

A Correlation of

**iLit45**



**Level G**

**To**

**Wisconsin Standards for  
English Language Arts 2020  
Grade 10**

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

**Introduction**

This document demonstrates how *iLit 45* meets the objectives of the Wisconsin Standards for English Language Arts, 2020. Correlation references are cited by feature and unit and lesson number.

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

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

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

**Table of Contents**

<b>R.9-10: Reading .....</b>	<b>4</b>
<b>W.9-10: Writing Standards .....</b>	<b>11</b>
<b>SL.9-10: Speaking &amp; Listening .....</b>	<b>20</b>
<b>L.9-10: Language.....</b>	<b>24</b>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<b>R.9-10: Reading</b>	
Key Ideas and Details	
<b>R.9-10.1:</b> Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u>            Unit 2 Lesson 18: Read Aloud, Think Aloud; Work Time            Unit 3 Lesson 2: Read Aloud, Think Aloud            Unit 4 Lesson 16: Whole Group            Unit 4 Lesson 17: Read Aloud, Think Aloud            Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Analyze Dialogue and Plot Incidents</u>            Unit 2 Lesson 28: Whole Group            Unit 4 Lesson 28: Whole Group</p> <p><u>Make Inferences (narrative examples)</u>            Unit 2 Lesson 9: Read Aloud, Think Aloud            Unit 2 Lesson 11: Work Time            Unit 2 Lesson 14: Read Aloud, Think Aloud            Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u>            Unit 2 Lesson 11: Work Time            Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time            Unit 5 Lesson 8: Read Aloud, Think Aloud            Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u>            Unit 4 Lesson 6: Whole Group            Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 9: Work Time</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

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<p><b>R.9-10.2:</b> Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&amp;RL)</p>	<p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time</p>

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Wisconsin Standards for English Language Arts 2020, Grades 9-10**

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<p><b>R.9-10.3:</b> In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</p>	<p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p> <p><u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Causes and Effects</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

Wisconsin Standards for English Language Arts 2020, Grades 9-10	iLit 45 Level G
Craft and Structure	
<p><b>R.9-10.4:</b> Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&amp;RL)</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>
<p><b>R.9-10.5:</b> In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)</p>	<p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p> <p><u>Evaluate Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author's Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p>

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Wisconsin Standards for English Language Arts 2020, Grades 9-10**

Wisconsin Standards for English Language Arts 2020, Grades 9-10	iLit 45 Level G
<p><b>R.9-10.6:</b> Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&amp;RL)</p>	<p><u><i>“An Island Like You” (short stories)</i></u> Unit 4 Lesson 2–4, 7–9, 12–14, 17–19; Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p>
Integration of Knowledge and Ideas	
<p><b>R.9-10.7:</b> Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&amp;RL)</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u><i>“What’s for Sale? Your Self-Esteem”</i></u> <u>(informational text)</u> Unit 2 Lesson 1</p> <p><u>Text: “Deborah Sampson: America’s First Known Female War Hero”;</u> <u>Text: “Should Military Recruiters Be Allowed in High Schools?”</u> Unit 2 Lessons 38–39</p> <p><u>Text: “I Can’t ‘Snap Out’ of My Depression” &amp; “To My Daughter”</u> Unit 2 Lesson 43</p> <p><u>Connect Texts to Make Inferences</u> Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u><i>“Struggles in Africa”</i></u> <u>(academic article)</u> Unit 2 Lesson 20: Background Video</p>



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<p>(Continued) <b>R.9-10.7:</b> Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&amp;RL)</p>	<p>(Continued) <u>Video: “Life Choices Part 1”</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss “Life Choices”</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: “Life Choices Part 2”</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p>
<p><b>R.9-10.8:</b> Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)</p>	<p><u>“Death of an Olympian,” and “It Should Have Been Me” (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“The Kingdom of Night” (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Evaluate Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence</p>

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<p><b>R.9-10.9:</b> Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>“The Ultimate Merchandising Vehicle”</i></u> (informational text) Unit 2 Lesson 11</p> <p><u><i>“Concussions Impact US Teen Athletes,” “Death of an Olympian,” and “It Should Have Been Me”</i></u> Unit 4 Lesson 39</p> <p><u><i>“Afghan Girls Stay in School Despite Attacks”</i></u> Unit 5 Lesson 3</p> <p><u>Author’s Purpose (informative/nonfiction/personal narrative examples)</u> Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u><i>“An Island Like You” (short stories)</i></u> Unit 4 Lesson 2–4, 7–9, 12–14, 17–19; Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

