

**A Correlation of
Savvas**



**iLit 45
Grade 9, Level F, ©2017
To the
South Carolina
Core Content Connectors
Grade 9**

A Correlation of *iLit 45* ©2017, Level F 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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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
CCC: Habits and Dispositions	
H.HD.a reading grade level texts to accomplish academic or personal goals	
Core Content Connectors: 910	Grade 9
<p>910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. 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>"We Beat the Street"</i></u> (narrative) Unit 6 Lessons 4-5, 7-9, 11-17, 19-20, 22-24</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 22: Read Aloud, Think Aloud Unit 4 Lesson 32: 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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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
H.HD.b reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)	
910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.	<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>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p>
910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.	<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>

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910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <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>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>
H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages	
910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	<p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p>

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H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)	
910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.	<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>Assignments (examples)</u> Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 31–35: Write a Narrative Essay</p>
H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)	
910.HD.e1 Read challenging grade appropriate texts.	<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><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>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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H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks	
910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.	<p>Students read and write every day in iLit. They are called on to complete activities and write a response each day during Independent Reading.</p> <p>In addition, during “Work Time”, they are given Daily Assignments which are completed within certain time frames.</p> <p><u>Summarize Text</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</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>
H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)	
910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	<p>Students are encouraged to cite all evidence in their presentations.</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <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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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.	<p><u>Presentations and Projects</u> Unit 1 Lesson 4: Work Time</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p>
H.HD.h pursuing interactions/discourse with a widening community of readers and writers	
910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.	<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>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>
910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	<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>Assignment: Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</p>

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910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.	<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: Whole Group</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>
Informational Writing CCCs	
Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue	
910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	<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>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p style="text-align: center;">Core Content Connectors: Grades 9-10</p>	<p style="text-align: center;">iLit 45 Level F ©2017</p>
<p>910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.</p>	<p>Each of the Multimedia Projects that students complete in iLit 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 in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p>
<p>910.WI.a3 Use a standard format to produce citations.</p>	<p>Students are encouraged to cite sources in the following:</p> <p><u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p>

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910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	<u>Research in the Library and Internet</u> Unit 5 Lesson 2: Wrap Up <u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time <u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time
Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis	
910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time
910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.	<u>Explanatory Writing: Use an Outline</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph

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910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>
910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	<p><u>Supporting Details in Explanatory Writing</u> Unit 6 Lesson 21: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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<p>Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</p>	
<p>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Cause-and-Effect Essay</u> Unit 2 Lesson 30: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 1–5: Write an Explanatory Paragraph Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone</p>	
<p>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p><u>Write an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group; Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Explanatory Paragraph</p>

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910.WI.d2 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/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11-15: Write an Explanatory Paragraph Unit 6 Lessons 21-25: Write an Explanatory Paragraph</p>
Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented	
910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	<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> <p><u>Assignments (examples)</u> Unit 4 Lessons 11-15: Write an Explanatory Paragraph Unit 6 Lessons 21-25: Write an Explanatory Paragraph Unit 2 Lessons 31-35: Write an Explanatory Essay (Body: Conclusion)</p>
Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice	
910.WI.f1 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><u>Present Explanatory Essay</u> Unit 2 Lessons 39-40</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31-35: Write an Explanatory Essay (Publish) Unit 6 Lessons 31-35: Present a Narrative Essay</p>

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910.WI.f2 Strengthen writing by revising and editing.	<p><u>Revise; Write an Explanatory Essay</u> Unit 2 Lesson 35: Whole Group Unit 2 Lesson 36: Work Time <u>Edit; Write an Explanatory Essay</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Write an Explanatory Essay (Revising and Editing)</p>
910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 35: Work Time Unit 4 Lesson 14: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>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>Discussion Opportunities (examples)</u> Unit 5 Lesson 2: Classroom Conversation Unit 6 Lesson 19: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 6 Lesson 33: Work Time</p>

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Literary Writing CCCs	
Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style	
910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	<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</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 26-30: Plan a Narrative Essay</p>
Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)	
910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	<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</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 26-30: Plan a Narrative Essay</p>

