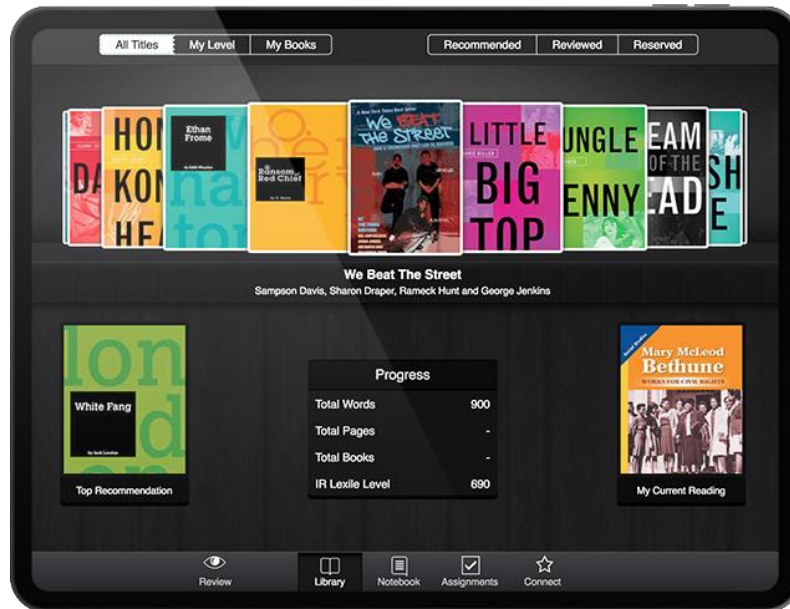


A Correlation of

iLitELL



Level F

To

**Texas Essential Knowledge and Skills for
English Language Arts and Reading 2017
Grade 9**

A Correlation of iLit ELL, Level F 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.

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

Table of Contents

(1) Developing and sustaining foundational language skills	4
(4) Comprehension skills	8
(5) Response skills.....	10
(6) Multiple genres	15
(8) Author's purpose and craft.....	20
(9) Composition	22
(11) Inquiry and research	29

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
§110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.	
(c) 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) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Writing Routine: Feedback</u> Unit 1 Lesson 5: Work Time</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Evaluating Classroom Conversation</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Partner Discussion Unit 6 Lesson 39: Collaborative Discussion: Partners</p> <p><u>Supplemental Lessons Plans</u> Book Club lessons provide opportunities to read and discuss a variety of grade appropriate selections.</p> <p><u>Ask Questions (examples)</u> Unit 5 Lesson 3: Work Time Unit 6 Lesson 8: Whole Group Unit 6 Lessons 12, 13, 38, 39: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;</p>	<p><u>Conversation: Lost at School (students give directions to a place in school)</u> Unit 1 Lesson 23: Whole Group, Work Time</p> <p>Students have opportunities to follow and give oral instructions during the Classroom Conversation routines for each unit in the iLit program.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Collaborative Discussion: Small Group Unit 3 Lesson 7: Small Group Discussion Unit 4 Lesson 42: Collaborative Discussion: Whole Class Unit 5 Lesson 4: Partner Discussion</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time</p>
<p>(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and</p>	<p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 2 Lesson 38: Whole Group; Work Time</p> <p><u>Unit Benchmark Assessment and Student Presentations</u> Unit 3 Lesson 10: Time to Read; Vocabulary; Whole Group; Work Time</p> <p><u>Presentation Practice</u> Unit 6 Lesson 35: Work Time Unit 6 Lesson 36: Work Time</p> <p><u>Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Write and Perform an Original an Original Scene</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36-40: Present an Explanatory Essay Unit 3 Lesson 6-10: Respond to a Performance</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p>	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Evaluating Classroom Conversation</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Collaborative Discussion: Small Group Unit 3 Lesson 7: Small Group Discussion Unit 4 Lesson 42: Collaborative Discussion: Whole Class Unit 5 Lesson 4: 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 such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: Work Time Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer's Handbook: Using the Dictionary, 19–20</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Word Origin (examples)</u> Unit 3 Lesson 1: Vocabulary Unit 7 Lessons 2, 4, 5: Vocabulary</p> <p><u>Syllabication & Multisyllabic Words (examples)</u> Unit 4 Lessons 12, 13, 36, 38, 40: Vocabulary Unit 6 Lesson 19: Vocabulary</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(B) analyze context to distinguish between the denotative and connotative meanings of words; and</p>	<p><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 7: Vocabulary Unit 6 Lesson 3: Work Time</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary</p>
<p>(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.</p>	<p><u>Foreign Words</u> Unit 4 Lessons 6, 10: Vocabulary</p> <p><u>Influence of Spanish on English</u> Unit 4 Lessons 6, 10: Vocabulary Unit 4 Lesson 7: Work Time Unit 4 Lesson 10: Vocabulary</p> <p><u>Influence of Arabic on English</u> Unit 6 Lesson 27: Work Time Unit 6 Lesson 30: Vocabulary</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p><u>Read Fluently (examples)</u> Unit 1 Lesson 4: Work Time Unit 6 Lesson 16: Whole Group Unit 6 Lesson 30: Work Time</p> <p><u>Supplemental Lessons</u> Read Aloud: Each selection provides an opportunity to observe student fluency.</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(4) 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;	<u>Recognize Author's Purpose (examples)</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 18: Whole Group Unit 6 Lesson 20: Work Time <u>Identify Author's Viewpoint</u> Unit 6 Lesson 38: Whole Group (Memoir)
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<u>Ask Questions (examples)</u> Unit 5 Lesson 3: Work Time Unit 6 Lesson 8: Whole Group Unit 6 Lessons 12, 13, 38, 39: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<u>Make Inferences and Predictions</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time Unit 6 Lessons 22, 27–29: Read Aloud, Think Aloud
(D) create mental images to deepen understanding;	<u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time <u>Identify Similes and Metaphors</u> Unit 6 Lesson 10: Whole Group <u>Visualize (examples)</u> Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 7: Read Aloud, Think Aloud

