

**A Correlation of**



**Savvas iLit ELL/45  
Grade 9/Level F**

**To the**

**Texas Essential Knowledge and Skills  
English I**

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

## Introduction

This document demonstrates how **Savvas iLit ELL/45** meets the *Texas Essential Knowledge and Skills for English Language Arts and Reading, English I*. 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.

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<b>§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.</b>	
(a) Introduction.	
(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 I, 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.	
(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.	
(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 I as described in subsection (b) of this section.	

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<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 2 Lesson 12: Vocabulary            Unit 2 Lesson 29: Vocabulary            Unit 4 Lesson 27: Vocabulary            Unit 6 Lesson 7: Work Time</p> <p><u>Suffixes (Examples)</u>            Unit 2 Lesson 4: Vocabulary            Unit 4 Lesson 2: Vocabulary; Work Time            Unit 4 Lesson 43: Vocabulary            Unit 6 Lesson 29: Vocabulary</p>

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<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 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) produce analogies that describe a function of an object or its description;</p>	<p>The iLit Assignments section includes Vocabulary Study Plans with related activities.</p> <p><u>Vocabulary Study Plan 2 (Examples)</u>            Unit 3 Lessons 1-5: Skill 3 Analogies</p>
<p>(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i>, <i>carte blanche</i>, <i>tete a tete</i>, <i>pas de deux</i>, <i>bon appetit</i>, <i>quid pro quo</i>); and</p>	<p><u>Influence of Spanish on English/Foreign Words</u>            Unit 4 Lesson 6: Vocabulary            Unit 4 Lesson 10: Vocabulary</p> <p><u>Introduce Influence of Arabic on English</u>            Unit 6 Lesson 26: Vocabulary            Unit 6 Lesson 27: Work Time            Unit 6 Lesson 30: Vocabulary</p>

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<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</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>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>(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) analyze how the genre of texts with similar themes shapes meaning;</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud 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>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>

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<p>(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p>	<p>Students can practice this skill with the following selection and lessons:</p> <p><u>A Midsummer Night's Dream</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p>Students can further explore this skill through Independent Reading using the iLit Library. Examples of mythic, classical and traditional literature include: The Odyssey, Shakespeare's plays, the works of Dickens, Antigone, Prometheus and the Gift of Fire, and many more.</p>
<p>(C) relate the figurative language of a literary work to its historical and cultural setting.</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>
<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 effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p>	<p><u>Poetry</u> Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Introduce Genre: Poetry</u></p> <p>Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 4 Lesson 3: 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>



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<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 explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p>	<p>Students can practice this skill with the following selection and lessons:</p> <p><u>A Midsummer Night’s Dream</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>Introduce Drama</u> Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up</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>For related lessons 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>Short Story: How to Make a Prediction</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</p>
<p>(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p>	

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<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>(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and</p>	<p>For related lessons see:</p> <p><u>Read Dialogue Aloud from Novel or Short Story</u> Unit 3 Lesson 5: Wrap Up</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole Group; Work Time</p>
<p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical 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>
<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 analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.</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, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 6.2, 6.4, 6.7, 6.8, 6.9, 6.13, 6.14, 6.15, 6.17, 6.19, 6.22, 6.23, 6.24, 6.27, 6.28, 6.29, 6.32, 6.33, 6.34, 6.37, 6.38, 6.39, 6.44</p>

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<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 role of irony, sarcasm, and paradox 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>Introduce Genre: Poetry</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry &amp; Characteristics of Poetry</u> Unit 7 Lesson 1: Whole Group Unit 7 Lesson 2: Work Time</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time Unit 6 Lesson 35: Whole Group</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 explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</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>Identify Author's Viewpoint</u> Unit 6 Lesson 38: Whole Group (Memoir)</p> <p><u>Author's Purpose (informative/nonfiction examples)</u> Unit 4 Lesson 36: Whole Group Unit 4 Lessons 39, 42: Read Aloud, Think Aloud Unit 6 Lessons 4, 7: Read Aloud, Think Aloud Unit 6 Lesson 18: Whole Group</p>

