

A Correlation of

iLit45



Level F

To

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

A Correlation of *iLit 45* Level F 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.

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R.9-10: Reading	
Key Ideas and Details	
<p>R.9-10.1: 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>	<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 to Make Inferences (Examples)</u> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Make Inferences and Predictions</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 6 Lesson 20: Work Time Unit 6 Lessons 22, 27–29: Read Aloud, Think Aloud</p> <p><u>Assignments</u> Throughout the Interactive Readers, Reading Checkpoints encourage students to understand and use newly acquired vocabulary. Instant feedback is provided for these activities.</p> <p>Unit 2 Lesson 1-5: Let’s Move!; Bullies Beware! Unit 4 Lessons 6–10: A Little Help, Please; Tourists in Outer Space Unit 5 Lessons 1-5: People Helping People</p>

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<p>R.9-10.2: 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&RL)</p>	<p><u>Analyze Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p> <p><u>Summarize and Identify Theme</u> Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Connect to Theme</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Whole Group, Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 16: Whole Group Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time</p>
<p>R.9-10.3: 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>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p> <p><u>Analyze a Character (examples)</u> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole Group; Work Time</p> <p><u>Determine Text Structure</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 23: Read Aloud, Think Aloud</p>

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<p>Craft and Structure</p> <p>R.9-10.4: 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&RL)</p>	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 9: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group</p> <p><u>Understand Domain-Specific Words</u> Unit 6 Lesson 25: Whole Group</p> <p><u>Related Words</u> Unit 4 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 1: Skill 1: Context Clues Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>

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<p>R.9-10.5: 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>Determine Text Structure</u> Unit 2 Lesson 42: Work Time</p> <p><u>Read Dialogue Aloud from Novel or Short Story</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Science Fiction)</p> <p><u>Introduce Genre: Poetry</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Short Story: How to Make a Prediction</u> Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Identify Cause-and-Effect Relationships (examples)</u> Unit 6 Lesson 11: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud</p>
<p>R.9-10.6: 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&RL)</p>	<p><u>"Brothers" (memoir)</u> Unit 6 Lesson 37</p> <p><u>"All Good People" (poem)</u> Unit 7 Lesson 2</p> <p><u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time</p> <p><u>Recognize Author's Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p>

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Integration of Knowledge and Ideas	
<p>R.9-10.7: 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&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>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Comic Strip</u> Unit 2 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Connect Songs to My Life</u> Unit 4 Lesson 5: Work Time</p> <p><u>“Empowering a Community” (informational text) and “Taking Action”</u> Unit 4 Lesson 43</p> <p><u>Introduce Genre: News Article</u> Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Video: “Media and Technology”</u> Unit 2 Lesson 24: Classroom Conversation</p>
<p>R.9-10.8: 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>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>“Why I Lived with My Garbage for a Year”</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>

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<p>R.9-10.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&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 fiction and nonfiction selections. Examples include:</p> <p><u><i>“The Last Book in the Universe”</i></u> (science fiction) Unit 2 Lessons 7–10, 12–14, 16–20, 22–29, 32–34, 37</p> <p><u><i>“The Fun They Had”</i></u> & <u><i>“Khan Academy: The School of the Future”</i></u> (informational text: article) Unit 2 Lesson 4</p> <p><u><i>“The Microscope”</i></u> (poem) Unit 4 Lesson 3</p> <p><u><i>“A Midsummer Nights’ Dream”</i></u> Unit 3 Lessons 1–10</p> <p><u>Connect Songs to My Life</u> Unit 4 Lesson 5: Work Time</p> <p><u>Monitor and Clarify by Retelling</u> Unit 3 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Library</u> The iLit Student Library includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents.</p> <p>Examples of the iLit Library Romeo and Juliet The Hounds of the Baskervilles Cyrano de Bergerac My Antonia Great Short Stories from Around the World: Leo Tolstoy Bad Mon The Diary Tales of Edgar Allen Poe Brothers He Stood</p>

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(Continued) R.9-10.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	(Continued) <u>Supplemental Lessons (examples)</u> <u>Book Club</u> Blizzard The Camp The Code The Dream <u>Read Aloud</u> Choose to Follow Your Dreams Speaking Out A Midsummer Night's Dream
W.9-10: Writing Standards	
Text Types and Purposes	
W.9-10.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lessons 30-31, 35-36: Whole Group Unit 2 Lessons 34-35, 38-40: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time <u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33-34, 37-42: Work Time Unit 6 Lesson 15: Work Time <u>Write a Narrative Paragraph/Essay</u> Unit 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time

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<p>W.9-10.2.a: 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>	<p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33-34, 37-42: Work Time Unit 6 Lesson 15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 2 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay Unit 4 Lessons 31–35: Write an Outline Unit 4 Lessons 31–35: Develop Claims and Counterclaims Unit 4 Lessons 36–40: Write an Argumentative Essay</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Writing Routine</p>

