

**A Correlation of
Savvas**



**iLit 45
Grade 10, Level G, ©2017
To the
South Carolina
Core Content Connectors
Grade 10**

A Correlation of iLit 45 ©2017, Level G 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 G ©2017
CCC: Habits and Dispositions	
H.HD.a reading grade level texts to accomplish academic or personal goals	
Core Content Connectors: 910	Grade 10
<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><i>Text: "Puerto Rico: Yesterday, Today, and Tomorrow"</i> Unit 4 Lesson 22</p> <p><u>"Macbeth"</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>"How Do I Love Thee?" and "On Love" (poems)</u> Unit 6 Lesson 2</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud; 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 G ©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>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p>
910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.	<p><u>Deliver a Presentation; Tips for Speaking; Tips for Listening</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Group Discussion (examples)</u> Unit 1 Lesson 43: Classroom Conversation Unit 2 Lesson 2: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation</p> <p><u>Small Group Reteach: Discuss Life Choices</u> Unit 4 Lesson 5: Work Time</p> <p><u>Partner Discussion (examples)</u> Unit 3 Lesson 4: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p> <p><u>Get Feedback Writer's Handbook Peer Conferencing</u> Unit 1 Lesson 5: Work Time</p>
910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	<p><u>Deliver a Presentation; Tips for Speaking; Tips for Listening</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Group Discussion (examples)</u> Unit 1 Lesson 43: Classroom Conversation Unit 2 Lesson 2: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation</p> <p><u>Small Group Reteach: Discuss Life Choices</u> Unit 4 Lesson 5: Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
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>Evaluate Unit Project</u> Unit 5 Lesson 10: Wrap Up</p> <p><u>Get Feedback Writer's Handbook Peer Conferencing</u> Unit 1 Lesson 5: Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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><i>Text: "Puerto Rico: Yesterday, Today, and Tomorrow"</i> Unit 4 Lesson 22</p> <p><u>"Macbeth"</u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u>"How Do I Love Thee?" and "On Love" (poems)</u> Unit 6 Lesson 2</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud; 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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<p style="text-align: center;">Core Content Connectors: Grades 9-10</p>	<p style="text-align: center;">iLit 45 Level G ©2017</p>
<p>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</p>	
<p>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</p>	<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>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Gather Information & Cite Sources: Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.	<p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Multimedia Presentation</u> Unit 5 Lesson 1–9</p> <p><u>Evaluate Unit Project Unit 5 Lesson 10:</u> Wrap Up</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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>Deliver a Presentation; Tips for Speaking; Tips for Listening</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Group Discussion (examples)</u> Unit 1 Lesson 43: Classroom Conversation Unit 2 Lesson 2: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation</p>
910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	<p><u>Group Discussion (examples)</u> Unit 1 Lesson 43: Classroom Conversation Unit 2 Lesson 2: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation</p> <p><u>Partner Conversation: Interview (examples)</u> Unit 6 Lesson 12: Classroom Conversation</p>
910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Deliver a Presentation; Tips for Speaking; Tips for Listening</u> Unit 2 Lesson 36: Whole Group</p> <p><u>Group Discussion (examples)</u> Unit 1 Lesson 43: Classroom Conversation Unit 2 Lesson 2: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation</p> <p><u>Evaluate Unit Project Unit 5 Lesson 10: Wrap Up</u></p> <p><u>Discuss "Life Choices"</u> Unit 4 Lesson 5: Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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 the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>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.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.	<p>Students avoid plagiarism in the following:</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
910.WI.a3 Use a standard format to produce citations.	<p><u>Gather Information & Cite Sources; Take Notes</u> Unit 5 Lesson 3: Whole Group</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>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).</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 Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Gather Information & Cite Sources: Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p>
<p>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</p>	
<p>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.</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p>
<p>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.</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p>

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910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time
910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time
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	
910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time
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	
910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time <u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time
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).	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time

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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.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time
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).	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time
910.WI.f2 Strengthen writing by revising and editing.	<u>Rewrite an Explanatory Paragraph</u> Unit 4 Lesson 6: Work Time <u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time
910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	<u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time

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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.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time
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.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time
910.WL.b2 Engage and orient the reader to the narrator and/or characters.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time
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.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group

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910.WL.c2 Sequence events so that they build on one another to create a coherent whole.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time Unit 4 Lesson 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time
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)	
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.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time Unit 4 Lesson 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time <u>Write a Poem</u> Unit 7 Lesson 3: Whole Group; Work Time
Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme	
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).	<u>Write a Narrative Paragraph/Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time Unit 4 Lesson 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time