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(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:	
(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	<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> <p><u>Connect to Theme</u>            Unit 4 Lesson 18: Read Aloud, Think Aloud</p>
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	<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>Recognize Author’s Purpose</u>            Unit 4 Lesson 36: Whole Group            Unit 6 Lesson 20: Work Time</p>
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	<p><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</p> <p><u>Monitor and Clarify by Paraphrasing</u>            Unit 2 Lesson 19: Read Aloud, Think Aloud</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>

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(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><u>Synthesize Ideas</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</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>
(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:	
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	<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>Recognize Author’s Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p>
(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	<p><u>“John f. Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center”</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</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>

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(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:	
(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	<p>Students learn to explain procedures using the following writing assignments:</p> <p><u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 34: Work Time</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p>
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	<p>For related material see:</p> <p><u>Academic Text: "Genetic Information and Its Uses"</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p>

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(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:	
(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	<p><u>Comic Strip</u> Unit 2 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Video: "Media and Technology"</u> Unit 2 Lesson 24: Classroom Conversation</p> <p><u>Academic Text: "Genetic Information and Its Uses"</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</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>
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	<p><u>Video: "Media and Technology"</u> Unit 2 Lesson 24: Classroom Conversation</p>
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	<p><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>
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	<p><u>Video: "Media and Technology"</u> Unit 2 Lesson 24: Classroom Conversation</p>

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(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>(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>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>(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 the rhetorical devices used to convey meaning;</p>	<p><u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 34: Work Time</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p>



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<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>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>(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>Editing (examples)</u> Unit 2 Lesson 36: Whole Group Unit 4 Lesson 38: Whole Group Unit 6 Lesson 33: Work Time</p> <p><u>Spelling Tips</u> Unit 3 Lesson 3: Vocabulary</p> <p><u>Alternate Spellings</u> Unit 4 Lesson 3: Vocabulary</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 6 Lesson 33: Work Time</p> <p><u>Revise an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group</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>

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

<b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b>	<b>iLit ELL/45 Grade 9/Level F</b>
(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:	
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	<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
(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	<u>Write a Poem</u> Unit 7 Lesson 3: Whole Group; Work Time  <u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	<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  <u>Write a Dialogue</u> Unit 6 Lesson 22: Vocabulary

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

<b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b>	<b>iLit ELL/45 Grade 9/Level F</b>
(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:	
(A) write an analytical essay of sufficient length that includes:	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	<u>Plan an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time  <u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 34: Work Time  <u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time
(ii) rhetorical devices, and transitions between paragraphs;	<u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group  <u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group
(iii) a controlling idea or thesis;	<u>Plan an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time  <u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 34: Work Time
(iv) an organizing structure appropriate to purpose, audience, and context; and	<u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 34: Work Time  <u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group

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

<b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b>	<b>iLit ELL/45 Grade 9/Level F</b>
(v) relevant information and valid inferences;	<u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	For related materials see:  <u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up  <u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time
(i) organized and accurately conveyed information; and	For related materials see:  <u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time  <u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time
(ii) reader-friendly formatting techniques;	For related materials see:  <u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p>	<p>For related materials see:</p> <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>Analyze Theme</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research Books and Internet for Poems</u> Unit 7 Lesson 1: Wrap Up</p>
<p>(i) extends beyond a summary and literal analysis;</p>	<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 Literature: Connect to Text</u> Unit 2 Lesson 23: Whole Group Unit 2 Lesson 25: Whole Group; Work Time</p> <p><u>Analyze Theme</u> Unit 2 Lesson 26: Whole Group</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p>	<p>For related materials see:</p> <p><u>Small Group Reteach: Quotation Marks</u> Unit 6 Lesson 18: Work Time</p> <p><u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 34: Work Time</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p>
<p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and</p>	<p>For related materials see:</p> <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>Analyze Theme</u> Unit 2 Lesson 26: 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>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<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>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>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: 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>Write a Dialogue</u> Unit 6 Lesson 22: Vocabulary</p>

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

<b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b>	<b>iLit ELL/45 Grade 9/Level F</b>
(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:	
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	<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>
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	<p><u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time</p>
(C) counter-arguments based on evidence to anticipate and address objections;	<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 6 Lesson 15: Work Time</p>
(D) an organizing structure appropriate to the purpose, audience, and context; 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>
(E) an analysis of the relative value of specific data, facts, and ideas.	<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 6 Lesson 15: Work Time</p>