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<p>W.9-10.2.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 an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lessons 30-31, 35-36: Whole Group Unit 2 Lessons 34-35, 38-40: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Plan an Explanatory Paragraph Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Plan an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Writing Routine</p>

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<p>W.9-10.2.c: 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 2 Lessons 13–14: Work Time Unit 4 Lesson 3: Work Time Unit 6 Lesson 6: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 28: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 32: Work Time Unit 6 Lesson 34: Work Time</p> <p><u>Write and Perform an Original an Original Scene</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Write a Dialogue</u> Unit 6 Lesson 22: Vocabulary</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Plan a Narrative Paragraph Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 11–15: Plan a Narrative Paragraph Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 1–5: Plan a Narrative Paragraph Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 31–35: Present a Narrative Essay</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Writing Routine</p>

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W.9-10.3: Create writing that utilizes:	
W.9-10.3.a: 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 an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 2 Lesson 4: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan a Narrative Paragraph</u> Unit 2 Lesson 13: Work Time Unit 4 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Plan an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 21–25: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 31–35: Write a Narrative Essay</p>
W.9-10.3.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>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising-details) Unit 4 Lessons 36–40: Write an Argumentative Essay (Drafting-how ideas connect) Unit 6 Lesson 31-35: Write a Narrative Essay (Drafting-order)</p>
W.9-10.3.c: 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>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising) Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising-improve word choice) Unit 6 Lesson 31-35: Write a Narrative Essay (Prewriting, Drafting, Revising-vivid details)</p>

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Production and Distribution of Writing	
<p>W.9-10.4: 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>The iLit program includes composition opportunities in all formats of the writing spectrum. For examples see:</p> <p><u>Write a Narrative Essay</u> Unit 6 Lessons 26, 31: Whole Group Unit 6 Lessons 28, 32, 34: Work Time</p> <p><u>Argumentative Writing</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33-34, 37-42: Work Time</p> <p><u>Explanatory Essay</u> Unit 2 Lessons 30-31, 35-36: Whole Group Unit 2 Lessons 34-35, 38-40: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lesson 31-35: Write a Narrative Essay</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Writing Routine</p>
<p>W.9-10.5: 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>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Editing (examples)</u> Unit 2 Lesson 36: Whole Group Unit 4 Lesson 38: Whole Group Unit 6 Lesson 33: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lesson 31-35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>

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W.9-10.6: 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:	
W.9-10.6.a: connecting writers and readers,	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lesson 1-10: Whole Group; Work Time</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 20: Wrap Up Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lesson 31-35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>
W.9-10.6.b: producing accessible experiences for specific audiences, and	<p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lesson 1-10: Whole Group; Work Time</p>
W.9-10.6.c: dynamically and flexibly matching modes with ideas to communicate with readers.	<p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lesson 1-10: Whole Group; Work Time</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 20: Wrap Up Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p>

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Inquiry to Build and Present Knowledge	
<p>W.9-10.7: 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><u>Research Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>W.9-10.8: 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 Plan: Narrow a Topic</u> Unit 5 Lesson 2: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Research Movies or Plays Based on Earlier Works</u> Unit 3 Lesson 6: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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W.9.10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><u>Take Notes</u> Unit 1 Lesson 4: Work Time</p> <p><u>Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time</p> <p><u>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>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>
SL.9-10: Speaking & Listening	
Comprehension and Collaboration	
SL.9-10.1: 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.	
SL.9-10.1.a: 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 Routine</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</p>
SL.9-10.1.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><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 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation</p>

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<p>SL.9-10.1.c: 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>Connect Text to Experience and Knowledge</u> Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignment: Talk About an Influential Adult</u> Unit 6 Lessons 8-9: Work Time</p> <p><u>Write and Perform an Original Scene</u> Unit 3 Lesson 5: Whole Group</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p>
<p>SL.9-10.1.d: 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>Assignment: Discuss and Summarize</u> Unit 4 Lesson 25: Work Time</p> <p><u>Determine Author's Viewpoint</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignment: Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 29: Classroom Conversation Unit 6 Lesson 42: Classroom Conversation</p>
<p>SL.9-10.2: Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.</p>	<p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Background Video (Examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group</p>
<p>SL.9-10.3: 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 an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p>

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Presentation of Knowledge and Ideas	
SL.9-10.4: 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><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Make and Listen to a Presentation</u> Unit 2 Lesson 38: Whole Group; Work Time</p> <p><u>Unit Benchmark Assessment and Student Presentations</u> Unit 3 Lesson 10: Time to Read; Vocabulary; Whole Group; Work Time</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Presentation Practice</u> Unit 6 Lesson 35: Work Time Unit 6 Lesson 36: Work Time</p> <p><u>Write and Perform an Original an Original Scene</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 3 Lesson 6: Work Time Unit 3 Lesson 7: Work Time Unit 3 Lesson 8: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 3 Lesson 6-10: Respond to a Performance Unit 4 Lessons 41–45: Present an Argumentative Essay Unit 6 Lessons 31–35: Present a Narrative Essay</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Presenting Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
SL.9-10.5: 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.	<p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Student Presentations</u> Unit 5 Lesson 10</p> <p><u>List Potential Visuals</u> Unit 5 Lesson 6: Wrap Up</p>

