

**A Correlation of
Savvas**



**iLit 45
Grade 8, Level E, ©2017
To the
South Carolina
Core Content Connectors
Grade 8**

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

Introduction

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

Savvas iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to prepare students for success on assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

iLit engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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CCC: Habits and Dispositions	
M.HD.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)	
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8.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 informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>“Million Man March”</i></u> (poem) Unit 7 Lesson 4</p> <p><u><i>“We’ve Got a Job”</i></u> (nonfiction) Unit 6</p> <p><u><i>“Four Perfect Pebbles”</i></u> (memoir, history) Unit 2 Lesson 21</p> <p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</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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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)	
8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1-5: Plan & Research a Multimedia Presentation</p>
8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1-5: Plan & Research a Multimedia Presentation</p>
8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	<p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43-44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>

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8.HD.h4 Identify when irrelevant evidence is introduced within an argument.	<p><u>Find Evidence to Support Claims Small Group</u> Unit 4 Lesson 37: Work Time</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p> <p><u>Organize Reasons and Evidence</u> Unit 4 Lesson 36: Whole Group</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	
8.HD.i1 Use information and feedback to refine understanding.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p>
8.HD.i2. Use feedback from adults and peers to clarify writing.	<p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p>

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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)	
8.HD.j1 Use information and feedback to clarify meaning for readers.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>
8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.	<p>The Multimedia Project that students complete in iLit involves extensive research activities and instruction.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Reading Strategy: Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</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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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	
8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Reading Strategy: Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Conduct Research</u> Unit 5 Lesson 1: Whole Group</p>
8.WI.i3 Use a standard format to produce citations.	<p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Conduct Research</u> Unit 5 Lesson 1: Whole Group</p>

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<p>8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Each of the two Multimedia Projects that students complete in <i>iLit</i> involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Reading Strategy: Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Plan for an Interview</u> Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p>

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Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue	
8.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, provide a meaningful conclusion) focused on a specific purpose and audience.	<p><u>Plan an Informative Writing</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time Unit 6 Lesson 32: Work Time</p> <p><u>Write an Informative Writing</u> Unit 6 Lesson 6: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 4 Lesson 4: Work Time Unit 4 Lesson 6: Work Time</p>
8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	<p><u>Write an Introduction and Conclusion</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting)</p>
Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis	
8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	<p><u>Write an Explanatory Essay (Revise and Edit)</u> Unit 6 Lesson 39: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 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	
8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p>
8.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 (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 1–5: Write an Informative Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph</p>

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Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea	
8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<p><u>Develop Ideas for an Explanatory Essay</u> Unit 6 Lesson 33: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 1–5: Write an Informative Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis	
8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><u>Write an Introduction and Conclusion</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay (Conclusion)</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	
8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	<p><u>Present an Explanatory Essay</u> Unit 6 Lesson 45: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Publishing)</p>
8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	<p><u>Write an Explanatory Essay (Revise and Edit)</u> 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>

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8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Write an Explanatory Paragraph Unit 4 Lessons 1-5: Write an Explanatory Paragraph Unit 6 Lessons 1-5: Write an Informative Paragraph Unit 6 Lessons 11-15: Write an Explanatory Paragraph</p>
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	
8.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>Write a Narrative (examples)</u> Unit 2 Lessons 4-5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41-44: Work Time Unit 4 Lessons 23-26: Work Time Unit 7 Lessons 1-5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1-5: Plan a Narrative Paragraph Unit 2 Lessons 31-35: Develop Ideas Unit 4 Lessons 21-25: Plan a Narrative Paragraph</p>

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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	
8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .	<p><u>Develop Ideas</u> Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1-7: Extra Practice</p> <p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31-35: Capture a Setting</p>
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)	
8.WL.k1 Organize ideas and events so that they unfold naturally.	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4-5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41-44: Work Time Unit 4 Lessons 23-26: Work Time Unit 7 Lessons 1-5: Extra Practice</p> <p><u>Assignments (examples)</u> U Unit 2 Lessons 36-40: Create a Sequence of Events</p>
8.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 Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36-40: Create a Sequence of Events</p>

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8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>
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	
8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>
Progress Indicator: M.WL.m using dialogue to advance the plot or theme	
No CCCs developed for this PI in 8th grade	No CCCs developed for this PI in 8 th grade according to the South Carolina Core Content Connectors
Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)	
8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time</p>

