

A Correlation of

iLit
inspireLiteracy

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To the

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

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to the
Texas Essential Knowledge and Skills for English Language Arts and Reading,
English II**

Introduction

This document demonstrates how **Savvas iLit ©2013** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts and Reading English II. Correlation references are cited by feature and unit and lesson number.

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

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

**iLit ©2013, Grade 10
to the
Texas Essential Knowledge and Skills for English Language Arts and Reading,
English II**

Table of Contents

Reading/Vocabulary Development	4
Reading/Comprehension of Literary Text.....	6
Reading/Comprehension of Informational Text	12
Reading/Media Literacy	17
Writing	18
Oral and Written Conventions	22
Research	26
Listening and Speaking	28

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English II**

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Reading/Vocabulary Development	
<p>10.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>(1) 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>Daily Whole Class instruction includes vocabulary skills instruction, including word origins, context clues, denotations and connotations, and analogies.</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Every lesson—Vocabulary; Whole Group (Vocabulary Pause)</p>
<p>10.1.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><u>Reading Strategy: Use Word Structure to Understand Words</u> Whole Group 3.14 Work Time 3.14</p> <p><u>Reading Strategy: Recognize Word Parts</u> Read Aloud, Think Aloud 4.5 Whole Group 4.4 Work Time 4.4, 4.5</p> <p><u>Word Parts: Prefixes and Suffixes and Word Parts: Word Roots</u> Work Time Vocabulary Study Plan 1.11-1.16, 5.11-5.16, 6.11-6.16</p> <p><u>Word Parts</u> Work Time Vocabulary Study Plan 3.11-3.16, 4.11-4.16</p> <p><u>Greek and Latin Word Parts and Roots</u> Work Time Spelling Study Plan 5.6-5.10</p>

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English II**

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<p>10.1.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>Use Context Clues to Determine Meaning</u> Whole Group 2.3, 6.14 Work Time 2.3, 6.14 Vocabulary Study Plan, 1.11-1.16, 2.11-2.16, 3.11-3.16, 4.11-4.15, 5.11-5.15, 6.11-6.15</p> <p><u>Reading Strategy: Use Context Clues and Dictionaries</u> Whole Group 5.2</p> <p><u>Using Context Clues</u> Vocabulary 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19, 2.21, 2.22, 2.23, 2.24, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.22, 3.23, 3.24, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.16, 4.17, 4.18, 4.19, 4.21, 4.22, 4.23, 4.24, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18, 5.19, 5.21, 5.22, 5.23, 5.24, 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 6.11, 6.12, 6.13, 6.14, 6.16, 6.17, 6.18, 6.19, 6.21, 6.22, 6.23, 6.24</p>
<p>10.1.C infer word meaning through the identification and analysis of analogies and other word relationships;</p>	<p><u>Work Time Vocabulary Study Plan</u> Unit 1: Analogies, Word Associations Unit 2: Analogies, Word Associations Unit 3: Word Associations Unit 4: Analogies, Word Associations, Synonyms and Antonyms Unit 5: Analogies, Word Associations, Synonyms and Antonyms Unit 6: Analogies, Word Associations, Synonyms and Antonyms</p>

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English II**

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10.1.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., glasnost, avant-garde, coup d'état); and	<p><u>Words from Many Cultures</u> Work Time Spelling Study Plan 6.6-6.10</p> <p><u>Use a Dictionary</u> Whole Group 6.5</p> <p><u>Greek and Latin Word Parts and Roots</u> Work Time Spelling Study Plan 5.6-5.10</p>
10.1.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>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use a Dictionary</u> Whole Group 6.5</p> <p><u>Reading Strategy: Use Context Clues and Dictionaries</u> Whole Group 5.2</p> <p>Independent Reading—Every lesson</p>
Reading/Comprehension of Literary Text	
10.2 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>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 fiction and nonfiction literary texts, and shorter texts from a variety of genres.</p> <p>Adapted classics in the Independent Reading library provide struggling readers with extensive exposure to the writers and traditions that have shaped today's literature.</p>

