

**A Correlation of
Savvas**



**iLit 45
Grade 6, Level C, ©2017
To the
South Carolina
Core Content Connectors
Grade 6**

A Correlation of *iLit 45* ©2017, Level C To the South Carolina Core Content Connectors

Introduction

This document demonstrates how *Savvas iLit 45*, ©2017 meets the objectives of the South Carolina Core Content Connectors. Correlation references are cited by unit and lesson number and feature title.

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 prepare students for success on 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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CCC: Habits and Dispositions	
M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)	
Core Content Connectors: 6	Grade 6
6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.	<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 fiction and short stories. Examples include:</p> <p><i>“Saint Luis Armstrong Beach”</i> (novel) Unit 2 Lessons 2-7, 9-32: Read Aloud, Think Aloud</p> <p><i>“Living with Weather and Climate”</i> (informational article) Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u><i>“I Want to Unplug”</i></u> (poem) Unit 7 Lesson 3</p> <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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<p style="text-align: center;">Core Content Connectors: Grade 6</p>	<p style="text-align: center;">iLit 45 Level C ©2017</p>
<p>6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</p>	<p>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, revise, and submit their writing electronically.</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time Unit 4 Lessons 34–35: Work Time Unit 6 Lessons 14–15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
<p>M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")</p>	
<p>NO CCCs were written for this PI at this grade level</p>	<p>NO CCCs were written for this PI at this grade level according to South Carolina Core Content Connectors</p>

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M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks	
6.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.	<p>The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model reading strategies. Examples of strategies follow:</p> <p><u>Make Inferences</u> Unit 4 Lesson 5: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time Unit 4 Lesson 26: Work Time</p> <p><u>Draw Conclusions</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p>
M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs	
6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	<p><u>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time Unit 4 Lessons 34–35: Work Time Unit 6 Lessons 14–15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>

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M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions	
6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.	<p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>
6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>

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M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing	
6.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.	<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>Fluency (examples)</u> Unit 4 Lesson 38: Whole Group (Practice Fluent Reading)</p> <p><u>Ask Questions</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time</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>
6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.	<p><u>Writing Activities</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 4 Lessons 22-24: Work Time Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6-10: Plan an Informative Paragraph Unit 2 Lessons 26-30: Plan a Narrative Essay Unit 6 Lessons 11-15: Plan an Explanatory Paragraph</p>

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Informational Writing CCCs	
Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format	
6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p>
6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p>

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Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics	
6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	<p><u>Write an Explanatory Essay</u> Unit 6 Lesson 31–38</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).	<p><u>Plan and Write an Explanatory Essay</u> Unit 6 Lesson 31: Whole Group</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 34: Work Time</p> <p><u>Plan an Informative Paragraph</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Informative Paragraph</p>

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<p>6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Each of the two Multimedia Projects that students complete in <i>iLit</i> involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 10: Work Time</p>
<p>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</p>	
<p>6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.</p>	<p><u>Plan an Informative Paragraph</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 9: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Introduction)</p>

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Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea	
6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	<p><u>Plan an Informative Paragraph</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 9: Work Time</p> <p><u>Plan and Write an Explanatory Essay</u> Unit 6 Lesson 31: Whole Group</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 34: Work Time</p>
6.WI.d2 . Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Use Domain-Specific Words</u> Unit 2 Lesson 20: Whole Group</p> <p><u>Plan an Informative Paragraph</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting)</p>
Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas	
6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 20: Work Time</p> <p><u>Assignments (Examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising)</p>

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6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 20: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 10: Work Time</p>
Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning	
6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.	<p><u>Write an Explanatory Essay</u> Unit 6 Lesson 31–38</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p>
Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure	
6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>

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<p>Progress Indicator: E.WI.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components</p>	
<p>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</p>	<p><u>Revise and Edit Writing</u> Unit 6 Lesson 36: Whole Group</p> <p><u>Revise and Edit an Explanatory Essay</u> Unit 6 Lesson 37: Work Time Unit 6 Lesson 38: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising and Editing)</p>
<p>6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p>	<p><u>Write an Explanatory Essay</u> Unit 6 Lesson 31–38</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Publishing)</p>

