

**A Correlation of
Savvas**



**iLit 45
Grade 7, Level D, ©2017
To the
South Carolina
Core Content Connectors
Grade 7**

A Correlation of iLit 45 ©2017, Level D 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.

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

Table of Contents

CCC: Habits and Dispositions	4
Informational Writing CCCs	7
Literary Writing CCCs.....	14
Persuasive Writing CCCs.....	17
CCC: Reading Informational Text.....	23
CCC: Reading Literary Text.....	28
CCC: Reading at the Word Level.....	31
Writing: Across All Types CCCs.....	37

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
CCC: Habits and Dispositions	
M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)	
Core Content Connectors: 7	Grade 7
7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>“Virtual War”</i></u> (novel & historical fiction) Unit 2 Lessons 35</p> <p><u><i>Trino’s Choice</i></u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p> <p><u><i>“In the Shadows”</i></u> (short story) Unit 2 Lessons 28–31</p> <p><u>Monitor Understanding</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Reading Strategy</u> Unit 3 Lesson 2: Read Aloud, Think Aloud; Whole Group; Work Time Unit 4 Lesson 24: 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>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)	
7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	<p><u>Listening and Speaking Activities</u> Unit 4 Lesson 17 Classroom Conversation; Work Time Unit 4 Lesson 19 Classroom Conversation; Work Time</p> <p><u>Determine Main Idea (fiction/narrative)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud</p>
7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><i>"Charge of the Light Brigade" (poem)</i> Unit 1 Lesson 22: Read Aloud, Think Aloud</p> <p><i>"At the Edge: Daring Acts in Desperate Times"</i> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	<p><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 1 Lessons 3, 5: Work time</p> <p><u>Collaborative Discussion (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 2 Lesson 29: Classroom Conversation Unit 4 Lesson 9: Classroom Conversation</p>
M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products	
7.HD.i1 Use information and feedback to refine understanding or products.	<p><u>Discussion Opportunities</u> Unit 4 Lesson 7: Collaborative Discussion; Work Time Unit 4 Lesson 37: Collaborative Discussion; Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.HD.i2 Use feedback from adults and peers to improve writing.	<p><u>Doing a Peer Review</u> Unit 6 Lesson 35: Whole Group</p> <p><u>Writing Activities</u> <u>Presenting and Responding to Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>
M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)	
7.HD.j1 Use information and feedback to refine own thinking.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Get Feedback</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 34: Collaborative Discussion Unit 2 Lesson 44: Collaborative Conversation</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.	<p><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Compare Informational Texts</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 40: Time to Read; Whole Group; 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>
Informational Writing CCCs	
Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format	
7.WI.i1 List Internet search terms for a topic of study.	<p><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Take Notes from Reliable Sources</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>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.	<p>Each of the two 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 Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1-4</p> <p><u>Informative Writing (examples)</u> Unit 2 Lessons 15-16: Work Time</p>
7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2-3: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p>
7.WI.i4 Use a standard format to produce citations.	<p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2-3: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	<p>Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1-4</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 4 Lessons 3-5: Write an Explanatory Paragraph Unit 6 Lessons 17-18: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27-29, 32-35, 38-39, 42-43: Write an Explanatory Essay</p>
Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue	
7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.	<p><u>Brainstorm an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33-34: Work Time</p> <p><u>Revise an Explanatory Essay</u> Unit 6 Lesson 35: Work Time</p> <p><u>Edit an Explanatory Essay</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	<p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1-4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1-5: Plan an Explanatory Paragraph Unit 6 Lessons 16-20: Plan an Explanatory Paragraph Unit 6 Lessons 26-30: Plan an Explanatory Essay</p>
7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.	<p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11-15: Write an Informative Paragraph Unit 6 Lessons 31-35: Write an Explanatory Essay (Body: Introduction)</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis	
7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	<p><u>Use Transitions</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p>
Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice	
7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation</u> Unit 5 Lessons 1–4</p>
7.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	<p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea	
7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	<u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time <u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time
7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.	<u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time <u>Multimedia Presentation</u> Unit 5 Lessons 1–4
7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time <u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time
Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis	
7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.	<u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time <u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time <u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
<p>Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited</p>	
<p>7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p>	<p><u>Present an Explanatory Essay</u> Unit 6 Lesson 41: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Publishing)</p>
<p>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p><u>Revise an Explanatory Essay</u> Unit 6 Lesson 35: Work Time <u>Edit an Explanatory Essay</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising and Editing)</p>
<p>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Informative Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Literary Writing CCCs	
Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style	
7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 13: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Introduce a Narrative Essay</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Topics for Essay</u> Unit 2 Lesson 34: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Plan a Narrative Paragraph Unit 6 Lessons 31–35: Topics for Essay</p>
Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style	
7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	<p><u>Write a Narrative Paragraph</u> Unit 4 Lessons 14–15: Work Time Unit 6 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Topics for Essay</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)	
7.WL.k1 Organize ideas and event so that they unfold naturally.	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 13: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Introduce a Narrative Essay</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Topics for Essay</u> Unit 2 Lesson 34: Work Time</p> <p><u>Create a Sequence of Events</u> Unit 2 Lessons 37–38: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Create a Sequence of Events</p>
7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 6 Lessons 36–40: Write a Narrative Essay</p>
7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><u>Transitions to Convey a Sequence of Events</u> Unit 6 Lesson 5: Whole Group Unit 6 Lesson 30: Whole Group</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response	
7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<u>Write a Narrative Paragraph</u> Unit 4 Lessons 14–15: Work Time Unit 6 Lessons 8–9: Work Time <u>Write a Narrative Essay</u> Unit 2 Lessons 34–42: Work Time <u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay
Progress Indicator: M.WL.m using dialogue to advance the plot or theme	
No CCCs developed for this PI at 7th grade	No CCCs developed for this PI at 7 th grade according to the South Carolina Core Content Connections
Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)	
7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.	<u>Write a Narrative Paragraph</u> Unit 1 Lesson 14: Work Time Unit 2 Lesson 4: Work Time Unit 3 Lesson 4: Work Time <u>Create a Sequence of Events</u> Unit 1 Lesson 18: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 6 Lessons 6–10: Write a Narrative Paragraph