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English II**

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10.2.A compare and contrast differences in similar themes expressed in different time periods;	<p><u>Genre: Folktale</u> Read Aloud, Think Aloud 1.1</p> <p><u>Introduce Unit Theme</u> Read Aloud, Think Aloud 3.1</p> <p><u>Analyze and Identify Theme</u> Whole Group 3.10 Work Time 3.10</p> <p><u>Discuss and Review the Unit Theme</u> Work Time 5.1 Read Aloud, Think Aloud 5.14</p> <p><u>Analyze Theme or Central Idea</u> Whole Group 5.23</p> <p><u>Review the Theme</u> Read Aloud, Think Aloud 6.18</p>
10.2.B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	<p><u>Genre: Folktale</u> Read Aloud, Think Aloud 1.1</p>
10.2.C relate the figurative language of a literary work to its historical and cultural setting.	<p><u>Figurative Language</u> Whole Group 1.14, 3.5, 6.2 Work Time 1.14, 3.5, 6.2</p> <p><u>Simile, Metaphor, Idiom, Hyperbole</u> Whole Group 2.18, 4.14 Read Aloud, Think Aloud 5.23, 6.8</p>

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English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ©2013 Grade 10
<p>10.3 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>Poems are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p><u>Genre: Poem</u> Read Aloud, Think Aloud 2.23, 3.23</p> <p><u>Reading Strategy: Monitor and Clarify by Paraphrasing; Close Read</u> Read Aloud, Think Aloud 2.23, 4.1</p> <p><u>Reading Strategy: Paraphrasing; Close Read</u> Read Aloud, Think Aloud 3.23</p> <p><u>Rewrite Stanzas of a Poem</u> Work Time 2.23</p> <p><u>Write a Poem</u> Work Time 4.1</p>
<p>10.4 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 in iLit read one of two adapted versions of Romeo and Juliet; both are written in dialogue in verse form but at a more accessible reading level and contain background and a summary of the play. iLit also includes an original version of the play to provide teachers with the opportunity to expose struggling readers to the original verse.</p> <p>Genre Study: Drama focused on Romeo and Juliet—Teacher Resources; Independent Reading: other adapted dramas include A Midsummer Night’s Dream, Othello, Hamlet, Macbeth, A Doll’s House</p> <p><u>Plan a Dramatization; Prepare a Script</u> Work Time 1.18–1.24</p> <p><u>Sample Script for a Multimedia Presentation</u> Work Time 1.20</p>

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English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ©2013 Grade 10
10.5 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:	Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories.
10.5.A analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	<p><u>Connect Literary Elements; Plot</u> Whole Group 1.20</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Whole Group 3.20</p> <p><u>Reading Strategy: Analyze Dialogue, Plot, and Character</u> Whole Group 5.17</p> <p><u>Reading Strategy: Compare and Contrast Events</u> Read Aloud, Think Aloud 3.20 Whole Group 6.17 Work Time 3.20, 6.17</p>
10.5.B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	<p><u>Compare and Contrast Characters</u> Read Aloud, Think Aloud 1.9, 3.9 Work Time 1.9, 3.3, 3.8, 3.9 Whole Group 3.3, 3.8</p> <p><u>Reading Strategy: Analyze Character Development and Motivation</u> Whole Group 5.11</p> <p><u>Make Connections Between Individuals</u> Read Aloud, Think Aloud 6.16</p> <p><u>Write a Character Sketch</u> Work Time 3.4</p> <p><u>Write About Character Development</u> Work Time 5.11</p>

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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 ©2013 Grade 10
10.5.C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and	<p><u>Identify Point of View</u> Whole Group 5.20</p> <p><u>Recognize How Word Choice Affects Tone and Mood</u> Read Aloud, Think Aloud 3.13 Work Time 3.13</p> <p><u>Reading Strategy: Description and Mood</u> Work Time 5.13</p> <p><u>Write a Fictional Narrative Paragraph</u> Work Time 2.12</p>
10.5.D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	(5D) Independent Reading: Titles include Adapted works from Guy De Maupassant, Mori Ogai, Alexandre Dumas, Edmond Rostand, Victor Hugo, Gaston Leroux, Henrik Ibsen, and other world authors
10.6 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>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, 2.3-2.5, 2.6-2.10, 2.11, 2.13-2.15, 2.16-2.20, 4.3-4.5, 4.6-4.10, 4.11-4.15, 4.16-4.19, 6.3-6.5, 6.6, 6.7, 6.10, 6.11-6.15, 6.16-6.20, 6.21-6.23</p>