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Wisconsin Standards for English Language Arts 2020, Grades 9-10	iLit 45 Level G
<b>W.9-10: Writing Standards</b>	
Text Types and Purposes	
<p><b>W.9-10.1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p><u>Write an Argumentative Paragraph/Essay</u>            Unit 2 Lesson 10: Work Time            Unit 4 Lesson 28: Work Time            Unit 6 Lesson 18: Work Time            Unit 6 Lesson 31: Whole Group            Unit 6 Lesson 33: Work Time            Unit 6 Lesson 36: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u>            Unit 2 Lesson 15: Work Time            Unit 2 Lesson 35: Work Time            Unit 2 Lesson 36: Work Time            Unit 2 Lesson 37: Work Time            Unit 4 Lesson 7: Work Time            Unit 6 Lesson 10: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lesson 25: Work Time            Unit 4 Lesson 17: Work Time            Unit 4 Lesson 31: Whole Group            Unit 4 Lesson 33: Whole Group; Work Time            Unit 4 Lesson 34: Work Time            Unit 4 Lesson 35: Whole Group; Work Time            Unit 6 Lesson 27: Work Time</p>

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<b>W.9-10.2:</b> Write text in a variety of modes:	
<b>7W.9-10.2.a:</b> Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Argumentative Paragraph Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Plan an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 36–40: Evaluate a Speaker's Claim and Evidence Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 36–40: Present an Argumentative Essay</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Writing Routine</p>

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<p><b>W.9-10.2.b:</b> Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Research the Topic Unit 2 Lessons 31–35: Write Explanatory Nonfiction Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 1–5: Plan and Prewrite an Explanatory Paragraph Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Plan an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Writing Routine</p>

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<p><b>W.9-10.2.c:</b> Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><u>Write a Narrative Paragraph/Essay</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lesson 25: Work Time            Unit 4 Lesson 17: Work Time            Unit 4 Lesson 31: Whole Group            Unit 4 Lesson 33: Whole Group; Work Time            Unit 4 Lesson 34: Work Time            Unit 4 Lesson 35: Whole Group; Work Time            Unit 6 Lesson 27: Work Time</p> <p><u>Write and Perform an Original Scene</u>            Unit 3 Lesson 5: Whole Group; Work Time            Unit 3 Lesson 6: Work Time            Unit 3 Lesson 7: Work Time            Unit 3 Lesson 8: Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 1–5: Write a Narrative Paragraph            Unit 2 Lessons 21–25: Write a Narrative Paragraph            Unit 4 Lessons 16–20: Write a Narrative Paragraph            Unit 4 Lessons 31–35: Plan a Narrative Essay            Unit 4 Lessons 31–35: Write a Narrative Essay            Unit 4 Lessons 36–40: Present a Narrative Essay            Unit 6 Lessons 26–30: Write a Narrative Paragraph            Unit 6 Lessons 21–25: Plan a Narrative Paragraph</p> <p><u>Supplemental Lessons (examples)</u>  <u>Routine Cards</u>            Writing Routine</p>

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<b>W.9-10.3:</b> Create writing that utilizes:	
<b>W.9-10.3.a:</b> Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	<p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Organize Your Writing</u> Unit 2 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Present an Explanatory (Drafting-Body) Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting-Body) Unit 6 Lessons 31–35: Write an Argumentative (Drafting-Body)</p>
<b>W.9-10.3.b:</b> Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p><u>Organize Your Writing</u> Unit 2 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body)</p>
<b>W.9-10.3.c:</b> Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Present an Explanatory (Drafting-Body) Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting-Body) Unit 6 Lessons 31–35: Write an Argumentative (Drafting-Body)</p>

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<p>Production and Distribution of Writing</p> <p><b>W.9-10.4:</b> Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Students write every day in <i>iLit</i>. 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.</p> <p><u>Writing Lessons (examples)</u>            Unit 2 Lesson 15: Work Time            Unit 4 Lesson 31: Whole Group            Unit 4 Lesson 33: Whole Group; Work Time            Unit 6 Lesson 10: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 36–40: Present an Explanatory (Prewriting, Drafting, Revising, Editing, and Publishing)            Unit 4 Lessons 31–35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, and Publishing)            Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, and Publishing)</p>



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<p><b>W.9-10.5:</b> Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><u>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Writing Activities (examples)</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Present an Explanatory (Prewriting, Drafting, Revising, Editing, and Publishing) Unit 4 Lessons 31–35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, and Publishing) Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, and Publishing)</p>
<p><b>W.9-10.6:</b> Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</p>	
<p><b>W.9-10.6.a:</b> connecting writers and readers,</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up</p> <p><u>Closure; Extend Activity: Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p> <p><u>Assignments (examples)</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</p>