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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).	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time Unit 4 Lesson 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time
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.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time Unit 4 Lesson 35: Whole Group; Work Time Unit 6 Lesson 27: Work Time
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.	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group
910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	<u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©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>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud
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>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud
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>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time
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.	<u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time
910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	<u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time

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910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.	<p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time</p>
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>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p>
910.WP.b6 Identify evidence for claim(s) and counterclaim(s).	<p><u>Understand Argumentative Writing</u> Unit 2 Lesson 8: Whole Group</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p>

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<p align="center">Core Content Connectors: Grades 9-10</p>	<p align="center">iLit 45 Level G ©2017</p>
<p>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</p>	<p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Gather Information & Cite Sources: Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research Strategy: Gather Information from Reliable Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>910.WP.b8 Use a standard format to produce citations.</p>	<p><u>Gather Information & Cite Sources: Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<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</p>	
<p>910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.	<u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time
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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time
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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time
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 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time

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<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>Students write every day in <i>iLit</i>. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time</p>
<p>910.WP.f2 Strengthen writing by revising and editing.</p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©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>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>"The Ultimate Merchandising Vehicle"</i></u> (informational text) Unit 2 Lesson 11</p> <p><u><i>Text: "Puerto Rico: Yesterday, Today, and Tomorrow"</i></u> Unit 4 Lesson 22</p> <p><u>Author's Purpose</u> (informative/nonfiction/personal narrative examples) Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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>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>Make Generalizations and Draw Conclusions (Examples)</u> Unit 4 Lesson 22: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time</p>
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	<p><u>Synthesize Information and Ideas</u> Unit 2 Lesson 43: Whole Group; Work Time Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences</u> Unit 2 Lesson 11: Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p>
910.RI.b3 Determine the central idea of a text.	<p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
910.RI.b4 Determine how the central idea develops.	<p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p>
910.RI.b5 Determine how key details support the development of the central idea of a text.	<p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea</u> Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time</p>
910.RI.b6 Provide/create an objective summary of a text.	<p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 28: Whole Group Unit 6 Lesson 29: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Read Aloud, Think Aloud; Work Time</p>
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>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Causes and Effects</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p>

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910.RI.c2 Identify connections between key points.	<p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>
910.RI.c3 Analyze in detail how an author's ideas or claims are developed.	<p><u>Evaluate Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author's Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p>
910.RI.c4 Identify key sentences or paragraphs that support claims.	<p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
910.RI.c5 Determine the author's point of view or purpose in a text.	<p><u>Evaluate Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author's Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p>
910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.	<p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p>
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.	<p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p> <p><u>"Nightmare in Rwanda" (article) and "Holocausts in Rwanda and Darfur" (article)</u> Unit 5 Lesson 7</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p>

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910.RI.d2 Delineate/trace the authors argument and specific claims.	<p><u>"Death of an Olympian," and "It Should Have Been Me" (speech)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"The Kingdom of Night" (speech)</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see:</p> <p><u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.	<p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p>

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<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>"What's for Sale? Your Self-Esteem"</i></u> (informational text) Unit 2 Lesson 1</p> <p><u><i>Text: "Deborah Sampson: America's First Known Female War Hero"; Text: "Should Military Recruiters Be Allowed in High Schools?"</i></u> Unit 2 Lessons 38–39</p> <p><u><i>Text: "I Can't 'Snap Out' of My Depression" & "To My Daughter"</i></u> Unit 2 Lesson 43</p> <p><u>Connect Texts to Make Inferences</u> Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u><i>"Struggles in Africa"</i></u> (academic article) Unit 2 Lesson 20: Background Video</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>Text: Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p> <p><u><i>"Deborah Sampson: America's First Known Female War Hero"</i></u> (informational article) Unit 2 Lesson 38</p>

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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.	<u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33 <u>"Deborah Sampson: America's First Known Female War Hero" (informational article)</u> Unit 2 Lesson 38
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.	<u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33 <u>"Nightmare in Rwanda" (article) and "Holocausts in Rwanda and Darfur" (article)</u> Unit 5 Lesson 7 <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud
910.RI.f2 Assess the validity of the arguments across texts on related topics.	<u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud
910.RI.f3 Determine the speaker's point of view or purpose in a text.	<u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group <u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time <u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation
910.RI.f4 Determine what arguments the speaker makes.	<u>Identify Author's Viewpoint</u> Unit 6 Lesson 1: Whole Group <u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud