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English II**

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<p>10.7 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>Whole-class and small-group instruction in sensory language is provided during Whole Group, Read Aloud Think Aloud, and Work Time</p> <p><u>Figurative Language</u> Whole Group 1.14, 3.5, 6.2 Work Time 1.14, 3.5, 6.2</p> <p><u>Simile, Metaphor, Idiom, Hyperbole</u> Whole Group 2.18, 4.14 Read Aloud, Think Aloud 5.23, 6.8</p> <p><u>Visualize the Action and Setting</u> Read Aloud, Think Aloud 1.20, 4.9 Whole Group 1.6, 2.6, 5.4, 5.7 Work Time 1.20, 3.5, 4.9, 5.4, 5.7</p> <p><u>Visualize Characters</u> Whole Group 3.4, 5.4 Work Time 1.6, 3.4, 5.4</p> <p><u>Use Details to Visualize Text</u> Read Aloud, Think Aloud 2.7</p>

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to the
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English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ©2013 Grade 10
Reading/Comprehension of Informational Text	
<p>10.8 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><i>Narrative of the Life of Frederick Douglass</i></u> Read Aloud, Think Aloud 2.3-2.5, 2.6-2.10, 2.11, 2.13-2.15, 2.16-2.20 Whole Group 2.3-2.5, 2.6-2.10, 2.11, 2.13-2.15, 2.16-2.20</p> <p><u><i>Students on Strike</i></u> Read Aloud, Think Aloud 4.3-4.5, 4.6-4.10, 4.11-4.15, 4.16-4.19 Whole Group 4.3-4.5, 4.6-4.10, 4.11-4.15, 4.16-4.19</p> <p><u><i>The Code Talker</i></u> Read Aloud, Think Aloud 5.3-5.5, 5.6-5.10, 5.11-5.15, 5.16-5.19 Whole Group 5.3-5.5, 5.6-5.10, 5.11, 5.13-5.15, 5.16-5.19</p> <p><u><i>Struggles in Africa</i></u> Read Aloud, Think Aloud 5.12 Whole Group 5.12</p>
<p>10.9 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>Informational and expository texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Students read informational texts each week during independent Work Time. Students respond to Reading Checkpoints that call on them to make inferences and draw conclusions. They then write a summary of what they have just read and receive personalized instruction and feedback in summary writing.</p>

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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 ©2013 Grade 10
<p>10.9.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>Reading Strategy: Monitor and Clarify by Summarizing</u> Whole Group 2.4</p> <p><u>Reading Strategy: Summarize Your Knowledge</u> Read Aloud, Think Aloud 6.12, 6.14, 6.17 Whole Group 2.12, 2.15, 4.23, 6.22 Work Time 2.4</p> <p><u>Reading Strategy: Summarize Text by Identifying Central Ideas</u> Whole Group 3.22</p> <p><u>Write a Summary</u> Work Time 2.15</p> <p><u>Interactive Readings Summary Writing</u> Work Time, 1.2, 1.3, 1.7, 1.8, 1.12, 1.13, 1.17, 1.18, 1.22, 1.23, 2.2, 2.3, 2.7, 2.8, 2.12, 2.13, 2.17, 2.18, 2.22, 2.23, 3.2, 3.3, 3.7, 3.8, 3.12, 3.13, 3.17, 3.18, 3.22, 3.23, 4.2, 4.3, 4.7, 4.8, 4.12, 4.13, 4.17, 4.18, 4.22, 4.23, 5.2, 5.3, 5.7, 5.8, 5.12, 5.13, 5.17, 5.18, 5.22, 5.23, 6.2, 6.3, 6.7, 6.8, 6.12, 6.13, 6.17, 6.18, 6.22, 6.23</p>
<p>10.9.B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;</p>	<p><u>Analyze Texts for Arguments</u> Whole Group 3.24</p> <p><u>Speech: Author's Purpose</u> Whole Group 2.1, 2.2 Work Time 2.1, 2.2, 2.3 Read Aloud, Think Aloud 2.4</p> <p><u>Magazine Article : Evaluate Author's Purpose</u> Read Aloud, Think Aloud 2.22</p> <p><u>Speech (Persuasive)</u> Read Aloud, Think Aloud 2.24</p>

