge</u>            Unit 6 Lesson 42: Work Time</p> <p><u>Make Personal Connections</u>            Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u>            Unit 2 Lesson 32: Small-Group Discussion            Unit 2 Lesson 44: Partner Discussion            Unit 4 Lesson 32: Whole Group Discussion</p>

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(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 33: Whole Group Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38–44, 47: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lessons 35–44: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 30, 35: Whole Group Unit 6 Lesson 32-34: Work Time Unit 6 Lessons 36-39, 42-45: 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>
(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 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Connect Themes to Characters, Setting, and Plot</u> Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 31: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p>

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(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<p><u>Summarize Text (informative/nonfiction)</u> Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</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 Information for Presentation</u> Unit 5 Lesson 8: Whole Group</p> <p><u>Synthesize Information and Ideas</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 5: Work Time</p>
(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, 37-38: Vocabulary</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</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>Theme (examples)</u>            Unit 2 Lesson 23: Whole Group; Work Time            Unit 4 Lesson 8: Whole Group            Unit 7 Lesson 1: Work Time            Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u>            Unit 6 Lesson 16: Whole Group            Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time            Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignments</u>            Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p><u>Classroom Conversation (examples)</u>            Unit 2 Lesson 32: Small-Group Discussion            Unit 2 Lesson 44: Partner Discussion            Unit 4 Lesson 32: Whole Group Discussion</p> <p><u>Peer Conference</u>            Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Research, Plan &amp; Create a Multimedia Presentation</u>            Unit 5 Lesson 1, 5: Whole Group; Work Time            Unit 5 Lessons 2–3, 4: Work Time</p> <p><u>Plan Visuals for a Presentation</u>            Unit 5 Lesson 8: Work Time</p> <p><u>Practice Presentation</u>            Unit 5 Lesson 9: Work Time</p> <p><u>Presenting a Scene</u>            Unit 3 Lessons 3-10: Whole Group; Work Time</p> <p><u>Active Listening Routine</u>            Unit 1 Lesson 5: Work Time</p>

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<p>(Continued) (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p>(Continued) <u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>
<p>(I) reflect on and adjust responses as new evidence is presented; and</p>	<p>Every day during Read Aloud, Think Aloud, Whole Group, Work Time, and Wrap Up, students read one chapter or section at a time and answer questions. As each chapter is completed students can adjust their responses to the new material. Examples include:</p> <p><u>“Million Man March” (poem)</u> Unit 7 Lesson 4</p> <p><u>“We’ve Got a Job” (nonfiction)</u> Unit 6</p> <p><u>“Four Perfect Pebbles” (memoir, history)</u> Unit 2 Lesson 21</p> <p><u>“Accidental Love” (novel)</u> Unit 2 Lessons 2–4, 6-7, 8-9, 11-14, 16-19, 22-24, 26-30</p> <p><u>“Romeo and Juliet” (Drama)</u> Unit 3 Lesson 1-10</p> <p><u>Reading Strategy: Retelling to Monitor and Clarify Understanding</u> Unit 2 Lesson 8: Whole Group Unit 2 Lesson 9: Work Time</p> <p><u>Inferences (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time</p>

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(J) defend or challenge the authors' claims using relevant text evidence.	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Support a Claim with Logical Reasoning</u> Unit 2 Lesson 48: Whole Group; Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p>
<p><b>(7) Multiple genres:</b> listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
(A) analyze how themes are developed through the interaction of characters and events;	<p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Connect Themes to Characters, Setting, and Plot</u> Unit 2 Lesson 23: Whole Group; Work Time</p>
(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;	<p><u>Compare and Contrast Two Characters (examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 8: Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 8: Work Time Unit 6 Lesson 40: Work Time</p>
(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	<p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>



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(D) explain how the setting influences the values and beliefs of characters.	<u>Setting</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time
(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, fantasy, science fiction, and short stories;	<u>Recognize Text Structure</u> Unit 4 Lesson 29: Work Time  <u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time  <u>Understanding Characteristics of Drama</u> Unit 3 Lesson 1: Work Time Unit 3 Lesson 3: Work Time  <u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud  <u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud
(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	<u>Understanding Characteristics of Poetry</u> Unit 7 Lessons 1-2: Work Time  <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary  <u>Identify Theme in Poetry</u> Unit 7 Lessons 2, 4: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time  <u>Analyze Figurative Language</u> Unit 7 Lesson 3:: Work Time  <u>Poetry Selections and Activities</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud: "The Schoolboy" and "Ode to School" Unit 7 Lesson 2: Read Aloud, Think Aloud: "Privacy" Unit 7 Lesson 3: Read Aloud, Think Aloud: "Dutiful" Unit 7 Lesson 4: Read Aloud, Think Aloud: "Million Man March"

