

**A Correlation of**



**Savvas iLit ELL/45  
Grade 10/Level G**

**To the**

**Texas Essential Knowledge and Skills  
English II**

## **A Correlation of iLit ELL/45 to the Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

### **Introduction**

This document demonstrates how **Savvas iLit ELL/45** meets the *Texas Essential Knowledge and Skills for English Language Arts and Reading, English II*. Correlation alignments are to the Teacher App and are cited by Unit, Lesson and Feature title.

Savvas iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency.

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

**Table of Contents**

**(a) Introduction. ....4**

**(b) Knowledge and skills. ....5**

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ELL/45 Grade 10/Level G
<b>§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.</b>	
(a) Introduction.	
<p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p>	
(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English II as described in subsection (b) of this section.</p>	
<p>(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	
<p>(b) Knowledge and skills.</p>	
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	
<p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u>            Unit 2 Lesson 2: Vocabulary            Unit 2 Lesson 14: Vocabulary            Unit 3 Lesson 9: Vocabulary            Unit 4 Lesson 12: Vocabulary            Unit 6 Lesson 14: Vocabulary</p> <p><u>Prefixes (Examples)</u>            Unit 4 Lesson 36: Vocabulary            Unit 4 Lesson 37: Work Time            Unit 4 Lesson 27: Vocabulary            Unit 4 Lesson 39-40: Vocabulary            Unit 6 Lesson 27: Work Time</p> <p><u>Suffixes (Examples)</u>            Unit 2 Lesson 35: Vocabulary            Unit 4 Lesson 6: Vocabulary            Unit 4 Lesson 7: Work Time            Unit 4 Lesson 32: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p>	<p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 13: Vocabulary Unit 6 Lesson 11, 15: Vocabulary Unit 6 Lesson 12: Work Time</p>
<p>(C) infer word meaning through the identification and analysis of analogies and other word relationships;</p>	<p>The iLit Assignments section includes Vocabulary Study Plans with related activities.</p> <p><u>Vocabulary Study Plan 1 (Examples)</u> Unit 2 Lessons 21-25: Skill 3 Analogies</p>
<p>(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>); and</p>	<p><u>Influence of Spanish on English/Foreign Words</u> Unit 6 Lesson 6, 10: Vocabulary Unit 6 Lesson 7: Work time</p> <p><u>Introduce Influence of Arabic on English</u> Unit 4 Lesson 31, 35: Vocabulary Unit 4 Lesson 32: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p>	<p><u>Use a Dictionary (Examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 6 Lesson 11, 15: Vocabulary Unit 6 Lesson 12: Work Time</p> <p><u>Word Origin (Examples)</u> Unit 2 Lesson 9: Vocabulary Unit 3 Lesson 8: Vocabulary Unit 4 Lesson 28: Vocabulary</p>
<p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	
<p>(A) compare and contrast differences in similar themes expressed in different time periods;</p>	<p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and</p>	<p>For related material see:</p> <p><u>“Macbeth”</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p>
<p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p>	<p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p>
<p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</p>	<p><u>Poetry</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p>Students can further explore this skill through Independent Reading using the iLit Library. Examples of poetry include: The Song of Hiawatha, The Charge of the Light Brigade, Variations on a Theme By Rilke, How Do I Love Thee?, and many more.</p>