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English II**

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<p>10.9.C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	<p><u>Summarize; Main Idea and Details</u> Whole Group 2.15 Work Time 2.15</p> <p><u>Reading Strategy: Summarize Text by Identifying Central Ideas</u> Whole Group 3.22</p> <p><u>Reading Strategy: Analyze Text Structure and Organization</u> Read Aloud, Think Aloud 4.23</p> <p><u>Reading Strategy: Identify Central Ideas and Supporting Details</u> Whole Group 4.24</p> <p><u>Synthesize Ideas</u> Read Aloud, Think Aloud 5.21 Group 5.21</p>
<p>10.9.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>Make Connections Between Ideas in Texts</u> Read Aloud, Think Aloud 5.24 Whole Group 5.24 Work Time 5.24</p> <p><u>Reading Strategy: Synthesize Information and Ideas Among Texts</u> Read Aloud, Think Aloud 6.9</p> <p><u>Informative Book: Monitor and Clarify by Paraphrasing; Compare Texts</u> Read Aloud, Think Aloud 6.2</p> <p><u>Introduce Unit Theme</u> Read Aloud, Think Aloud 3.1</p> <p><u>Discuss the Unit Theme</u> Work Time 5.1</p>

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English II**

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<p>10.10 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>Persuasive texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p>
<p>10.10.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>Analyze Texts for Arguments</u> Whole Group 3.24</p> <p><u>Speech: Author's Purpose</u> Whole Group 2.1, 2.2 Work Time 2.1, 2.2, 2.3 Read Aloud, Think Aloud 2.4</p> <p><u>Magazine Article : Evaluate Author's Purpose</u> Read Aloud, Think Aloud 2.22</p> <p><u>Speech (Persuasive)</u> Read Aloud, Think Aloud 2.24</p>
<p>10.10.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>Speech: Author's Purpose</u> Whole Group 2.1, 2.2 Work Time 2.1, 2.2, 2.3 Read Aloud, Think Aloud 2.4</p> <p><u>Speech (Persuasive)</u> Read Aloud, Think Aloud 2.24</p> <p><u>Analyze Texts for Arguments</u> Whole Group 3.24</p> <p><u>Reading Strategy: Synthesize Information and Ideas Among Texts</u> Read Aloud, Think Aloud 6.9</p>

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

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<p>10.11 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>Procedural texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p>
<p>10.11.A evaluate text for the clarity of its graphics and its visual appeal; and</p>	<p>For related material see: <u>"Why I Write"</u> Read Aloud, Think Aloud 4.2</p> <p><u>"Searching for Hope Through the Lens"</u> Read Aloud, Think Aloud 4.20</p> <p>Teacher Resources: Genre Study: Procedural Texts</p>
<p>10.11.B synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p>	<p>For related material see: <u>"Why I Write"</u> Read Aloud, Think Aloud 4.2</p> <p><u>"Searching for Hope Through the Lens"</u> Read Aloud, Think Aloud 4.20</p> <p>Teacher Resources: Genre Study: Procedural Texts</p>

**iLit ©2013, Grade 10
to the
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English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ©2013 Grade 10
Reading/Media Literacy	
<p>10.12 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>iLit includes an extensive number of visual texts from Dorling Kindersly and other sources. Instruction in analyzing these texts is provided during the Read Aloud, Think Aloud and Whole Group.</p> <p>In addition, an extensive amount of rich media is included in iLit and serves as the basis for developing media literacy skills.</p>
<p>10.12.A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p><u>Background Video</u> Read Aloud, Think Aloud 1.2, 2.1, 3.1, 4.1, 4.16, Whole Group 1.6, 1.10, 1.16, 1.22, 2.4, 2.5, 2.7, 2.14, 2.19, 3.10, 3.11, 3.13, 4.4, 5.4, 5.7, 5.20</p> <p><u>“Should Military Recruiters Be Allowed in High Schools”</u> For related material see: Read Aloud, Think Aloud 5.22</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>
<p>10.12.B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p>	<p><u>Background Video</u> Read Aloud, Think Aloud 1.2, 2.1, 3.1, 4.1, 4.16, Whole Group 1.6, 1.10, 1.16, 1.22, 2.4, 2.5, 2.7, 2.14, 2.19, 3.10, 3.11, 3.13, 4.4, 5.4, 5.7, 5.20</p> <p><u>“Should Military Recruiters Be Allowed in High Schools”</u> For related material see: Read Aloud, Think Aloud 5.22</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>