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<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<b>W.9-10.6.b:</b> producing accessible experiences for specific audiences, and	<p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up</p> <p><u>Closure; Extend Activity: Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p>
<b>W.9-10.6.c:</b> dynamically and flexibly matching modes with ideas to communicate with readers.	<p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up</p> <p><u>Closure; Extend Activity: Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p>
<b>Inquiry to Build and Present Knowledge</b>	
<b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Gather Information &amp; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<p>(Continued) <b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</p>	<p>(Continued) <u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Research Strategy: Write Interview Questions</u> Unit 5 Lesson 5: Work Time</p> <p>Assignments (examples) Unit 5 Lessons 1–5: Conduct Research Unit 5 Lessons 1–5: Research Plan</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p><b>W.9-10.8:</b> Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Gather Information &amp; Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Research Strategy: Write Interview Questions</u> Unit 5 Lesson 5: Work Time</p> <p>Assignments (examples) Unit 5 Lessons 1–5: Conduct Research Unit 5 Lessons 1–5: Research Plan</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<b>W.9.10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><u>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; Whole Group</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<b>SL.9-10: Speaking &amp; Listening</b>	
Comprehension and Collaboration	
<b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	
<b>SL.9-10.1.a:</b> Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Evaluating Classroom Conversation</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 4: Work Time</p> <p><u>Get Feedback</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<p>(Continued) <b>SL.9-10.1.a:</b> Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p>	<p>(Continued) <u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p> <p><u>Small Group Reteach: Discuss Life Choices</u> Unit 4 Lesson 5: Work Time</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Projects Routine Collaborative Conversation Routine</p>
<p><b>SL.9-10.1.b:</b> Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.</p>	<p><u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>
<p><b>SL.9-10.1.c:</b> Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p>
<p><b>SL.9-10.1.d:</b> Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>Evaluate Unit Project</u> Unit 5 Lesson 10: Wrap Up</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<p><b>SL.9-10.2:</b> Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 20: Whole Group</p>
<p><b>SL.9-10.3:</b> Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Prepare and Conduct Interview</u> Unit 5 Lessons 4–5: Wrap Up</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>

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Wisconsin Standards for English Language Arts 2020, Grades 9-10**

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Presentation of Knowledge and Ideas	
<p><b>SL.9-10.4:</b> Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Oral Reading Fluency (examples)</u> Unit 1 Lesson 4: Work Time Unit 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Oral Reading Fluency Presentations</u> Unit 1 Lesson 4: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</p> <p><u>Supplemental Lessons (examples)</u> <u>Read Aloud</u> Teachers can use the Read Aloud Section either to supplement the Read Aloud, Think Aloud titles in the core lessons or in place of one or more of the titles. Moving Forward Speaking Out A Midsummer Night’s Dream</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<b>SL.9-10.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<u>Research, Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1–9  <u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10  <u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up  <u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up
<b>L.9-10: Language</b>	
Knowledge of Language	
<b>L.9-10.1:</b> Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
<b>L.9-10.1.a:</b> Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<u>Teachers can use the following to introduce this concept:</u>  <u>Idioms</u> Unit 2 Lesson 7: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 9: Vocabulary Unit 6 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 23: Whole Group Unit 6 Lesson 24: Work Time  <u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary  <u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10



**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

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<p><b>L.9-10.1.b:</b> Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).</p>	<p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Deliver a Presentation</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Tips for Speaking</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Present a Poem</u> Unit 7 Lesson 5: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments (examples)</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Presenting Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

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<p><b>L.9-10.1.c:</b> Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.</p>	<p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
<p><b>L.9-10.1.d:</b> (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.</p>	<p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
Vocabulary Acquisition and Use	
<b>L.9-10.2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
<b>L.9-10.2.a:</b> Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.	<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 (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p>Independent Reading—Every lesson</p>
<b>L.9-10.2.b:</b> Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<p><u>Understand Related Words</u> Unit 4 Lesson 20: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<b>L.9-10.3:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L.9-10.3.a:</b> Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.	<p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary Unit 5 Lesson 3: Vocabulary Unit 6 Lesson 43: Whole Group</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p>
<b>L.9-10.3.b:</b> Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).	<p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>“An Island Like You” (short stories)</u> Unit 4 Lesson 2–4, 7–9, 12–14, 17–19; Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

<b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b>	<b>iLit 45 Level G</b>
<b>L.9-10.4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	<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</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
<b>Conventions of Standard English</b>	
<b>L.9-10.5:</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.	
<b>L.9-10.5.a:</b> Use parallel structure.	<p><u>Parallelism</u>            Unit 6 Lesson 2: Work Time</p> <p><u>Assignments: Grammar Study Plan</u>            Unit 6 Lessons 1–5: Skill 22: Parallelism</p>
<b>L.9-10.5.b:</b> presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).	<p><u>Prepositional Phrases</u>            Unit 4 Lesson 3: Work Time</p> <p><u>Professional Learning Community</u>            Teacher Resources: Language Conventions            Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>
<b>L.9-10.6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
<b>L.9-10.6.a:</b> Use colons and semicolons appropriately.	<p><u>Semicolons and Colons</u>            Unit 6 Lesson 2: Work Time</p> <p><u>Professional Learning Community</u>            Teacher Resources: Language Conventions            Practice: Punctuation A–B, 116–117</p>

**A Correlation of iLit 45 Level G to the  
Wisconsin Standards for English Language Arts 2020, Grades 9-10**

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<p><b>L.9-10.6.b:</b> Spell correctly.</p>	<p>Every unit in <i>iLit</i> 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>Edit Your Writing</u>            Unit 2 Lesson 35: Whole Group            Unit 4 Lesson 35: Whole Group            Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 2 Lessons 31–35: Skill 7: Homophones            Unit 2 Lessons 31-35: Skill 9: Vowels in Unstressed Syllables            Unit 6 Lessons 1–5: Skill 21: Greek Word Parts</p>

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