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Literary Writing CCCs	
Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme	
6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	<p><u>Plan a Narrative Paragraph</u> Unit 2 Lesson 19: Work Time Unit 3 Lessons 6–10: Work Time Unit 6 Lesson 4: Work Time</p> <p><u>Plan Setting for a Narrative Essay</u> Unit 2 Lesson 30: Work Time</p> <p><u>Plan Sequence for Narrative Essay</u> Unit 2 Lesson 32: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan a Narrative Paragraph Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 1 Unit 2 Lessons 26–30: Plan a Narrative Essay</p>
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view	
6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	<p><u>Develop Believable Characters</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan a Narrative Paragraph Unit 6 Lessons 1–5: Plan a Narrative Paragraph</p>

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Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing	
6.WL.c1 Organize ideas and events so that they unfold naturally.	<p><u>Plan Sequence for Narrative Essay</u> Unit 2 Lesson 32: Work Time</p> <p><u>Write a Narrative Essay (draft)</u> Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay</p>
6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><u>Develop Believable Characters</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 16–20: Write a Narrative Paragraph</p>
6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><u>Plan Sequence for Narrative Essay</u> Unit 2 Lesson 32: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 16–20: Write a Narrative Paragraph</p>

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Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)	
6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay <u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time
Progress Indicator: M.WL.e developing a plot that includes tension (e.g., conflict-resolution) that unfolds through one or more episodes/scenes	
No CCCs developed for this PI at 6th grade	No CCCs developed for this PI at 6 th grade according to the South Carolina Core Content Connectors
Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)	
6.WL.f1 Use figurative language appropriately, including similes and metaphors.	<u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay <u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud
Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure	
6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.	<u>Write a Narrative Essay</u> Unit 1 Lessons 34–37: Work Time <u>Write a Narrative Paragraph</u> Unit 2 Lesson 20: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay (Conclusion)

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Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)	
6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	<p><u>Present Narrative Essays</u> Unit 2 Lesson 37: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay (Publishing)</p>
6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	<p><u>Write a Narrative Essay (revise and edit)</u> Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay (Revising & Editing)</p>
Persuasive Writing CCCs	
Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)	
6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	<p><u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time Unit 4 Lesson 21: Whole Group Unit 4 Lesson 22: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Plan an Argumentative Paragraph</p>

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6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.	<p><u>Analyze an Oral Argument & Listen to a Speech</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22-24: Work Time Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion</p>
Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view	
6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	<p><u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time Unit 4 Lesson 21: Whole Group Unit 4 Lesson 22: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Plan an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan an Argumentative Paragraph Unit 6 Lessons 21-25: Plan an Argumentative Paragraph</p>
6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p>

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6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Small Group: Ask Questions</p>
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p>The Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</p> <p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p>
Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented	
6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.	<p><u>Write an Argumentative Essay</u> Unit 4 Lesson 34-35: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan an Argumentative Paragraph Unit 6 Lessons 21-25: Plan an Argumentative Paragraph</p>

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6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	<p><u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time Unit 4 Lesson 21: Whole Group Unit 4 Lesson 22: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Plan an Argumentative Essay</p>
Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience	
6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 6 Lessons 18–20: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay</p>
Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers	
6.WP.e1 Use words, phrases and clauses to link claims and reasons.	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 6 Lessons 18–20: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims	
No CCCs written for this PI	No CCCs written for this PI according to the South Carolina Core Content Connectors
Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn	
6.WP.g1 Provide a concluding statement or section that follows the argument presented.	<u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22-24: Work Time Unit 6 Lessons 18-20: Work Time <u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay (Conclusion)
Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)	
6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	<u>Present Argumentative Essays</u> Unit 4 Lesson 37: Work Time <u>Respond to an Argumentative Essays</u> Unit 4 Lesson 38: Work Time <u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay (Publishing)
6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	<u>Writing an Argument: Revise and Edit</u> Unit 4 Lesson 35: Whole Group <u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay (Revising and Editing)