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English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ©2013 Grade 10
10.12.C examine how individual perception or bias in coverage of the same event influences the audience; and	<p><u>"Should Military Recruiters Be Allowed in High Schools"</u> For related material see: Read Aloud, Think Aloud 5.22</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>
10.12.D evaluate changes in formality and tone within the same medium for specific audiences and purposes.	<p><u>"Should Military Recruiters Be Allowed in High Schools"</u> For related material see: Read Aloud, Think Aloud 5.22</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>
Writing	
10.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	<p>Students write every day in iLit. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during Work Time, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing. iLit provides instant personalized feedback to their writing that guides them in revision.</p> <p>In addition, the program includes extensive whole class instruction in writing process and the modes of writing.</p>
10.13.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>Students Plan, Write, and Revise a Narrative Essay, 2.22–2.24 Students Plan, Write, and Revise an Expository Nonfiction, 4.16–4.24 Students Plan, Write, and Revise a Persuasive Nonfiction, 6.16–6.24</p>

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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 ©2013 Grade 10
10.13.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;	Students Plan, Write, and Revise a Narrative Essay, 2.22–2.24 Students Plan, Write, and Revise an Expository Nonfiction, 4.16–4.24 Students Plan, Write, and Revise a Persuasive Nonfiction, 6.16–6.24
10.13.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;	Students Plan, Write, and Revise a Narrative Essay, 2.22–2.24 Students Plan, Write, and Revise an Expository Nonfiction, 4.16–4.24 Students Plan, Write, and Revise a Persuasive Nonfiction, 6.16–6.24
10.13.D edit drafts for grammar, mechanics, and spelling; and	Students Plan, Write, and Revise a Narrative Essay, 2.22–2.24 Students Plan, Write, and Revise an Expository Nonfiction, 4.16–4.24 Students Plan, Write, and Revise a Persuasive Nonfiction, 6.16–6.24
10.13.E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Students Plan, Write, and Revise a Narrative Essay, 2.22–2.24 Students Plan, Write, and Revise an Expository Nonfiction, 4.16–4.24 Students Plan, Write, and Revise a Persuasive Nonfiction, 6.16–6.24
10.14 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:	Students write at least one short literary text in each unit. In addition, Unit 2 includes an extended narrative writing assignment with accompanying whole class, small group, and independent instruction. <u>Plan, Write, and Revise a Narrative Essay</u> Whole Group, 2.16–2.22 Work Time, 2.16–2.22
10.14.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;	<u>Fictional Narrative Paragraph</u> Whole Group, 2.11–2.12 Work Time, 2.11–2.12 <u>Write a Personal Narrative</u> Whole Group, 2.16–2.21 Work Time, 2.16–2.21

**iLit ©2013, Grade 10
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 ©2013 Grade 10
10.14.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>Rewrite Stanzas of a Poem</u> Work Time 2.23 <u>Write a Poem</u> Work Time 4.1
10.14.C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	<u>Plan a Dramatization; Prepare a Script</u> Work Time 1.18–1.24 <u>Sample Script for a Multimedia Presentation</u> Work Time 1.20
10.15 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:	<u>Write an Expository Paragraph</u> Whole Group, 3.2–3.3, 4.5 Work Time, 3.2–3.3, 4.4–4.5, 4.13–4.14 <u>Write Expository Nonfiction</u> Whole Group 4.17–4.22 Work Time, 4.13–4.14, 4.17–4.22
10.15.A write an analytical essay of sufficient length that includes: 10.15.A.i effective introductory and concluding paragraphs and a variety of sentence structures; 10.15.A.ii rhetorical devices, and transitions between paragraphs; 10.15.A.iii a thesis or controlling idea; 10.15.A.iv an organizing structure appropriate to purpose, audience, and context; 10.15.A.v relevant evidence and well-chosen details; and 10.15.A.vi distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	<u>Write Persuasive Nonfiction (Compare and Contrast Ideas and Events)</u> Whole Group and Work Time 6.16–6.24 <u>Problem–Solution Paragraph (Make Connections with Causes and Effects)</u> Work Time 6.13, 6.14 <u>Persuasive Paragraph</u> Whole Group and Work Time 5.4, 5.5, 5.8, 5.9