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(Continued) (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	(Continued) <u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of poems.
(C) analyze how playwrights develop dramatic action through the use of acts and scenes;	<p><u>Introduce Genre: Drama; Characteristics of Drama</u> Unit 3 Lesson 1: Whole Group Unit 3 Lesson 3: Work Time</p> <p><u>Reading <i>Romeo and Juliet</i> &amp; Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Read Aloud, Think Aloud: Work Time</p> <p><u>Visualize</u> Unit 3 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Library – Drama (examples)</u> <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>Reading Strategy: Determine Central Ideas</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p>
(ii) features such as footnotes, endnotes, and citations; and	<p><u>Introduce Genre: Informational Text</u> Unit 2 Lesson 34: Read Aloud, Think Aloud Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Text Features (examples)</u> Unit 2 Lesson 46: Whole Group Unit 6 Lesson 45: Time to Read</p>

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(iii) multiple organizational patterns within a text to develop the thesis;	<p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud Unit 4 Lesson 26: Whole Group</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p> <p><u>Understand Text Structure—Chronology</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time</p>
(E) analyze characteristics and structures of argumentative text by:	
(i) identifying the claim and analyzing the argument;	<p><u>Analyze Author's Point of View</u> Unit 6 Lesson 48: Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Support a Claim with Logical Reasoning</u> Unit 2 Lesson 48: Whole Group; Work Time</p>
(ii) identifying and explaining the counter argument; and	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Support a Claim with Logical Reasoning</u> Unit 2 Lesson 48: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 4: Lessons 31-35: Plan an Argumentative Essay Unit 4: Lessons 36-40: Write an Argumentative Essay: Drafting</p>

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(iii) identifying the intended audience or reader; and	<p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Support a Claim with Logical Reasoning</u> Unit 2 Lesson 48: Whole Group; Work Time</p> <p><u>Analyze Ideas in a Text That Conflict</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Assignments</u> Unit 4: Lessons 36-40: Write an Argumentative Essay: Prewriting: Audience</p>
(F) analyze characteristics of multimodal and digital texts.	<p>The iLit Student Library, with hundreds of titles, includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents.</p> <p><u>For examples of the iLit Library</u> 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>

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<p><b>(9) Author's purpose and craft:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author's purpose and message within a text;</p>	<p><u>Analyze Author's Point of View</u> Unit 6 Lesson 48: Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Identify Author's Purpose</u> Unit 4 Lesson 33: Read Aloud, Think Aloud</p>
<p>(B) analyze how the use of text structure contributes to the author's purpose;</p>	<p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud Unit 4 Lesson 26: Whole Group</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p> <p><u>Understand Text Structure—Chronology</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time</p>
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p><u>Introduce Genre: Informational Text</u> Unit 2 Lesson 34: Read Aloud, Think Aloud Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Text Features (examples)</u> Unit 2 Lesson 46: Whole Group Unit 6 Lesson 45: Time to Read</p>

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(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
(E) identify and analyze the use of literary devices, including multiple points of view and irony;	<p><u>Point of View</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Compare and Contrast Two Characters (examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 8: Work Time</p>
(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	<p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</p> <p>Also see: <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	<p>Students can examine rhetorical appears with the following:</p> <p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay</p>

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<p><b>(10) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<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 an Argumentative Paragraph/Essay</u> Unit 2 Lessons 25-26: Work Time Unit 4 Lessons 15-16: Work Time Unit 6 Lessons 27-28: Work Time</p> <p><u>Plan an Narrative Paragraph</u> Unit 4 Lessons 23, 24: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lessons 3-4: Work Time Unit 6 Lessons 14, 15, 32: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 32: Work Time</p> <p><u>Develop Ideas for an Explanatory Essay</u> Unit 6 Lesson 33: Work Time</p> <p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 2-3: Work Time</p> <p><u>Plan an Informative Paragraph</u> Unit 6 Lessons 4-5: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 21–25: Plan an Argumentative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 2 Lessons 36–40: Create a Sequence of Events Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 4 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 31–35: Plan an Explanatory Essay Unit 6 Lessons 26–30: Plan an Argumentative Paragraph</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>