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910.WL.b2 Engage and orient the reader to the narrator and/or characters.	<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 2 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 31–35: Write a Narrative Essay</p>
Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)	
910.WL.c1 Create a smooth progression of experiences or events.	<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>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 11–15: Write a Narrative Paragraph Unit 6 Lessons 31–35: Write a Narrative Essay (Drafting)</p>

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910.WL.c2 Sequence events so that they build on one another to create a coherent whole.	<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>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 2 Lessons 11-15: Write a Narrative Paragraph Unit 6 Lessons 31-35: Write a Narrative Essay (Drafting)</p>
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	<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</p> <p><u>Write a Dialogue</u> Unit 6 Lesson 22: Vocabulary</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 2 Lessons 11-15: Write a Narrative Paragraph Unit 6 Lessons 31-35: Write a Narrative Essay (Drafting)</p>

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<p>Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)</p>	
<p>910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11-15: Write a Narrative Paragraph Unit 6 Lessons 11-15: Write a Narrative Paragraph Unit 6 Lessons 31-35: Write a Narrative Essay</p>
<p>Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme</p>	
<p>910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).</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>Assignments (examples)</u> Unit 4 Lessons 11-15: Write a Narrative Paragraph Unit 6 Lessons 11-15: Write a Narrative Paragraph</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)	
910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).	<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>Assignments (examples)</u> Unit 6 Lessons 31-35: Write a Narrative Essay</p>
Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)	
910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<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>Assignments (examples)</u> Unit 6 Lessons 31-35: Write a Narrative Essay (Body: Conclusion)</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style	
910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	<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>Assignments (examples)</u> Unit 6 Lessons 31-35: Present a Narrative Essay</p>
910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	<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>Assignments (examples)</u> Unit 6 Lessons 31-35: Write a Narrative Essay (Revising and Editing)</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
Persuasive Writing CCCs	
Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)	
910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time
910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time
Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis	
910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	<u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time <u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 31–35: Brainstorm Ideas for an Argumentative Essay

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910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter-claim, conclude argument) focused on a specific purpose and audience.	<p><u>Brainstorm Ideas for an Argumentative Essay</u> Unit 4 Lesson 33: Work Time Unit 4 Lesson 37: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 21: Whole Group Unit 4 Lesson 23: Work Time Unit 6 Lesson 14: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Outline</p>
910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 31–35: Develop Claims and Counterclaims</p>
910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p>

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910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Outline</p>
910.WP.b6 Identify evidence for claim(s) and counterclaim(s).	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p>
910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.	<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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910.WP.b8 Use a standard format to produce citations.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group; Work Time Unit 5 Lesson 5: Wrap Up</p>
Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience	
910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>
910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time
Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice	
910.WP.d1 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).	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time <u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay
Progress Indicator: H.WP.e articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing	
910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Wrap Up Unit 4 Lesson 24: Work Time Unit 4 Lesson 31: Whole Group Unit 6 Lesson 15: Work Time <u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
<p>Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message</p>	
<p>9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p><u>Present an Argumentative Essay</u> Unit 4 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay</p>
<p>910.WP.f2 Strengthen writing by revising and editing.</p>	<p><u>Revise Your Essay</u> Unit 4 Lessons 38–39: 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</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
CCC: Reading Informational Text	
Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts	
910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.	<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>Reading Strategy: Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Recognize Author’s Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p>
Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)	
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.	<p><u>Synthesize Ideas</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</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</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	<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>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>
910.RI.b3 Determine the central idea of a text.	<p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>“Khan Academy: The School of the Future”</u> Unit 2 Lesson 4: Read Aloud, Think Aloud</p> <p>“Occupy Wall Street” (news article) Unit 2 Lesson 38: Read Aloud, Think Aloud</p>
910.RI.b4 Determine how the central idea develops.	<p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>“Furball Therapy”</u> (informational text) Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>“Me and My Robot”</u> (informational article) Unit 4 Lesson 39: Read Aloud, Think Aloud</p>