**iLit ©2013, Grade 10
to the
Texas Essential Knowledge and Skills for English Language Arts and Reading,
English II**

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<p>10.15.B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: 10.15.B.i organized and accurately conveyed information; 10.15.B.ii reader-friendly formatting techniques; and 10.15.B.iii anticipation of readers' questions;</p>	<p><u>Plan a Multimedia Presentation</u> Whole Group 1.16 Work Time 1.16</p> <p><u>Organize and Create a Multimedia Presentation</u> Work Time 1.19</p> <p><u>Multimedia Presentation Outlines ; Conferencing with Individuals</u> Work Time 3.18</p> <p><u>Organize Content for Multimedia Presentation</u> Whole Group 3.19 Work Time 3.19</p> <p><u>Write a Letter</u> Work Time 5.2</p> <p><u>Multimedia Project Plan</u> Work Time 5.16</p>
<p>10.15.C write an interpretative response to an expository or a literary text (e.g., essay or review) that: 10.15.C.i extends beyond a summary and literal analysis; 10.15.C.ii addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and 10.15.C.iii analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and</p>	<p>Unit 1—5 weekly Work Time Interactive Reader Critical Responses Unit 2—5 weekly Work Time Interactive Reader Critical Responses Unit 3—5 weekly Work Time Interactive Reader Critical Responses Unit 4—5 weekly Work Time Interactive Reader Critical Responses Unit 5—5 weekly Work Time Interactive Reader Critical Responses Unit 6—5 weekly Work Time Interactive Reader Critical Responses</p>
<p>10.15.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>Students plan, research organize, and deliver a Multimedia Presentation, 1.16-1.24, 3.16-3.24, 5.16-5.24</p> <p>Teacher's Resources: Writing Resources—Research Writing</p>

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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 ©2013 Grade 10
10.16 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:	Students write at least one short persuasive text in each unit. In addition, Unit 6 includes an extended persuasive writing assignment with accompanying whole class, small group, and independent instruction.
<p>10.16.A a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p> <p>10.16.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>10.16.C counter-arguments based on evidence to anticipate and address objections;</p> <p>10.16.D an organizing structure appropriate to the purpose, audience, and context;</p> <p>10.16.E an analysis of the relative value of specific data, facts, and ideas; and</p> <p>10.16.F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p>	<p>Unit 6 includes an extended persuasive writing assignment where students develop a thesis and develop arguments supported by evidence. Through whole class and independent instruction, students plan, draft, revise, edit, present, and evaluate their Persuasive Nonfiction assignment.</p> <p><u>Write Persuasive Nonfiction</u> Whole Group and Work Time 6.16-6.24</p> <p><u>Problem-Solution Paragraph</u> Work Time 6.13, 6.14</p> <p><u>Persuasive Paragraph</u> Whole Group and Work Time 5.4, 5.5, 5.8, 5.9</p>
Oral and Written Conventions	
10.17 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:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. In addition, lessons are included that reinforce oral and written conventions.
10.17.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
10.17.A.i more complex active and passive tenses and verbals (gerunds, infinitives, participles);	<u>Verbs and Verb Tenses</u> Grammar Study Plan, 2.1-2.5
10.17.A.ii restrictive and nonrestrictive relative clauses; and	<u>Clauses</u> Grammar Study Plan, 4.1-4.5

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to the
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English II**