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
CCC: Reading Informational Text	
Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts	
6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.	<u>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group <u>Use Prefixes and Suffixes</u> Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time
Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information	
6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).	<u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud
6.RI.b2 Use search tools or text features as a means of locating relevant information.	<u>Text Features in an Article</u> Unit 4 Lesson 44: Read Aloud, Think Aloud <u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.	<p>Each selection in <i>iLit</i> 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>"Eleanor Roosevelt Takes a Stand"</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>"Marian Anderson"</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Background Video</u> Unit 2 Lesson 35: Whole Group Unit 2 Lesson 40: Whole Group</p>
6.RI.b4 Summarize information gained from a variety of sources including media or texts.	<p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details	
6.RI.c1 Identify prior knowledge of an event or topic.	<p>Prior to reading each selection in the <i>iLit</i> program, students answer questions and complete activities in order to improve the reading experience. For examples see:</p> <p>Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 37: Read Aloud, Think Aloud</p>
6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	<p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	<p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation</p> <p><u>Background Video</u> Unit 2 Lesson 35: Whole Group Unit 2 Lesson 40: Whole Group</p>
6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.	<p>Background videos throughout the program introduces new concepts and strategies.</p> <p><u>Background Video</u> Unit 2 Lesson 35: Whole Group Unit 2 Lesson 40: Whole Group</p>
6.RI.c5 Summarize the points a speaker makes.	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>
Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts	
6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Sequence</u> Unit 6 Lesson 18: Read Aloud, Think Aloud Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 48: Read Aloud, Think Aloud; Work Time</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RI.d2 Use textual evidence to support inferences.	<p><u>Make Inferences (examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Draw Conclusions</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p>
Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader	
6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.	<p><u>Recognize Author's Purpose (examples)</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud</p>
6.RI.e2 Summarize the points an author makes.	<p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<p><u>Letter and Profile (synthesizing viewpoints on a single subject)</u> <i>"Eleanor Roosevelt Takes a Stand"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud <i>"Marian Anderson"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Making Changes</u> <i>"When Small Voices Unite"</i> (informational text) Unit 6 Lesson 37: Read Aloud, Think Aloud <i>"Ban the Bottle"</i> (short story) Unit 6 Lesson 39: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic	
6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).	<u>Letter and Profile (synthesizing viewpoints on a single subject)</u> <i>"Eleanor Roosevelt Takes a Stand"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud <i>"Marian Anderson"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud
Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning	
6.RI.g1 Identify key individuals, events, or ideas in a text.	<u>Main Idea and Details (examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time
6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.	<u>Preview and Set Purpose for Reading</u> Unit 4 Lesson 44: Read Aloud, Think Aloud <u>Preview Text</u> Unit 4 Lesson 38: Read Aloud, Think Aloud
6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.	<u>Main Idea and Details (examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Sequence</u> Unit 6 Lesson 18: Read Aloud, Think Aloud Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 48: Read Aloud, Think Aloud; Work Time</p>
6.RI.g5 Identify an argument or claim that the author makes.	<p>Students can complete this objective with the following:</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p>
6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p>
6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.	<p>Students can complete this objective with the following:</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
CCC: Reading Literary Text	
Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts	
6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	<p>The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model reading strategies.</p> <p><u>Make Inferences (examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Paraphrase and Summarize</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p>
Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)	
6.RL.b1 Describe how the plot unfolds in a story.	<p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	<p>Students cite textual evidence in each selection of <i>iLit</i>. 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>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group</p> <p><u>Draw Conclusions</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p>
6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	<p>Students cite textual evidence in each selection of <i>iLit</i>. 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>Make Inferences (examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time</p>
6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.	<p><u>Draw Conclusions (examples)</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Analyze Character and Plot (examples)</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group</p> <p><u>Make Inferences (examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme	
6.RL.c1 Select key details about a character and relate those details to a theme within the text.	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group</p>
6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p>
6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.	<p><u>Paraphrase and Summarize</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p>
Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across texts	
6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.	<p><u>Connect Story Elements</u> Unit 2 Lesson 21: Whole Group</p> <p><u>Compare and Contrast Setting</u> Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style	
6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Drama</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.	<p>Students explore forces of nature in the following selections.</p> <p><u>Force of Nature</u> <i>"Saint Luis Armstrong Beach"</i> (novel) Unit 2 Lessons 2-7, 9-32: Read Aloud, Think Aloud <i>"Living with Weather and Climate"</i> (informational article) Unit 2 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Connect Story Elements</u> Unit 2 Lesson 21: Whole Group</p>
6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.	<p>Each selection in <i>iLit</i> 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>Comparing Different Mediums</u> Unit 2 Lesson: Read Aloud, Think Aloud Unit 2 Lesson 14: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation	
6.RL.f1 Determine the narrative point of view.	<u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group
6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.	<u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group
6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.	<u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group
Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text	
6.RL.g1 Interpret personification to help explain the characters within a text.	For related material see: <u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time
6.RL.g2 Interpret the meaning of personification to help determine the writing style within a text.	For related material see: <u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
CCC: Reading at the Word Level	
Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words	
6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.	<u>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 6 Lessons 21–25: Part 1: Skill 21: Context Clues
6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<u>Synonyms</u> Unit 4 Lesson 26–27: Work Time <u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 3: Skill 8: Synonyms Unit 3 Lessons 6–10: Part 4: Skill 9: Antonyms Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context	
6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 11: Work Time Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 17: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 30-31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 2: Skill 7: Word Parts (Prefixes, Suffixes, and Word Roots)</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 6 Lessons 1–5: Part 2: Skill 17: Prefixes <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>re-</i> Unit 6 Lessons 1–5: Part 3: Skill 18: Suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i></p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking	
6.RWL.c1 Use general academic and domain specific words and phrases accurately.	<p>Students learn new vocabulary week 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>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing,Students guess and speaking vocabulary	
6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: 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><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>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</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>
6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 3: Skill 13: Synonyms and Antonyms</p>