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910.RI.b5 Determine how key details support the development of the central idea of a text.	<p><u>Main Idea</u> Unit 2 Lesson 41: Whole Group</p> <p>In addition, the Questions for Close reading feature focuses on identifying the central idea of the texts. See the following:</p> <p><u>“Khan Academy: The School of the Future”</u> Unit 2 Lesson 4: Read Aloud, Think Aloud</p> <p>“Occupy Wall Street” (news article) Unit 2 Lesson 38: Read Aloud, Think Aloud</p>
910.RI.b6 Provide/create an objective summary of a text.	<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</p>
Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view	
910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.	<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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910.RI.c2 Identify connections between key points.	<p><u>Make Connections Between Ideas</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Make Connections</u> Unit 4 Lesson 34: Read Aloud, Think Aloud Unit 4 Lesson 35: Work Time</p>
910.RI.c3 Analyze in detail how an author's ideas or claims are developed.	<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>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><u>Recognize Author's Purpose</u> Unit 4 Lesson 36: Whole Group Unit 6 Lesson 20: Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
910.RI.c4 Identify key sentences or paragraphs that support claims.	<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><i><u>“Why I Lived with My Garbage for a Year”</u></i> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>
910.RI.c5 Determine the author's point of view or purpose in a text.	<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> <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>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.	<u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time <u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group <u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group
Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)	
910.RI.d1 Identify claims and arguments made by the author.	<u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group <u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group <u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time <u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20: Work Time <u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group

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910.RI.d2 Delineate/trace the authors argument and specific claims.	<p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group <u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42-43: Work Time</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>
910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.	<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><i>“Why I Lived with My Garbage for a Year”</i></u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
<p>Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)</p>	
<p>910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u><i>"Empowering a Community"</i></u> (informational text) <u>and <i>"Taking Action"</i></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>910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</p>	<p><u><i>"Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center"</i></u> (academic text) Unit 4: Lessons 18, 20: Read Aloud, Think Aloud</p>
<p>910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.</p>	<p><u><i>"Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center"</i></u> (academic text) Unit 4: Lessons 18, 20: Read Aloud, Think Aloud</p>

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Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)	
910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.	<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><i><u>“Why I Lived with My Garbage for a Year”</u></i> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>
910.RI.f2 Assess the validity of the arguments across texts on related topics.	<p><u>Identify Claims and Counterclaims</u> Unit 4 Lesson 33: Whole Group</p> <p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42–43: Work Time</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>

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910.RI.f3 Determine the speaker's point of view or purpose in a text.	<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><i>"Why I Lived with My Garbage for a Year"</i></u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>
910.RI.f4 Determine what arguments the speaker makes.	<p><u>Analyze an Oral Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Debate an Issue</u> Unit 6 Lessons 42-43: Work Time</p>
910.RI.f5 Evaluate the evidence used to make the argument.	<p><u>Analyze an Argument</u> Unit 6 Lesson 40: Whole Group</p> <p><u><i>"Why I Lived with My Garbage for a Year"</i></u> Unit 5 Lesson 9: 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>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
CCC: Reading Literary Text	
Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums	
910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.	<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><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>"We Beat the Street"</i></u> (narrative) Unit 6 Lessons 4-5, 7-9, 11-17, 19-20, 22-24</p> <p><u><i>"The Microscope"</i></u> (poem) Unit 4 Lesson 3</p> <p><u>Introduce Genre: Poetry</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry & Characteristics of Poetry</u> Unit 7 Lesson 1: Whole Group Unit 7 Lesson 2: Work Time</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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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)	
910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	<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</u> Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 2: Work Time; Wrap Up</p> <p><u>Make Inferences (examples)</u> Unit 2 Lesson 20: Work Time Unit 2 Lessons 22–23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p>
910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	<p><u>Make Inferences (examples)</u> Unit 2 Lesson 20: Work Time Unit 2 Lessons 22–23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes	
910.RL.c1 Determine the theme or central idea of a text.	<u>Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time
910.RL.c2 Determine how the theme develops.	<u>Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud
910.RL.c3 Determine how key details support the development of the theme of a text.	<u>Identify Descriptive Details</u> Unit 2 Lesson 12: Work Time <u>Theme (examples)</u> Unit 2 Lesson 26: Whole Group Unit 2 Lesson 29: Work Time
910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).	<u>Compare and Contrast Two Characters (examples)</u> Unit 2 Lesson 8: Work Time <u>Analyze a Character (examples)</u> Unit 2 Lesson 28: Whole Group Unit 6 Lesson 43: Read Aloud, Think Aloud <u>Character Development (examples)</u> Unit 2 Lesson 30: Work Time Unit 4 Lesson 28: Whole Group; Work Time