**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.</p>	<p>Students can practice this skill with the following selection and lessons:</p> <p><u>“Macbeth”</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>Introduce Drama</u> Unit 3 Lesson 1: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p> <p>Students can further explore this skill through Independent Reading using the iLit Library. Examples of drama include: Romeo and Juliet, Antigone, A Doll’s House, The Importance of Being Earnest, and many more.</p>
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p>	<p><u>Analyze Dialogue and Plot Incidents</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group Unit 4 Lesson 29: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p>	<p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p>
<p>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and</p>	<p>For related material see:</p> <p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p>
<p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.</p>	<p>Students can explore this skill through Independent Reading using the iLit Library. Examples of world authors include: Guy De Maupassant, Alexandre Dumas, Edmond Rostand, Victor Hugo, Gaston Leroux, Henrik Ibsen, and many other world authors.</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</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. Anchor texts include full-length nonfiction literary texts and shorter pieces of nonfiction.</p> <p>Read Aloud, Think Aloud, 2.2, 2.3, 2.4, 2.19, 2.38, 2.39, 2.43, 4.3, 4.18, 4.38, 4.39, 4.42, 4.43, 4.44</p>
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p>	<p>Sensory language is taught in the context of poetry and the use of similes and metaphors and other figurative devices.</p> <p><u>Poetry</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p>	<p>Informational texts focusing on culture and history are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p><u>Understand Historical Fiction</u> Unit 2 Lesson 5: Whole Group Unit 2 Lesson 6: Work Time</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author's Purpose</u> <u>(informative/nonfiction/personal narrative examples)</u> Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 5: Work Time</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	
<p>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</p>	<p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;</p>	<p>For related material see:</p> <p><u>Support a Statement with Textual Evidence</u> Unit 6 Lesson 28: Work Time</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	<p><u>Make Inferences</u> Unit 2 Lesson 11: Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 4: Work Time Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Make Generalizations and Draw Conclusions (Examples)</u> Unit 4 Lesson 22: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 13: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud Unit 6 Lesson 25: Work Time Unit 6 Lesson 28: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p>	<p><u>Synthesize Information and Ideas</u> Unit 2 Lesson 43: Whole Group; Work Time Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Connect to Prior Experience and Knowledge</u> Unit 4 Lesson 42: Read Aloud, Think Aloud Unit 4 Lesson 43: Read Aloud, Think Aloud; Work Time</p>
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	
<p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and</p>	<p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p>	<p><u>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see:</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
<p>(A) evaluate text for the clarity of its graphics and its visual appeal; and</p>	<p><u>“The Ultimate Merchandising Vehicle”</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Reteach: “Cameras Through Time”</u> Unit 2 Lesson 30: Work Time</p> <p><u>Build Background Video (Introduces Nonfiction Selection)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud</p> <p>Also see:</p> <p><u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p>	<p><u>"The Ultimate Merchandising Vehicle"</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Reteach: "Cameras Through Time"</u> Unit 2 Lesson 30: Work Time</p> <p><u>Build Background Video (Introduces Nonfiction Selection)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 3: Whole Group Unit 6 Lesson 18: Whole Group</p> <p>Also see:</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>	
<p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p><u>Video: "Life Choices Part 1"</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss "Life Choices"</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: "Life Choices Part 2"</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p>



**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p>	<p><u>Reteach: "Cameras Through Time"</u> Unit 2 Lesson 30: Work Time</p> <p><u>"The Ultimate Merchandising Vehicle"</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Video: "Life Choices Part 1"</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss "Life Choices"</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: "Life Choices Part 2"</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p>
<p>(C) examine how individual perception or bias in coverage of the same event influences the audience; and</p>	<p><u>"The Ultimate Merchandising Vehicle"</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Discuss "Life Choices"</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: "Life Choices Part 1"</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Video: "Life Choices Part 2"</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p>
<p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p>	<p><u>"The Ultimate Merchandising Vehicle"</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Build Background Video (Introduces Nonfiction Selection)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 3: Whole Group Unit 6 Lesson 18: Whole Group</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	
<p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><u>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 3: Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 32: Work Time Unit 6 Lesson 26: Work Time</p>
<p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;</p>	<p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	<p><u>Writing Routine: Revise</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 35: Whole Group Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time</p> <p><u>Write, Revise, and Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p>The iLit Assignments section includes Vocabulary, Grammar, and Spelling Study Plans with activities.</p> <p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Spelling Study Plan</u> Unit 2 Lesson 26: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Spelling Rules</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Spelling Tips</u> Unit 3 Lesson 3: Vocabulary Unit 3 Lesson 9: Vocabulary</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p><u>Writing Routine: Feedback</u> Unit 1 Lesson 5: Work Time</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p> <p><u>Writing Routine: Revise</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 35: Whole Group Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time</p> <p><u>Write, Revise, and Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p>
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p>	
<p>(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time Unit 4 Lesson 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time</p>
<p>(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and</p>	<p><u>Write a Poem</u> Unit 7 Lesson 3: Whole Group; Work Time</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</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</p> <p><u>Consider How They Would Rewrite Their Scene after Performing</u> Unit 3 Lesson 9: Wrap Up</p>
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	
<p>(A) write an analytical essay of sufficient length that includes:</p>	
<p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>
<p>(ii) rhetorical devices, and transitions between paragraphs;</p>	<p><u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(iii) a thesis or controlling idea;</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p>
<p>(iv) an organizing structure appropriate to purpose, audience, and context;</p>	<p><u>Understand Explanatory Writing</u> Unit 2 Lesson 13: Whole Group</p> <p><u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>
<p>(v) relevant evidence and well-chosen details; and</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>
<p>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;</p>	<p><u>Understand Explanatory Writing</u> Unit 2 Lesson 13: Whole Group</p> <p><u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ELL/45 Grade 10/Level G
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	
(i) organized and accurately conveyed information;	For related materials see:  <u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time  <u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up
(ii) reader-friendly formatting techniques; and	For related materials see:  <u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up
(iii) anticipation of readers' questions;	For related materials see:  <u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time  <u>Unit Benchmark Assessment and Student Presentations</u> Unit 5 Lesson 10: Time to Read; Vocabulary; Whole Group; Work Time