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>Analyze Literature: Connect to Text</u> Unit 2 Lesson 23: Whole Group Unit 2 Lesson 25: Whole Group; Work Time</p> <p><u>Connect to Theme</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Make Connections (examples)</u> Unit 4 Lesson 34: Read Aloud, Think Aloud Unit 4 Lesson 35: Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
(F) make inferences and use evidence to support understanding;	<p><u>Ask Questions to Make Inferences (Examples)</u> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Make Inferences and Predictions</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 4 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 28 Read Aloud, Think Aloud Unit 4 Lesson 32: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Work Time Unit 6 Lessons 22, 27–29: Read Aloud, Think Aloud</p>
(G) evaluate details read to determine key ideas;	<p><u>Determine Main Idea and Details</u> Unit 2 Lesson 41: Whole Group</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time</p>
(H) synthesize information from two texts to create new understanding; and	<p><u>Synthesize Ideas (examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud; Whole Group Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p>

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Texas Essential Knowledge and Skills for English Language Arts and Reading**

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<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>Analyze Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Make Inferences and Predictions</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 4 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 28 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!; Words on the Wire Unit 4 Lessons 26-30: Famous Kids Grow Up Unit 5 Lessons 1-5: High-Tech Pets; People Helping People</p>
<p>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>Connect to Theme</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Make Connections (examples)</u> Unit 4 Lesson 34: Read Aloud, Think Aloud Unit 4 Lesson 35: Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Collaborative Discussion: Small Group Unit 3 Lesson 7: Small Group Discussion Unit 4 Lesson 42: Collaborative Discussion: Whole Class Unit 5 Lesson 4: Partner Discussion</p>

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Texas Essential Knowledge and Skills for English Language Arts and Reading**