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

<b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b>	<b>iLit ELL/45 Grade 9/Level F</b>
(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:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	<p><u>Gerunds as Objects of Verbs</u> Unit 3 Lesson 10: Whole Group; Work Time</p> <p><u>Statements with Like, Have, and Want + Infinitive</u> Unit 1 Lesson 32: Whole Group; Work Time</p>
(ii) restrictive and nonrestrictive relative clauses; and	<p><u>Because Clauses</u> Unit 1 Lesson 49: Whole Group; Work Time</p> <p><u>Group Reteach: Clauses</u> Unit 4 Lesson 19: Work Time</p> <p><u>Conjunctions in Complex Sentences</u> Unit 4 Lesson 19: Work Time</p>
(iii) reciprocal pronouns (e.g., each other, one another);	<p><u>Types of Pronouns</u> Unit 4 Lesson 8: Work Time</p>
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	<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 I**

<b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b>	<b>iLit ELL/45 Grade 9/Level F</b>
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<p><u>Using Nouns in Sentences</u> Unit 2 Lesson 7: Work Time</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>Writing Effective Sentences</u> Unit 6 Lesson 18: Work Time</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:	
(A) use conventions of capitalization; and	<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>
(B) use correct punctuation marks including:	
(i) quotation marks to indicate sarcasm or irony;	<p><u>Small Group Reteach: Quotation Marks</u> Unit 6 Lesson 18: Work Time</p>
(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	<p><u>Commas in Sentences</u> Unit 6 Lesson 5: Work Time</p>
(iii) dashes to emphasize parenthetical information.	<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>

**A Correlation of iLit ELL/45 to the  
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Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<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 Tips</u> Unit 3 Lesson 3: Vocabulary</p> <p><u>Alternate Spelling</u> Unit 4 Lesson 3: Vocabulary</p> <p><u>Word Families (Examples)</u> Unit 1 Lesson 22: Whole Group Unit 1 Lesson 24: Whole Group Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 42: Vocabulary</p> <p><u>Prefixes (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 7: Work Time</p> <p><u>Suffixes (Examples)</u> Unit 2 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary; Work Time Unit 4 Lesson 43: Vocabulary Unit 6 Lesson 29: Vocabulary</p> <p>The iLit Assignments section includes Spelling Study Plans with related activities.</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<p>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p>	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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 Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<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>Small Group Reteach: Quotation Marks</u> Unit 6 Lesson 18: Work Time</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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: Paraphrase</u> Unit 5 Lesson 5: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Article: Paraphrase to Clarify Understanding</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Speech: Paraphrase to Clarify Understanding</u> Unit 4 Lesson 18: 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 I**

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) modify the major research question as necessary to refocus the research plan;	<p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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><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 a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Article: Paraphrase to Clarify Understanding</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Speech: Paraphrase to Clarify Understanding</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p>

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Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</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</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research: Paraphrase</u> Unit 5 Lesson 5: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Article: Paraphrase to Clarify Understanding</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Speech: Paraphrase to Clarify Understanding</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p>



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Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	<p><u>Research: Paraphrase</u> Unit 5 Lesson 5: Work Time</p> <p><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p>
(C) uses graphics and illustrations to help explain concepts where appropriate;	<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>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</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>For related materials see:</p> <p><u>Get Feedback Writer's Handbook Peer Conferencing</u> Unit 1 Lesson 5: Work Time Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time</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>For related materials see:</p> <p><u>Small Group Reteach: Quotation Marks</u> Unit 6 Lesson 18: 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>

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

Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
(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:	
(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><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>
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	<p><u>Get Feedback Writer's Handbook Peer Conferencing</u> Unit 1 Lesson 5: Work Time Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time</p> <p><u>Small Group Research Strategy: 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>

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Texas Essential Knowledge and Skills for English Language Arts and Reading, English I	iLit ELL/45 Grade 9/Level F
<p>(C) evaluate the effectiveness of a speaker's main and supporting ideas.</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>(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 give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing 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>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>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p>

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

<p align="center"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading, English I</b></p>	<p align="center"><b>iLit ELL/45 Grade 9/Level F</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 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>