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ELL/45 Grade 10/Level G
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	
(i) extends beyond a summary and literal analysis;	<p>For related materials see:</p> <p><u>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p>
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	<p>For related materials see:</p> <p><u>Small Group Reteach: Quotation Marks</u> Unit 6 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p>
(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and	<p>For related materials see:</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p>



**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p>	<p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time</p> <p><u>Student Presentations</u> Unit 5 Lesson 10: Work Time, Wrap Up</p> <p><u>Unit Benchmark Assessment and Student Presentations</u> Unit 5 Lesson 10: Time to Read; Vocabulary; Whole Group; Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up</p> <p><u>Write and Perform 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: Wrap Up</p> <p><u>Tips for Speaking</u> Unit 2 Lesson 36: Whole Group Unit 2 Lesson 37: Work Time</p>
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p>	
<p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>	<p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p>
<p>(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);</p>	<p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(C) counter-arguments based on evidence to anticipate and address objections;</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time</p>
<p>(D) an organizing structure appropriate to the purpose, audience, and context;</p>	<p><u>Understand Argumentative Writing</u> Unit 2 Lesson 8: Whole Group</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p>
<p>(E) an analysis of the relative value of specific data, facts, and ideas; and</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time</p>
<p>(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p>	<p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>	
<p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p>	<p><u>Gerunds as Objects of Verbs</u> Unit 1 Lesson 48: Whole Group; Work Time</p> <p><u>Statements with Like, Have, and Want + Infinitive</u> Unit 1 Lesson 32: Whole Group; Work Time</p>
<p>(ii) restrictive and nonrestrictive relative clauses; and</p>	<p><u>Because Clauses</u> Unit 1 Lesson 49: Whole Group; Work Time</p> <p><u>Group Reteach: Clauses</u> Unit 4 Lesson 24: Work Time</p> <p><u>Conjunctions in Complex Sentences</u> Unit 4 Lesson 24: Work Time</p>
<p>(iii) reciprocal pronouns (e.g., each other, one another);</p>	<p><u>Types of Pronouns</u> Unit 1 Lesson 18: Whole Group; Work Time Unit 1 Lesson 30: Whole Group; Work Time Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p>
<p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p>	<p>For related materials see:</p> <p><u>Statements with Should; Statements with Could</u> Unit 1 Lesson 49: Whole Group; Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p><u>Using Nouns in Sentences</u> Unit 2 Lesson 4: Work Time</p> <p><u>Use Sentence Variety</u> Unit 6 Lesson 33: Whole Group</p> <p><u>Compound and Complex Sentences</u> Unit 4 Lesson 24: Work Time</p> <p><u>Writing Effective Sentences</u> Unit 6 Lesson 16: Work Time</p> <p><u>Assignments: Grammar Study Plan 6</u> Unit 6 Lessons 11-15: Skill 30: Writing Effective Sentences</p>
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	
<p>(A) use conventions of capitalization; and</p>	<p><u>Capitalization</u> Unit 6 Lesson 16: Work Time</p> <p><u>Nouns: Common and Proper</u> Unit 2 Lesson 4: Work Time</p> <p><u>Assignments: Grammar Study Plan 6</u> Unit 6 Lessons 11-15: Skill 27: Using Capitalization</p>
<p>(B) use correct punctuation marks including:</p>	
<p>(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;</p>	<p><u>For related material see:</u> <u>Commas in Sentences; Avoiding Unnecessary Commas</u> Unit 6 Lesson 2: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1-5: Skill 23: Commas in Sentences Unit 6 Lessons 1-5: Skill 24: Avoiding Unnecessary Commas</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(ii) quotation marks to indicate sarcasm or irony; and</p>	<p><u>Quotation Marks</u> Unit 6 Lesson 16: Work Time</p> <p><u>Assignments: Grammar Study Plan 6</u> Unit 6 Lessons 11-15: Skill 26: Using Quotation Marks</p>
<p>(iii) dashes to emphasize parenthetical information.</p>	<p>For related materials see: <u>Hyphenated Compounds</u> Unit 2 Lesson 15: Vocabulary</p> <p>The iLit Assignments section includes Grammar Study Plans with related activities.</p>
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p><u>Spelling Rules</u> Unit 2 Lesson 35: Vocabulary</p> <p>Spelling Tips &amp; Changes Unit 3 Lessons 3, 9: Vocabulary Unit 4 Lesson 10: Vocabulary</p> <p><u>Word Families (Examples)</u> Unit 1 Lessons 22, 24: Whole Group Unit 6 Lesson 18, 19, 21, 22, 23: Vocabulary Unit 6 Lesson 22: Work Time</p> <p><u>Prefixes (Examples)</u> Unit 4 Lesson 36, 39, 40: Vocabulary Unit 4 Lesson 37: Work Time Unit 6 Lessons 26, 30: Vocabulary Unit 6 Lesson 27: Work Time</p> <p><u>Suffixes (Examples)</u> Unit 6 Lesson 16, 20, 43: Vocabulary Unit 6 Lesson 17: Work Time</p> <p>The iLit Assignments section includes Spelling Study Plans with related activities.</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Gather Information &amp; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Research Strategy: Write Interview Questions</u> Unit 5 Lesson 5: Work Time</p>
<p>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	
<p>(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p>	<p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Gather Information &amp; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p>
<p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</p>	<p><u>Gather Information; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Research Strategy: Organize and Synthesize Information</u> Unit 5 Lesson 7: Work Time, Wrap Up</p> <p><u>Organize Information; Outline</u> Unit 5 Lesson 6: Whole Group; Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time</p> <p><u>Gather Information; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Organize and Synthesize Information</u> Unit 5 Lesson 7: Work Time, Wrap Up</p> <p><u>Paraphrase (examples)</u> Unit 2 Lesson 19: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9:</p> <p><u>Monitor and Clarify Understanding: Paraphrase (examples)</u> Unit 6 Lessons 13, 32: Read Aloud, Think Aloud</p>
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	
<p>(A) modify the major research question as necessary to refocus the research plan;</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Research Strategy: Organize and Synthesize Information</u> Unit 5 Lesson 7: Work Time, Wrap Up</p>