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</p>	<p><u>Write a Narrative Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Argumentative Writing</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33-34, 37-42: Work Time</p> <p><u>Explanatory Essay</u> Unit 2 Lessons 30-31, 35-36: Whole Group Unit 2 Lessons 34-35, 38-40: 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>(C) use text evidence and original commentary to support a comprehensive response;</p>	<p>Students are encouraged to use text evidence as they provide a response after reading different texts.</p> <p><u>Analyze Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Summarize and Identify Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea and Details</u> Unit 2 Lesson 41: Whole Group</p> <p><u>Ask Questions (examples)</u> Unit 5 Lesson 3: Work Time Unit 6 Lesson 8: Whole Group Unit 6 Lessons 12, 13, 38, 39: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<p><u>Summarize Text (informative/nonfiction)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time</p>
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p><u>Use Reliable Sources</u> Unit 5 Lesson 2: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research: Paraphrase</u> Unit 5 Lesson 5: Work Time</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p>
(F) respond using acquired content and academic 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, 7, 12-14, 18-19, 27-29, 37-39: Vocabulary Unit 4 Lessons 7, 9, 12-14, 18-19, 22-23, 27-29, 37-39: Vocabulary Unit 6 Lessons 2-4, 12-14, 18-19, 27-29, 37-39, 42-44: Vocabulary</p> <p><u>Assignments</u> Interactive Readers: Reading Checkpoints encourage students to understand and use newly acquired vocabulary.</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(G) discuss and write about the explicit or implicit meanings of text;	<p>Throughout the texts students to discuss and write about the explicit or implicit meaning of the texts.</p> <p><u>Analyze Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Summarize and Identify Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea and Details</u> Unit 2 Lesson 41: Whole Group</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>
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 3: Collaborative Conversation Unit 2 Lesson 27: Collaborative Discussion: Small Group Unit 4 Lesson 7: Small Group Discussion Unit 4 Lesson 7: Collaborative Discussion: Partners Unit 5 Lesson 4: Partner Discussion</p> <p><u>Peer Conferencing</u> Unit 1 Lesson 5: Work Time Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time</p> <p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lesson 1-10: Whole Group; Work Time</p> <p><u>Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p> <p><u>Present a Poem</u> Unit 7 Lesson 5: Whole Group</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(Continued) (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p>(Continued) <u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>
<p>(I) reflect on and adjust responses when valid evidence warrants; and</p>	<p>Every day during Read Aloud, Think Aloud, Whole Group, Work Time, and Wrap Up, students read one chapter or section at a time and answer questions. As each chapter is completed students can adjust their responses to the new material. Examples include:</p> <p><i>The Last Book in the Universe</i> (Science Fiction) Unit 2 Lessons 5, 7-10, 12-14, 16-20, 22-29, 32-34, 37</p> <p>“Genetic Information and Its Uses” (<u>Academic Text</u>) Unit 2 Lesson 21</p> <p>“A Midsummer Nights’ Dream” (Drama) Unit 3 Lesson 1-10</p> <p>Retell to Check Understanding Unit 2 Lesson 18: Work Time Unit 3 Lesson 4: Read Aloud, Think Aloud; Wrap Up</p> <p><u>Ask Questions to Make Inferences (Examples)</u> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p>
<p>(J) defend or challenge the authors’ claims using relevant text evidence.; and</p>	<p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 38: Whole Group (Memoir)</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(6) 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) analyze how themes are developed through characterization and plot in a variety of literary texts;</p>	<p><u>Analyze Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Summarize and Identify Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Connect to Theme</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p>
<p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p>	<p><u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p> <p><u>Analyze a Character (examples)</u> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole Group; Work Time</p> <p><u>Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p>
<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>	<p><u>Make Predictions and Identify Foreshadowing</u> Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Science Fiction)</p> <p><u>Short Story: How to Make a Prediction</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(D) analyze how the setting influences the theme.	<p>For supporting content please see:</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Science Fiction)</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up</p>
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) read and respond to American, British, and world literature;	<p><u>Recognize Text Structure</u> Unit 2 Lesson 40: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Science Fiction)</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;</p>	<p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Rhyme and Rhythm</u> Unit 7 Lesson 1: Work Time</p> <p><u>Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Identify Theme in Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Poetry Selections and Activities</u> Unit 7 Lesson 2: Read Aloud, Think Aloud: “We and They” (poem) “All Good People” Unit 7 Lesson 3: Read Aloud, Think Aloud: “The Butterfly” Unit 7 Lesson 4: Read Aloud, Think Aloud: “But Since You Finally Asked”</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of poems.</p>
<p>(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;</p>	<p><u>Introduce Drama</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up Unit 3 Lesson 3: Work Time</p> <p><u>“A Midsummer Nights’ Dream” & Analyze Drama</u> Unit 3 Lesson 2–4, 7–9: Whole Group; Read Aloud, Think Aloud: Work Time</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 3: Work Time</p> <p><u>Visualize</u> Unit 3 Lesson 6: 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>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(D) analyze characteristics and structural elements of informational texts such as:	