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about	
7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	<u>Write a Narrative Paragraph</u> Unit 4 Lessons 14–15: Work Time Unit 6 Lessons 8–9: Work Time <u>Write a Narrative Essay</u> Unit 2 Lessons 34–42: Work Time <u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay (Body: Conclusion)
Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader	
7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	<u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time <u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay (Publishing)
7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	<u>Revise and Edit a Narrative Essay</u> Unit 2 Lesson 41: Work Time <u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay (Revising and Editing)
Persuasive Writing CCCs	
Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts-political cartoons, literary critiques, speeches, propaganda techniques)	
7.WP.i1 Discuss how own view or opinion changes using new information provided by others.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.	<p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p>
Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view	
7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience.	<p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group <u>Plan and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay</p>
7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.	<p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p>
7.WP.j3 List internet search terms for a topic of persuasive writing.	<p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group <u>Plan and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	<p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p>
7.WP.j5 Describe how the claims within a speaker's argument matches own argument.	<p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p>
7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p>
7.WP.j7 Use a standard format to produce citations.	<p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented	
7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.	<p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Plan and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Body: Introduction)</p>
7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	<p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph</p>
Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience	
7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	<p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WP.I2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.	<p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph</p>
Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice	
7.WP.m1 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>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p>
Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition	
7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	<p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Body: Conclusion)</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
<p>Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)</p>	
<p>7.WP.o1 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 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Publishing)</p>
<p>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p><u>Revise and Edit an Argumentative Essay</u> Unit 4 Lesson 37: Work Time Unit 4 Lesson 40: Whole Group Unit 4 Lesson 41: Work Time Unit 4 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Revising & Editing)</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
CCC: Reading Informational Text	
Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts	
7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Use Prefixes and Suffixes (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 2: Skill 12: Prefixes and Suffixes</p>
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information	
7.RI.i1 Use signal words as a means of locating information.	<p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 28: Read Aloud, Think Aloud</p>
<u>7.RI.i2 Use text features to locate information.</u>	<p>As students read “Bahia Bakari, the Miracle Girl” the Close Reading questions point students to headings, captions and photographs.</p> <p><u>Use Text Features to Enhance Comprehension</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RI.i3 Outline a given text to show how ideas build upon one another.	<p>Students can use outlining as they summarize informational text.</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)	
7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
7.RI.j2 Determine the central idea of a text.	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 33: Work Time</p>
7.RI.j3 Analyze the development of the central idea over the course of the text.	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RI.j4 Provide/create an objective summary of a text.	<u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud
7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud <u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud
7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	<u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud <u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud
Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole	
7.RI.k1 Determine the structure of a text.	<u>Genre: Informational Text</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud <u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud <u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	<p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p>
7.RI.k3 Identify an argument or claim that the author makes.	<p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Reading Strategy: Evaluating Author's Viewpoint</u> Unit 2 Lesson 26: Whole Group</p>
7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.	<p><u>Reading Strategy: Evaluating Author's Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p>
7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.	<p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Reading Strategy: Evaluating Author's Viewpoint</u> Unit 2 Lesson 26: Whole Group</p>
7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Author's Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.RI.I comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information	
7.RI.I1 Compare/contrast how two or more authors write or present about the same topic.	<p>Each selection in <i>iLit</i> includes an audio version of the text. In addition, students can compare how two authors write about the same topic.</p> <p><i>"Helping Hands"</i> and <i>"Black Days for Blue Whales"</i> (news articles) Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>Bullying</u> <i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud <i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
7.RI.I2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<p><u>Biography and Informational Texts (synthesizing viewpoints on a single subject)</u> <i>"The Greatest"</i> (Biography) Unit 5 Lessons 33, 35, 36: Whole Group <i>"Taking Action"</i> (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Bullying</u> <i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud <i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
CCC: Reading Literary Text	
Progress Indicator: M.RI.h flexibility using strategies to derive meaning from a variety of texts and mediums	
7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.	<p>The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model reading strategies.</p> <p><u>Visualize Characters and Settings</u> Unit 2 Lesson 5: Whole Group</p> <p><u>Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p> <p><u>Identify a Sequence of Events</u> Unit 2 Lesson 21: Whole Group</p>
Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)	