**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p>	<p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Reliable or Unreliable Sources of Information</u> Unit 2 Lesson 31: Wrap Up</p> <p><u>Research Strategy: Organize and Synthesize Information</u> Unit 5 Lesson 7: Work Time, Wrap Up</p>
<p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Organize and Synthesize Information</u> Unit 5 Lesson 7: Work Time, Wrap Up</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p>	
<p>(A) marshals evidence in support of a clear thesis statement and related claims;</p>	<p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Monitor and Clarify Understanding: Paraphrase (examples)</u> Unit 6 Lessons 13, 32: Read Aloud, Think Aloud</p>
<p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p>
<p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p>	<p><u>List Potential Visuals</u> Unit 5 Lesson 6: Wrap Up</p> <p><u>Student Presentations</u> Unit 5 Lesson 10: Work Time, Wrap Up</p>
<p>(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and</p>	<p>For related materials see:</p> <p><u>Get Feedback Writer's Handbook Peer Conferencing</u> Unit 1 Lesson 5: Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p style="text-align: center;"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p>For related materials see:</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Gather Information; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p>
<p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p>	<p><u>Active Listening Routines</u> Unit 1 Lesson 4: Work Time</p> <p><u>Tips for Listening</u> Unit 2 Lesson 36: Whole Group Unit 2 Lesson 37: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time</p> <p><u>Unit Benchmark Assessment and Student Presentations</u> Unit 5 Lesson 10: Time to Read; Vocabulary; Whole Group; Work Time</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p>	<p><u>Get Feedback Writer's Handbook Peer Conferencing</u> Unit 1 Lesson 5: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up</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: Wrap Up</p>
<p>(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.</p>	<p><u>Explores a Speech in <i>Macbeth</i></u> Unit 3 Lesson 3: Wrap Up</p> <p><u>Explore Reading a Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 44: Read Aloud, Think Aloud</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Students are involved in daily structured speaking and listening activities during classroom conversation. In addition, students are expected to deliver and evaluate presentations.</p> <p><u>Tips for Speaking</u> Unit 2 Lesson 36: Whole Group Unit 2 Lesson 37: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time</p> <p><u>Unit Benchmark Assessment and Student Presentations</u> Unit 5 Lesson 10: Time to Read; Vocabulary; Whole Group; Work Time</p> <p>Most Lessons: Classroom Conversation, include the following examples: 1.2, 1.17, 1.18, 2.1, 2.2, 2.39, 3.4, 4.7, 4.19, 4.27</p>

**A Correlation of iLit ELL/45 to the  
Texas Essential Knowledge and Skills for English Language Arts and Reading, English II**

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading English II</b></p>	<p align="center"><b>iLit ELL/45 Grade 10/Level G</b></p>
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>	<p>Students engage daily in speaking on topics relating to the whole-class anchor texts during Classroom Conversation. Frequently, the Classroom Conversation activities call on students to work productively in groups and to reach consensus on the topics.</p> <p>Most Lessons: Classroom Conversation, include the following examples: 1.2, 1.17, 1.18, 1.19, 1.35, 1.36, 2.1, 2.2, 2.39, 3.4, 3.9, 4.4, 4.7, 4.19, 4.27</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up</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: Wrap Up</p>