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<b>(B) develop drafts into a focused, structured, and coherent piece of writing by:</b>	
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	<p><u>Organize Ideas and Use Transitions (examples)</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Create a Sequence of Events</u> Unit 2 Lesson 38: Whole Group; Work Time Unit 2 Lesson 39: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lesson 41–45: Write a Narrative Essay (Prewriting) Unit 4 Lessons 36–40: 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 an Argumentative Paragraph/Essay</u> Unit 2 Lessons 25-26: Work Time Unit 4 Lessons 15-16: Work Time Unit 6 Lessons 27-28: Work Time</p> <p><u>Plan an Narrative Paragraph</u> Unit 4 Lessons 23, 24: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lessons 3-4: Work Time Unit 6 Lessons 14, 15, 32: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 32: Work Time</p> <p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 2-3: Work Time</p> <p><u>Plan an Informative Paragraph</u> Unit 6 Lessons 4-5: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lesson 41–45: Write a Narrative Essay (Prewriting) Unit 4 Lessons 36–40: 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 and Edit (examples)</u>            Unit 2 Lesson 43: Whole Group            Unit 4 Lessons 41-42: Work Time            Unit 6 Lesson 38: Whole Group; Work Time            Unit 6 Lesson 39: Work Time            Unit 6 Lesson 44: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lesson 41–45: Write a Narrative Essay (Revising, Editing)            Unit 4 Lessons 36–40: 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>Vary Sentence Structure</u>            Unit 6 Lesson 26: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u>            Unit 2 Lessons 6–10: Grammar Study Plan: Part 5: Skill 5: Four Kinds of Sentences            Unit 4 Lessons 26–30: Grammar Study Plan: Part 5: Skill 20: Fragments and Run-ons            Unit 6 Lessons 11–15: Grammar Study Plan: Part 1: Skill 21: Avoiding Fragments</p>
(ii) consistent, appropriate use of verb tenses and active and passive voice;	<p><u>Verb Tenses (examples)</u>            Unit 1 Lessons 18, 20, 28, 30, 32, 36, 42, 46: Whole Group; Work Time            Unit 2 Lessons 41, 46: Whole Group            Unit 2 Lessons 43, 48: Work Time</p> <p><u>Assignments - Grammar Study Plan</u>            Unit 2 Lessons 36–40: Grammar Study Plan: Part 1: Skill 6: Verb Tenses            Unit 2 Lessons 36–40: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tense</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) prepositions and prepositional phrases and their influence on subject-verb agreement;	<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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(iv) pronoun-antecedent agreement;	<p><u>Noun-Pronoun Agreement (examples)</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 42: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 1–5: Grammar Study Plan: Part 3: Skill 13: Pronouns and Antecedents Unit 4 Lessons 11–15: Grammar Study Plan: Part 4: Skill 14: 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>
(v) correct capitalization;	<p><u>Proper Nouns (examples)</u> Unit 2 Lesson 31: Vocabulary Unit 6 Lesson 1: Vocabulary</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 4: Skill 24: Correct Capitalization Unit 6 Lessons 21–25: Grammar Study Plan: Part 3: Skill 23: Correct Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Capital Letters, 113–115</p>
(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	<p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 2: Skill 22: Commas Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Quotations and Quotation Marks Unit 6 Lessons 21–25: Grammar Study Plan: Part 1: Skill 21: Commas, Semicolons, and Colons Unit 6 Lessons 21–25: Grammar Study Plan: Part 2: Skill 22: Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134</p>

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(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	<p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 2 Lessons 26–30: Part 4: Skill 4: Vowels in Final Syllables            Unit 2 Lessons 26–30: Part 5: Skill 5: Using Just Enough Letters            Unit 4 Lessons 16–20: Part 4: Skill 14: Contractions            Unit 4 Lessons 16–20: Part 5: Skill 15: Possessives            Unit 6 Lessons 41-45: Part 3: Skill 23: Easily Confused Words            Unit 6 Lessons 41-45: Part 4: Skill 24: Words from Many Cultures</p> <p><u>Professional Learning Community</u>            Teacher Resources: See all Language Conventions Practice Guide: Avoiding Common Usage Problems, 145</p>
(E) publish written work for appropriate audiences.	<p><u>Write a Narrative Essay</u>            Unit 2 Lessons 33, 35; Whole Group            Unit 2 Lessons 38–44, 47: Work Time</p> <p><u>Argumentative Writing</u>            Unit 2 Lessons 25, 31: Whole Group; Work Time            Unit 2 Lessons 26–28: Work Time            Unit 4 Lesson 15-16, 18, 35–44: Work Time            Unit 6 Lessons 27-29: Work Time</p> <p><u>Explanatory Essay</u>            Unit 6 Lessons 30, 35: Whole Group            Unit 6 Lesson 32-34, 36-39, 42-45: Work Time</p> <p><u>Assignments</u>            Unit 2 Lesson 41–45: Write a Narrative Essay (Publishing)            Unit 4 Lessons 36–40: 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 &amp; Letter Formation: Handwriting Guide</p>