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L.9-10: Language	
Knowledge of Language	
L.9-10.1: 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.	
L.9-10.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<u>Informal Language</u> Unit 2 Lesson 34: Vocabulary Unit 4 Lesson 10: Work Time Unit 4 Lesson 14: Vocabulary <u>Write a Dialogue</u> Unit 6 Lesson 22: Vocabulary
L.9-10.1.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).	<u>Peer Conferencing</u> Unit 1 Lesson 5: Work Time Unit 4 Lesson 40: Work Time Unit 6 Lesson 33: Work Time <u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lesson 1-10: Whole Group; Work Time <u>Present a Poem</u> Unit 7 Lesson 5: Whole Group <u>Active and Passive Voice (examples)</u> Unit 2 Lesson 17: Work Time <u>Writing Lessons (examples)</u> Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time <u>Classroom Conversation (examples)</u> Unit 2 Lesson 3: Collaborative Conversation Unit 2 Lesson 27: Collaborative Discussion: Small Group Unit 4 Lesson 7: Small Group Discussion Unit 4 Lesson 7: Collaborative Discussion: Partners Unit 5 Lesson 4: Partner Discussion

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<p align="center">Wisconsin Standards for English Language Arts 2020, Grades 9-10</p>	<p align="center">iLit 45 Level F</p>
<p>L.9-10.1.c: Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.</p>	<p><u>Writing Lessons (examples)</u> Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay</p> <p><u>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
<p>L.9-10.1.d: (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>Students can use the following to complete this objective:</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p>

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Vocabulary Acquisition and Use	
L.9-10.2: 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.	
L.9-10.2.a: 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 Latin Roots to Determine Meaning</u> Unit 4 Lesson 6: Whole Group</p> <p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: Work Time</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> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
L.9-10.2.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>Related Words</u> Unit 4 Lesson 13: Vocabulary; Read Aloud, Think Aloud</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 4 Lesson 6: Whole Group</p> <p><u>Word Families (Examples)</u> Unit 1 Lesson 22: Whole Group Unit 1 Lesson 24: Whole Group Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 42: Vocabulary</p> <p><u>Prefixes (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 7: Work Time</p> <p><u>Suffixes (Examples)</u> Unit 2 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary; Work Time Unit 4 Lesson 43: Vocabulary Unit 6 Lesson 29: Vocabulary</p>

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L.9-10.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.3.a: 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>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Connotations (Examples)</u> Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 2 Lesson 4: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 4 Lesson 12: Work Time</p> <p><u>Understand Domain-Specific Words</u> Unit 6 Lesson 25: Whole Group</p> <p><u>Multiple-Meaning Words (examples)</u> Unit 3 Lesson 5: Vocabulary Unit 4 Lesson 12: Work Time</p>
L.9-10.3.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 (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group</p> <p><u>Informal Language</u> Unit 2 Lesson 34: Vocabulary Unit 4 Lesson 10: Work Time Unit 4 Lesson 14: Vocabulary</p> <p><u>Related Words</u> Unit 4 Lesson 13: Read Aloud, Think Aloud</p>

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<p>L.9-10.4: 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>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 1: Skill 6: Words That Are Use Together (Collocations) Unit 2 Lessons 11–15 Part 5: Skill 10: Word Associations Unit 4 Lessons 11–15 Part 3: Skill 18: Analogies Unit 4 Lessons 11–15 Part 5: Skill 20: Synonyms and Antonyms</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>
<p>Conventions of Standard English</p>	
<p>L.9-10.5: 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.</p>	
<p>L.9-10.5.a: Use parallel structure.</p>	<p><u>Parallelism</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 2: Skill 22: Parallelism</p>
<p>L.9-10.5.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>	<p><u>Prepositional Phrases</u> Unit 4 Lesson 8: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 6–10 Part 5: Skill 15: Prepositional Phrases Unit 4 Lessons 16–20 Part 1: Skill 16: Clauses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>

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L.9-10.6: 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.	
L.9-10.6.a: Use colons and semicolons appropriately.	<p><u>Semicolons and Colons</u> Unit 6 Lesson 5: Work Time</p> <p><u>Assignments – Grammar Study Plan</u> Unit 6 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A & B, 116–117</p>
L.9-10.6.b: Spell correctly.	<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 Tips</u> Unit 3 Lesson 3: Vocabulary</p> <p><u>Alternate Spellings</u> Unit 4 Lesson 3: Vocabulary</p> <p><u>Editing (examples)</u> Unit 2 Lesson 36: Whole Group Unit 4 Lesson 38: Whole Group Unit 6 Lesson 33: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> See all Spelling lessons.</p>

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