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Core Content Connectors: Grade 6	iLit 45 Level C ©2017
6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: 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>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>
Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)	
6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.	<p><u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p> <p><u>Understand Similes</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p>
6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.	<p><u>Connotations</u> Unit 2 Lessons 6–7: Work Time Unit 2 Lesson 10: Vocabulary Unit 2 Lesson 23: Whole Group</p> <p><u>Denotations</u> <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Synonyms and Antonyms</p>

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<p>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>Each lesson in <i>iLit</i> 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>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 24: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time</p>
Writing: Across All Types CCCs	
<p>6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p>	<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>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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6.WA.2 Develop sufficient keyboarding skills.	<p>All lessons and activities in Savvas iLit helps students develop keyboarding skills. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 2 Lessons 18-20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22-24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p>
6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	<p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>

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<p>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Analyze Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p>
<p>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>	<p>Students can incorporate captioned pictures, labeled diagrams, tables, or other visual displays in presentations.</p> <p><u>Analyze Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time</p>

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6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.	<p>Students can recognize variations from standard English with the following:</p> <p><u>Idioms</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Understand Informal Language</u> Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Use Formal Style</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>
6.WA.7 Identify and use pronouns accurately in writing.	<p>Pronouns as Subjects and Objects Unit 2 Lesson 6: Vocabulary</p> <p>Possessive Pronouns Unit 2 Lesson 16: Vocabulary Unit 2 Lesson 18: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 1–5: Part 2: Skill 12: Pronouns Unit 4 Lessons 1–5: Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28; Pronoun Agreement, 77–78</p>

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6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 6–10: Part 2: Skill 22: Commas Unit 6 Lessons 6–10: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–129</p>
6.WA.9 Spell words correctly in writing.	<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>Editing (examples)</u> Unit 2 Lesson 8: Work Time Unit 2 Lesson 35–36: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Short Vowel Sounds Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 4 Lessons 1–5: Part 2: Skill 12: Consonant Sounds /j/, /k/, and /s/ Unit 4 Lessons 1–5: Part 3: Skill 13: Silent Letters Unit 4 Lessons 1–5: Part 4: Skill 14: Irregular Plural Nouns</p>
6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.	<p><u>Recognize Complete Sentences</u> Unit 6 Lesson 25: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5, 106–111</p>

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6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.	<p><u>Synonyms</u> Unit 4 Lesson 26–27: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 3: Skill 8: Synonyms Unit 3 Lessons 6–10: Part 4: Skill 9: Antonyms Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations</p>
6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	<p>Students learn new vocabulary week 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>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>