Texas Essential Knowledge and Skills for English Language Arts and Reading English II	iLit ©2013 Grade 10
10.17.A.iii reciprocal pronouns (e.g., each other, one another);	<u>Pronouns</u> Grammar Study Plan, 1.1-1.5, 3.1-3.5
10.17.B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	Opportunities to explore the subjunctive mood can be found in the following: <u>Clauses</u> Grammar Study Plan, 4.1-4.5 <u>Writing Expository Nonfiction: Role Model</u> Work Time 4.16-4.24
10.17.C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	<u>Sentence Fluency and Conventions Checklist</u> Whole Group 1.13 Work Time 1.13 <u>Write with Sentence Variety</u> Whole Group 4.20, 6.18 <u>Review Common Writing Mistakes</u> Whole Group 6.19 <u>Grammar Study Plan</u> 4.1-4.5: Clauses; Combining Sentences; Compound and Complex Sentences; Conjunctions in Compound Sentences; Conjunctions in Complex Sentences

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to the
Texas Essential Knowledge and Skills for English Language Arts and Reading,
English II**

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<p>10.18 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>Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time.</p>
<p>10.18.A use conventions of capitalization; and 10.18.B use correct punctuation marks including: 10.18.B.i comma placement in nonrestrictive phrases, clauses, and contrasting expressions; 10.18.B.ii quotation marks to indicate sarcasm or irony; and 10.18.B.iii dashes to emphasize parenthetical information.</p>	<p><u>Grammar Study Plan</u> 5.1-5.5: Commas in Sentences; Avoiding Unnecessary Commas; Semicolons and Colons 6.1-6.5: Using Quotation Marks; Using Capitalization; Words or Phrases with Special Treatment; Common Usage Problems; Writing Effective Sentences</p>

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

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<p>10.19 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>Every unit in iLit includes a personalized spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Spelling Study Plans</u></p> <p>1.6-1.10: One Word or Two? Consonant Sounds; Single or Double Consonant?; Vowel Sounds in Suffixes; Using Just Enough Letters</p> <p>2.6-2: Writing Letters in Correct Order; Homophones; Unclear Sound Clues; Vowels in Unstressed Syllables; Including All the Letters</p> <p>3.6-3.10: Word Endings; Challenging Plurals; Prefixes; Compound Words and Phrases; Spelling Contractions</p> <p>4.6-4.10: Prefixes 1; Prefixes 2; Suffixes 1; Suffixes 2; Unusual Letter Combinations</p> <p>5.6-5.10: Greek Word Parts; Latin Word Roots, Part 1; Latin Word Roots, Part 2; Greek and Latin Word Roots; Multisyllabic Words</p> <p>6.6-6.10: Related Word, Part 1; Related Word, Part 2; Related Word, Part 3; Easily Confused Words; Words from Many Cultures</p>

**iLit ©2013, Grade 10
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 ©2013 Grade 10
Research	
<p>10.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 4 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p>
<p>10.20.A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and 10.20.B formulate a plan for engaging in research on a complex, multi-faceted topic.</p>	<p>Teacher's Resources: Writing Resources— Research Writing</p> <p>Students plan, research organize, and deliver a Multimedia Presentation, 1.16-1.24, 3.16-3.24, 5.16-5.24</p> <p>Students plan, research, organize, and Expository Nonfiction: 4.16-4.24</p>
<p>10.21 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>Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 4 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p>
<p>10.21.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; 10.21.B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and 10.21.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 Activities for Expository Nonfiction</u> Whole Group, 4.18 Work Time, 4.18</p> <p><u>Research Activities for Multimedia Presentations</u> Whole Group, 1.17, 3.17, 5.18 Work Time, 1.17, 3.17, 5.18</p> <p>Teacher's Resources: Writing Resources— Research Writing</p>

**iLit ©2013, Grade 10
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 ©2013 Grade 10
10.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 4 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.
10.22.A modify the major research question as necessary to refocus the research plan; 10.22.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 10.22.C critique the research process at each step to implement changes as the need occurs and is identified.	Students plan, research, organize, and Expository Nonfiction: 4.16-4.24 Teacher's Resources: Writing Resources—Research Writing Students plan, research, organize, and deliver a Multimedia Presentation, 1.16-1.24, 3.16-3.24, 5.16-5.24
10.23 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:	Each of the three Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 4 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.
10.23.A marshals evidence in support of a clear thesis statement and related claims; 10.23.B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; 10.23.C uses graphics and illustrations to help explain concepts where appropriate; 10.23.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 10.23.E uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.	Students plan, research, organize, and deliver a Multimedia Presentation in the following lessons: <u>Plan, Research, Give, and Evaluate a Multimedia Presentation</u> Whole Group and Work Time: 1.16-1.24 Whole Group and Work Time: 3.16-3.24 Whole Group and Work Time: 5.16-5.24 <u>Research Activities for Expository Nonfiction</u> Whole Group, 4.18 Work Time, 4.18