7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.	<p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 2: Work Time Unit 2 Lessons 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>
7.RL.i3 Determine the theme or central idea of a text.	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time</p>
Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme	
7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud</p>
7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).	<p><u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 12-13: Work Time</p> <p><u>Analyze Setting and Mood</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning	
7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 12–13: Work Time</p> <p><u>Analyze Setting and Mood</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze Characters and Theme</u> Unit 4 Lesson 26: Whole Group</p>
Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone	
7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama; Analyze Drama's Form</u> Unit 3 Lesson 1: Whole Group; Extra Practice Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria	
7.RL.m1 Compare and contrast the points of view of different characters in the same text.	<u>Compare and Contrast Characters</u> Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud
7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.	<u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group
7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.	<u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group <u>Library – Drama</u> <i>Julius Caesar</i>
7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group
CCC: Reading at the Word Level	
Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding	
7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim</i>, <i>skinny</i>, <i>scrawny</i>, <i>thin</i>).	<u>Connotations and Denotations</u> Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context	
7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.	<p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 7 Lessons 1–5: Part 1: Skill 1: Context Clues</p>
7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p><u>Synonyms and Antonyms</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Analogies Unit 5 Lessons 6–10: Part 5: Skill 20: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Analogies Unit 6 Lessons 21–25: Part 4: Skill 24: Word Associations</p>
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)	
7.RWL.h1 Identify words that are derived from a familiar word (e.g., <i>pedal</i>: <i>pedestrian</i>, <i>pedestal</i>, <i>bipedal</i>).	<p><u>Related Words (examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 36: Vocabulary; Work Time Unit 4 Lesson 37: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking	
7.RWL.i1 Use general academic and 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 19: Vocabulary Unit 4 Lesson 17: Vocabulary Unit 5 Lesson 4: 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>
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary	
7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	<p>Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p><u>Synonyms and Antonyms</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 6 Lessons 46–50: Part 5: Skill 5: Synonyms and Antonyms</p>
7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	<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>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</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>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)	
7.RWL.k1 Identify allusion within a text or media.	<p>Students can explore allusion as they complete activities with figurative language and selections in the library.</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night’s Dream</i></p>
7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p>
7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.	<p><u>Connotations and Denotations</u> Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	<p>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>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>
Progress Indicator: M.RWL.I analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)	
7.RWL.I1 Identify alliteration within text.	<p>For related material see:</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time</p>
7.RWL.I2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.	<p><u>Genre: Poem/Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.RWL.13 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Connotations and Denotations</u> Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 4: Skill 4: Word Associations Unit 6 Lessons 46–50: Part 3: Skill 3: Word Associations</p>
Writing: Across All Types CCCs	
7.WA.1 Develop sufficient keyboarding skills.	<p>All lessons and activities in Savvas iLit helps students develop keyboarding skills. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 1 Lessons 4–5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39–42: Work Time; Narrative Essay</p> <p>Unit 6 Lessons 17–18: Work Time; Unit 6 Lesson 26: Whole Group; Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31-35: Write an Argumentative Essay</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
<p>7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
<p>7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.</p>	<p><u>Immigration Issues</u> <i>"The Circuit"</i> (short story) Unit 2 Lessons 37-39: Read Aloud, Think Aloud <i>"Immigration at Angel Island"</i> (informational article) Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>
<p>7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</p>	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1-4</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>
<p>7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26-30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1-5: Part 5: Skill 20: Conjunctions and Complex Sentences</p> <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38-42: Work Time Unit 6 Lessons 34-35: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107-108</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WA.6 Use phrases and clauses accurately within a sentence.	<p>Pronouns in Prepositional Phrases Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work time Unit 6 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 4: Skill 19: Conjunctions with Compounds Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases and Clauses, 88, 96–99, 103–105</p>
7.WA.7 Use commas to separate coordinate adjectives.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–121</p>

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

Core Content Connectors: Grade 7	iLit 45 Level D ©2017
7.WA.8 Spell words 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><u>Edit</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 41, 42: Work Time Unit 6 Lessons 38, 39: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 31–35: Part 1: Skill 6: Short Vowel Sounds Unit 6 Lessons 1–5: Part 4: Skill 24: Homophones Unit 6 Lessons 1–5: Part 5: Skill 25: Easily Confused Words</p>
7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.	<p><u>Using Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 6 Lesson 31: Whole Group Unit 4 Lesson 4: Whole Group</p> <p><u>Precise Words</u> Unit 6 Lessons 9–10: Work Time</p> <p><u>Write a Poem</u> Unit 7 Lesson 3: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 3: Skill 18: Comparative and Superlative Adverbs</p>

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

<p style="text-align: center;">Core Content Connectors: Grade 7</p>	<p style="text-align: center;">iLit 45 Level D ©2017</p>
<p>7.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 Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: 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>