(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	<p><u>Determine Main Idea and Details</u> Unit 2 Lesson 41: Whole Group</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time</p>
(ii) multiple organizational patterns within a text to develop the thesis;	<p><u>Determine Text Structure</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify Cause-and-Effect Relationships (Examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 23: Read Aloud, Think Aloud Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 4 Lesson 11: Work Time Unit 4 Lesson 38: Read Aloud, Think Aloud</p>
(E) analyze characteristics and structural elements of argumentative texts such as:	
(i) clear arguable claim, appeals, and convincing conclusion;	<p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Also see the following texts:</u> <u>Introduce Genre: News Article</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Video: "Media and Technology"</u> Unit 2 Lesson 24: Classroom Conversation</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	<p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay Unit 4 Lessons 31–35: Write an Outline Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay</p>
(iii) identifiable audience or reader; and	<p><u>Also see the following texts:</u> <u>Introduce Genre: News Article</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Video: “Media and Technology”</u> Unit 2 Lesson 24: Classroom Conversation</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> Romeo and Juliet Antigone A Midsummer Night’s Dream Macbeth Bad Mon The Diary Tales of Edgar Allen Poe Brothers He Stood</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(8) 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>	
<p>(A) analyze the author's purpose, audience, and message within a text;</p>	<p><u>Recognize Author's Purpose (examples)</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 18: Whole Group Unit 6 Lesson 20: Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 38: Whole Group (Memoir)</p>
<p>(B) analyze use of text structure to achieve the author's purpose;</p>	<p><u>Determine Text Structure</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify Cause-and-Effect Relationships (Examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 23: Read Aloud, Think Aloud Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 4 Lesson 11: Work Time Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Academic Text: "Genetic Information and Its Uses"</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<p><u>Introduce Genre: News Article</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Academic Text: "Genetic Information and Its Uses"</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Video: "Media and Technology"</u> Unit 2 Lesson 24: Classroom Conversation</p> <p>Also see:</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud</p>
(D) analyze how the author's use of language achieves specific purposes;	<p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Analyze Word Choice</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 30: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time</p>
(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	<p><u>Oxymorons</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary</p>
(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	<p><u>Analyze Word Choice</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 30: Whole Group</p> <p><u>Background Video: Mood</u> Unit 2 Lesson 11: Whole Group</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.; and</p>	<p>Students can examine rhetorical appears with the following:</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p>Students can further explore this skill through Independent Reading using the iLit Library. Examples of famous speeches include: The Gettysburg Address (Abraham Lincoln), Inaugural Presidential Address (Barack Obama), The Meaning of Courage (Nelson Mandela), The Kingdom of Night (Elie Wiesel)</p>
<p>(9) 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 use appropriate conventions. The student is expected to:</p>	
<p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p>	<p><u>Plan an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 13: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Original Scene</u> Unit 3 Lessons 5–6: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Prewriting) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting) Unit 6 Lesson 36–40: Write a Narrative Essay (Prewriting)</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	<p><u>Write a Paragraph-Organization</u> Unit 2 Lesson 3: Whole Group</p> <p><u>Organize Argumentative Texts</u> Unit 2 Lesson 18: Whole Group</p> <p><u>Organize Events in Sequence</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Prewriting) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting) Unit 6 Lesson 36–40: Write a Narrative Essay (Prewriting)</p>
(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	<p><u>Plan an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 13: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Original Scene</u> Unit 3 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Prewriting) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting) Unit 6 Lesson 36–40: Write a Narrative Essay (Prewriting)</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p>	<p><u>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p> <p><u>Revise an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising, Editing) Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising, Editing) Unit 6 Lesson 36–40: Write a Narrative Essay (Revising, Editing)</p>
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</p>	<p><u>Sentence Fluency</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Vary Sentence Structure</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Compound and Complex Sentences</u> Unit 4 Lesson 19: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15 Part 5: Skill 5: Four Kinds of Sentences</p>
<p>(ii) consistent, appropriate use of verb tense and active and passive voice;</p>	<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: Whole Group Unit 2 Lessons 43: Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 41–45 Part 1: Skill 6: Verb Tenses Unit 2 Lessons 41–45 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>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(iii) pronoun-antecedent agreement;	<p><u>Noun-Pronoun Agreement (examples)</u> Unit 5 Lesson 1: Vocabulary Unit 5 Lesson 3: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 6–10 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>