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910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	<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>
Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work	
910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<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>
910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.	<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 Poetry & Characteristics of Poetry</u> Unit 7 Lesson 1: Whole Group Unit 7 Lesson 2: Work Time</p>

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<p>Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria</p>	
<p>910.RL.e1 Compare and contrast works from different cultures with a common theme.</p>	<p><u>"Brothers" (memoir)</u> Unit 6 Lesson 37</p> <p><u>"All Good People" (poem)</u> Unit 7 Lesson 2</p>
<p>910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.</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>Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)</p>	
<p>910.RL.f1 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><u>"A Midsummer Nights' Dream"</u> Unit 3 Lessons 1-10</p> <p><u>Connect Songs to My Life</u> Unit 4 Lesson 5: Work Time</p>

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CCC: Reading at the Word Level	
H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking	
910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	<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>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>

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910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: Work Time Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Synonym or Antonym?</u> Unit 2 Lesson 7: vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 5: Skill 15: Antonyms and Synonyms</p>
910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	<p><u>Use a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 21: Whole Group Unit 2 Lesson 24: Work Time Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p>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>

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910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.	<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 Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 40: Vocabulary</p>
H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking	
910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	<p><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 7: Vocabulary Unit 6 Lesson 3: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 1: Skill 1: Context Clues Unit 2 Lessons 11–15 Part 2: Skill 7: Context Clues</p>

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<p>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</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 4: Skill 9: Analogies Unit 3 Lessons 11–15 Part 5: Skill 15: Antonyms and Synonyms Unit 4 Lessons 11–15 Part 1: Skill 16: Context Clues Unit 4 Lessons 11–15 Part 2: Skill 17: Word Parts</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>

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H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)	
910.RWL.c1 Identify the denotation for a known word.	<u>Understand Connotation and Denotation</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27: Read Aloud, Think Aloud
910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.	<u>Understand Connotation and Denotation</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27: Read Aloud, Think Aloud <u>Related Words</u> Unit 4 Lesson 13: vocabulary; Read Aloud, Think Aloud <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11-15 Part 3: Skill 13: Word Associations Unit 5 Lessons 11-15 Part 3: Skill 23: Analogies
910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	<u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 18: Whole Group Unit 4 Lesson 20 Work Time <u>Author's Purpose</u> Unit 4 Lessons 39, 42: Read Aloud, Think Aloud Unit 6 Lessons 4, 7: Read Aloud, Think Aloud Unit 6 Lesson 18: Whole Group <u>Identify Logical and Emotional Appeals</u> Unit 4 Lesson 20: Work Time

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Core Content Connectors: Grades 9-10	iLit 45 Level F ©2017
H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts	
910.RWL.d1 Identify an oxymoron in a text.	<u>Euphemisms & Oxymorons</u> Unit 5 Lesson 6: Vocabulary
910.RWL.d2 Interpret figures of speech in context.	<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 <u>Euphemisms & Oxymorons</u> Unit 5 Lesson 6: Vocabulary
910.RWL.d3 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.	Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills. <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 <u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up Unit 3 Lesson 3: Whole Group <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 1: Skill 11: Context Clues Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations

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910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Using Context (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 9: 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>Understand Domain-Specific Words</u> Unit 6 Lesson 25: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 25: Whole Group Unit 3 Lesson 2: Wrap Up</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15 Part 1: Skill 11: Context Clues Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>

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H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)	
No CCCs written for this PI	No CCCs written for this PI according to the South Carolina Core Content Connectors
Writing: Across All Types CCCs	
910.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>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>Revise (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 38: Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 8: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Present a Narrative Essay Unit 2 Lessons 36–40: Present an Explanatory Essay</p>

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910.WA.2 Provide 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>
910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	<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>
910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.	<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>

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<p>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</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>
<p>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p>	<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>

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910.WA.7 Spell correctly in writing.	<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>Spelling Tips Unit 3 Lesson 3: Vocabulary</p> <p>Alternate Spellings 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>
910.WA.8 Write and edit work to conform to guidelines in a style manual.	<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>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<p>910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</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>