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910.RI.f5 Evaluate the evidence used to make the argument.	<p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p>
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><i>“Code Talker”</i> (novel) Unit 2 Lessons 2–10, 17–18</p> <p><u><i>“To JayKae: Life Stinx”</i></u> (novel) Unit 3 Lessons 3-13, 15-21</p> <p><i>“Human Family”</i> (poem) Unit 2 Lesson 42</p> <p><i>“Day in the Barrio”</i> (poem); Text <i>“An Island Like You”</i> (short stories); Unit 4 Lesson 3</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©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>Analyze Dialogue and Plot Incidents</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group Unit 4 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 11: Work Time Unit 2 Lesson 14: Read Aloud, Think Aloud Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time</p>
910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	<p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 11: Work Time Unit 2 Lesson 14: Read Aloud, Think Aloud Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©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.	<p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p>
910.RL.c2 Determine how the theme develops.	<p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud</p>
910.RL.c3 Determine how key details support the development of the theme of a text.	<p><u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time</p> <p><u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time</p>

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<p style="text-align: center;">Core Content Connectors: Grades 9-10</p>	<p style="text-align: center;">iLit 45 Level G ©2017</p>
<p>910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).</p>	<p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p>
<p>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>	<p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
<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</p>	
<p>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>	<p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p>
<p>910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p>	<p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary Unit 5 Lesson 3: Vocabulary Unit 6 Lesson 43: Whole Group</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p>
<p>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>"An Island Like You" (short stories)</u> Unit 4 Lesson 2-4, 7-9, 12-14, 17-19; Read Aloud, Think Aloud</p> <p>Introduce the Influence of Arabic on English Unit 4 Lesson 31: Vocabulary</p>

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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>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>Video: "Life Choices Part 1"</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss "Life Choices"</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: "Life Choices Part 2"</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p>
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)	
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><u>"How Do I Love Thee?" and "On Love" (poems)</u> Unit 6 Lesson 2</p> <p><u>"The Kingdom of Night" (speech)</u> Unit 6 Lesson 44</p> <p><u>"Silent Spring Morning"</u> Unit 7 Lessons 1–2</p>

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Core Content Connectors: Grades 9-10	iLit 45 Level G ©2017
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>Use a Dictionary (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 2 Lesson 40: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</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>
910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p><u>Synonyms and Antonyms</u> Unit 2 Lesson 3: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use a Dictionary (examples)</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 4 Lesson 15: Vocabulary Unit 4 Lesson 21: Vocabulary Unit 6 Lesson 5: Vocabulary</p>

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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 4 Lesson 15: Vocabulary Unit 4 Lesson 21: Vocabulary Unit 6 Lesson 5: Vocabulary</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
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 a Dictionary</u> Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 36: Vocabulary Unit 4 Lesson 15: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</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>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary Unit 7 Lesson 2: Read Aloud, Think Aloud</p>

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910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.	<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>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>
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.	<p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p>
910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.	<p><u>Related Words</u> Unit 4 Lesson 20: Vocabulary</p>
910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	<p><u>Evaluate Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p>

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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.	For related material see: <u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary Unit 5 Lesson 3: Vocabulary Unit 6 Lesson 43: Whole Group
910.RWL.d2 Interpret figures of speech in context.	<u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary <u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud
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 Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary <u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary <u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud <u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud

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<p style="text-align: center;">Core Content Connectors: Grades 9-10</p>	<p style="text-align: center;">iLit 45 Level G ©2017</p>
<p>910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary Unit 4 Lesson 40: Vocabulary Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</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>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 24: Work Time</p> <p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group</p> <p><u>Multimedia Project Timeline</u> Unit 5 Lessons 1–9</p>

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910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.	<p><u>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; Whole Group</p>
910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	<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>Writing Routine: Revise</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 35: Whole Group Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Small Group Research Strategy: Organizing and Planning a Presentation</u> Unit 5 Lesson 7-10: Whole Group, Work Time; Wrap Up</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 2: Work Time</p>

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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><u>Prepositional Phrases</u> Unit 4 Lesson 3: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97-99; Clauses, 88, 96, 103-106</p>
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><u>Semicolons and Colons</u> Unit 6 Lesson 2: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A-B, 116-117</p>
910.WA.7 Spell 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>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p>
910.WA.8 Write and edit work to conform to guidelines in a style manual.	<p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>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</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>