**iLit ©2013, Grade 10
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 ©2013 Grade 10
Listening and Speaking	
10.24 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:	Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.
10.24.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;	<u>Partner Conversation: Interview</u> Classroom Conversation 1.8, 2.1, 2.2, 2.4, 2.7, 2.11, 2.13, 2.17, 3.13, 3.17 <u>Multimedia Presentation Evaluation</u> Work Time 1.23, 1.24, 3.22, 3.23, 3.24, 5.24
10.24.B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	<u>Plan a Multimedia Presentation</u> Whole Group 1.16, 3.16 Work Time 1.16, 1.19 <u>Create a Multimedia Presentation; Sample Script for a Multimedia Presentation</u> Whole Group 3.19 Work Time 1.20, 3.16, 3.18, 3.19, 5.16 <u>Multimedia Presentation; Conferencing with Individuals</u> Work Time 3.16, 3.18, 3.21, 3.24, 5.16, 5.23 <u>Rehearse a Multimedia Presentation; Conferencing with Individuals</u> Work Time 3.21, 5.23
10.24.C evaluate how the style and structure of a speech support or undermine its purpose or meaning.	<u>Multimedia Presentation Evaluation</u> Work Time 1.23, 1.24, 3.22, 3.23, 3.24, 5.24 <u>Multimedia Presentation Checklist</u> Whole Group 3.16, 5.16 <u>Multimedia Presentation; Conferencing with Individuals</u> Work Time 3.16, 3.18, 3.21, 5.23

**iLit ©2013, Grade 10
to the
Texas Essential Knowledge and Skills for English Language Arts and Reading,
English II**

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<p>10.25 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 formal Multimedia Presentations three times a year.</p> <p>All Lessons: Classroom Conversation</p> <p><u>Plan a Multimedia Presentation</u> Whole Group 1.16, 3.16 Work Time 1.16, 1.19</p> <p><u>Create a Multimedia Presentation: Sample Script for a Multimedia Presentation</u> Work Time 1.20</p> <p><u>Rehearse a Multimedia Presentation: Conferencing with Individuals</u> Work Time 3.21</p>

**iLit ©2013, Grade 10
to the
Texas Essential Knowledge and Skills for English Language Arts and Reading,
English II**

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<p>10.26 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><u>Partner Conversation: Interview</u> Classroom Conversation 1.8, 2.1, 2.2, 2.4, 2.7, 2.11, 2.13, 2.17, 3.13, 3.17, 4.7, 4.20, 5.5, 5.8, 5.13, 5.15, 6.9</p> <p><u>Small Group Conversation</u> Classroom Conversation 1.13, 1.15, 1.21, 3.4, 3.9, 4.8, 4.23, 5.18, 5.20, 6.3, 6.8</p> <p><u>Small Group Discussion</u> Classroom Conversation 1.2, 1.4, 1.6, 1.7, 1.11, 1.12, 1.17, 1.22, 2.8, 2.22, 2.23, 3.2, 3.3, 3.7, 3.8, 3.12, 3.14, 3.18, 3.19, 3.21, 4.3, 4.8, 4.10, 4.15, 4.18, 5.3, 5.10, 5.21, 6.11</p> <p><u>Whole Class Discussion</u> Classroom Conversation 2.6, 2.20</p> <p><u>Create a Multimedia Presentation; Sample Script for a Multimedia Presentation</u> Work Time 1.20, 5.16</p> <p><u>Multimedia Presentation Outlines; Conferencing with Individuals</u> Work Time 3.18</p> <p><u>Rehearse and Give a Multimedia Presentation; Conferencing with Individuals</u> Work Time 3.21, 5.22</p> <p><u>Evaluate Multimedia Presentations</u> Work Time 3.22, 3.23, 3.24, 5.24</p>