(iv) correct capitalization;	<p><u>Capitalization</u> Unit 6 Lesson 18: Work Time</p> <p><u>Nouns: Common and Proper</u> Unit 2 Lesson 7: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 16–20 Part 2: Skill 27: Using Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Capital Letters, 113–115</p>
(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and	<p><u>Commas in Sentences</u> Unit 6 Lesson 5: Work Time</p> <p><u>Small Group Reteach: Quotation Marks</u> Unit 6 Lesson 18: Work Time</p> <p><u>Hyphenated Compounds</u> Unit 2 Lesson 15: Vocabulary</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 1–5 Part 3: Skill 23: Commas in Sentences Unit 6 Lessons 1–5 Part 4: Skill 24: Avoiding Unnecessary Commas Unit 6 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons Unit 6 Lessons 16–20 Part 1: Skill 26: Using Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: See all Language Conventions Practice Guide: Punctuation, 116–134</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(vi) correct spelling; and	<p><u>Spelling Tips</u> Unit 3 Lesson 3: Vocabulary</p> <p><u>Alternate Spelling</u> Unit 4 Lesson 3: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 4: Skill 9: Vowel Sounds in Final Syllables Unit 2 Lessons 11–15 Part 5: Skill 10: Using Just Enough Letters Unit 2 Lessons 21–25 Part 1: Skill 6: Writing Letters in Correct Order Unit 2 Lessons 21–25 Part 2: Skill 7: Homophones Unit 2 Lessons 21–25 Part 3: Skill 8: Unclear Sound Clues Unit 2 Lessons 21–25 Part 4: Skill 9: Vowels in Unstressed Syllables</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 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Argumentative Writing</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33-34, 37-42: Work Time</p> <p><u>Explanatory Essay</u> Unit 2 Lessons 30-31, 35-36: Whole Group Unit 2 Lessons 34-35, 38-40: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Publishing) Unit 4 Lessons 36–40: Write an Argumentative Essay (Publishing) Unit 6 Lesson 36–40: Write a Narrative Essay (Publishing)</p> <p><u>Professional Learning Community</u> Teacher Resources: Handwriting Models & Letter Formation: Handwriting Guide</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	<p><u>Write a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Write and Perform an Original an Original Scene</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Write a Dialogue</u> Unit 6 Lesson 22: Vocabulary</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Plan a Narrative Paragraph Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 11–15: Plan a Narrative Paragraph Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 1–5: Plan a Narrative Paragraph Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 31–35: Present a Narrative Essay</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
<p>(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p>	<p><u>Plan an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lessons 30-31, 35-36: Whole Group Unit 2 Lessons 34-35, 38-40: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Plan an Explanatory Paragraph Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Plan an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(C) compose argumentative texts using genre characteristics and craft; and	<p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33-34, 37-42: Work Time Unit 6 Lesson 15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 2 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay Unit 4 Lessons 31–35: Write an Outline Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay</p>
(D) compose correspondence in a professional or friendly structure.	<p>For supporting content please see:</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Business Letter and Friendly Letter Models, 39–40</p>
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) develop questions for formal and informal inquiry;	<p><u>Plan a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research Plan Unit 5 Lessons 1-5: Conduct Research</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(B) critique the research process at each step to implement changes as needs occur and are identified;	<p><u>Research a Topic; Narrow a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Work Time</p> <p><u>Research Strategy</u> Unit 5 Lesson 3: Work Time</p> <p><u>Conduct Research</u> Unit 5 Lesson 4: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research Plan Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>
(C) develop and revise a plan;	<p><u>Research a Topic; Narrow a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research Plan</p>
(D) modify the major research question as necessary to refocus the research plan;	<p><u>Research a Topic; Narrow a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 2: Work Time</p> <p><u>Research Strategy</u> Unit 5 Lesson 3: Work Time</p> <p><u>Conduct Research</u> Unit 5 Lesson 4: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research Plan</p>
(E) locate relevant sources;	<p><u>Conduct Research</u> Unit 5 Lesson 4: Work Time</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 4: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Research Plan Unit 5 Lessons 1-5: Conduct Research</p>
(F) synthesize information from a variety of sources;	<p><u>Organize Information</u> Unit 5 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 6-10: Organize Information</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading	iLit ELL Level F
(G) examine sources for:	
(i) credibility and bias, including omission; and	<p>For supporting content please see:</p> <p><u>Conduct Research</u> Unit 5 Lesson 4: Work Time</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 4: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Conduct Research Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>
(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;	<p>For supporting content please see:</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 4: Whole Group</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation</p>
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	<p><u>Citing a Source</u> Unit 5 Lesson 3: Whole Group</p>
(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group</p> <p><u>Rehearse Presentations</u> Unit 5 Lesson 9: Work Time</p> <p><u>Organize Information</u> Unit 5 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation Unit 5 Lessons 6-10: Organize Information Unit 5 Lessons 6-10: Final Presentation Plan</p>