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(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 Lesson 5: Work Time            Unit 2 Lessons 4–5: Whole Group; Work Time            Unit 2 Lesson 6-8: Work Time            Unit 4 Lessons 23–26: Work Time</p> <p><u>Write a Narrative Essay</u>            Unit 2 Lesson 33; Whole Group            Unit 2 Lesson 35: Whole Group            Unit 2 Lessons 38–44, 47: Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 1–5: Write a Narrative Paragraph            Unit 2 Lessons 1–5: Plan a Narrative Paragraph            Unit 2 Lessons 6–10: Write a Narrative Paragraph            Unit 2 Lessons 31–35: Develop Ideas            Unit 2 Lessons 36–40: Create a Sequence of Events            Unit 2 Lessons 31–35: Capture a Setting            Unit 2 Lesson 41–45: Write a Narrative Essay            Unit 2 Lesson 41–45: Present the Narrative Essay            Unit 4 Lessons 21–25: Plan a Narrative Paragraph            Unit 4 Lessons 21–25: Write a Narrative Paragraph</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><u>Write an Explanatory Paragraph (examples)</u>            Unit 2 Lessons 15: Whole Group; Work Time            Unit 2 Lesson 16, 18-19: Work Time            Unit 4 Lesson 3-6: Work Time            Unit 4 Lesson 14-16: Work Time            Unit 6 Lessons 14-16: Work Time</p> <p><u>Explanatory Essay</u>            Unit 6 Lesson 30: Whole Group            Unit 6 Lesson 32-34: Work Time            Unit 6 Lesson 35: Whole Group            Unit 6 Lessons 36-39: Work Time            Unit 6 Lessons 42-45: Work Time</p> <p><u>Informative Paragraph</u>            Unit 6 Lessons 4-6: 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: Plan an Explanatory Paragraph Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: 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>Argumentative Writing</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 35–44: Work Time Unit 6 Lessons 27-29: Work Time</p> <p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 15: Whole Group</p> <p><u>Identify a Topic</u> Unit 4 Lesson 32: Work Time</p> <p><u>Identify Logical Reasoning</u> Unit 4 Lesson 33-34: Work Time</p> <p><u>Plan and Write an Argumentative Essay</u> Unit 4 Lessons 35-36, 38-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 21–25: Plan an Argumentative Paragraph Unit 2 Lessons 26–30: Write an Argumentative Paragraph Unit 4 Lessons 11–15: Plan an Argumentative Paragraph Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Plan and 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.	For supporting content please see:  <u>Teacher's Resources – iLit Writing Handbook</u> Business Letter and Friendly Letter Models, 39–40
<b>(12) Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	<u>Plan a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-3: Work Time  <u>Assignments</u> Unit 5 Lessons 1-5: Choose and Narrow a Topic
(B) develop and revise a plan;	<u>Research a Topic</u> Unit 5 Lesson 1: Whole Group  <u>Choosing a Topic</u> Unit 5 Lesson 1: Work Time  <u>Plan a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-3: Work Time  <u>Assignments</u> Unit 5 Lessons 1-5: Choose and Narrow a Topic Unit 5 Lessons 1-5: Plan a Multimedia Presentation
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	<u>Ask a Research Question</u> Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time  <u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Presentation
(D) identify and gather relevant information from a variety of sources;	<u>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time; Wrap Up: Extend Activity  <u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group; Wrap Up  <u>Evaluate Sources</u> Unit 5 Lesson 3: Whole Group

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(E) differentiate between primary and secondary sources;	<p><u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group; Wrap Up</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p>
(F) synthesize information from a variety of sources;	<p><u>Synthesize Information and Ideas</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Organize Information for a Presentation</u> Unit 5 Lesson 8: Whole Group</p>
(G) differentiate between paraphrasing and plagiarism when using source materials;	<p><u>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time</p>
(H) examine sources for:	
(i) reliability, credibility, and bias, including omission; and	<p>For supporting content please see:</p> <p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Work Time; Wrap Up: Extend Activity</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>
(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	<p>For supporting content please see:</p> <p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Work Time; Wrap Up: Extend Activity</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>
(I) display academic citations and use source materials ethically; and	<p><u>Format for Citing a Source</u> Unit 5 Lesson 3: Whole Group; Wrap Up</p>

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(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Organize Information for a Presentation</u> Unit 5 Lesson 8: Whole Group</p> <p><u>Practice the Presentation</u> Unit 5 Lesson 9: Work Time</p> <p><u>Plan an Interview and Visuals</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Project Unit 5 Lessons 1-5: Choosing and Narrowing a Topic Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>

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