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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	
8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 4 Lessons 21-25: Write a Narrative Paragraph</p>
Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader	
8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	<p><u>Present a Narrative Essay</u> Unit 2 Lesson 43: Work Time Unit 2 Lesson 44: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 4 Lessons 21-25: Write a Narrative Paragraph</p>
8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4-5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41-44: Work Time Unit 4 Lessons 23-26: Work Time Unit 7 Lessons 1-5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 4 Lessons 21-25: Write a Narrative Paragraph</p>

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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)	
8.WP.i1 Discuss how own view or opinion changes using new information provided by others.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p>
8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2–3, 5-6: Work Time</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p>
8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay</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	
8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	<p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lessons 25-26: Work Time</p>

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8.WP.j2 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, and provide a meaningful conclusion) focused on a specific purpose and audience.	<p><u>Argumentative Writing (Planning) (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 26–30: Plan an Argumentative Paragraph</p>
8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time</p>
8.WP.j4 Use a standard format to produce citations.	<p>Students are encouraged to use a standard format to produce citations.</p> <p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time</p>
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	
8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>

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8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 16-20: Write an Argumentative Paragraph Unit 6 Lessons 26-30: 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	
8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26-28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26-30: Write an Argumentative Paragraph Unit 4 Lessons 16-20: Write an Argumentative Paragraph Unit 6 Lessons 26-30: Write an Argumentative Paragraph</p>
8.WP.l2 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26-28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</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	
8.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>Argumentative Writing</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
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	
8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay</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)	
8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.	<p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Publishing)</p>
8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	<p><u>Argumentative Essay</u> Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising and Editing)</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
CCC: Reading Informational Text	
Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts	
8.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>Use Prefixes and Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time</p> <p><u>Use Context Clues (examples)</u> Unit 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group Unit 4 Lesson 25: Whole Group</p>
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information	
8.RI.i1 Use signal words as a means of locating information.	<p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p> <p><u>Reading Strategy: Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p>
8.RI.i2 Use text features as a means of locating information.	<p>Students read the selections using headings and other text features.</p> <p><u>"Schooled"</u> Unit 4 Lesson 37</p> <p><u>Text: "Early Warning System"</u> Unit 4 Lesson 38</p>

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8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.	<u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 6 Lesson 43: Whole Group
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)	
8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	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. <u>Inferences (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time
8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.	<u>Inferences (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time <u>Draw Conclusions (examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
8.RI.j3 Determine two or more central ideas in a text.	<p><u>Reading Strategy: Determine Central Ideas</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p>
8.RI.j4 Analyze the development of the central ideas over the course of the text.	<p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 46: Work Time</p>
8.RI.j5 Provide/create an objective summary of a text.	<p><u>Summarize Text (informative/nonfiction)</u> Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</p>
8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
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	
8.RI.k1 Determine the structure of a text.	<p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 6 Lesson 43: Whole Group</p> <p><u>Cause-and-Effect Text Structure</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 41: Whole Group Unit 6 Lesson 6: Whole Group</p>
8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	<p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 6 Lesson 43: Whole Group</p> <p><u>Cause-and-Effect Text Structure</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 41: Whole Group Unit 6 Lesson 6: Whole Group</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p>
8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author's Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
8.RI.k4 Identify an argument or claim that the author makes.	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author’s Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>
8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p>
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	
8.RI.I1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<p><u>Children’s Rights</u> <i>"The Fight Against Child Marriage" and "Iqbal Masih"</i> (article and biography) Unit 2 Lesson 36: Whole Group</p> <p>Compare and Contrast Viewpoints Unit 6 Lesson 25: Work Time</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
CCC: Reading Literary Text	
Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of texts and mediums	
8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.	<p>The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading skills.</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</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)	
8.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 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Unit 2 Lesson 23: Whole Group</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	<p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 10: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p>
8.RL.i3 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 10: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; 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	
8.RL.j1 Determine the theme or central idea of a text.	<p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p>

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8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	<p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p>
8.RL.j3 Provide/create an objective summary of a text.	<p><u>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p>
8.RL.j4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©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	
8.RL.k1 Identify the use of literary techniques within a text.	<p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p>
8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.	<p><u>Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Understand Allusions</u> Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>
Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone	
8.RL.l1 Compare and contrast the structure of two or more texts.	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
8.RL.I2 Explain how language use contributes to the meaning of a poem or drama.	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Drama; Characteristics of Drama</u> Unit 3 Lesson 1: Whole Group Unit 3 Lesson 3: Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of dramas and poems. For examples see:</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>
Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria	
8.RL.m1 Compare and contrast the points of view of different characters in the same text.	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 6 Lesson 40: Work Time</p>
8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p>

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8.RL.m3 Compare and contrast content presented in text, media, and live performance.	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Retell Events to Clarify</u> Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Text: <i>Romeo and Juliet: Plan a Scene</i></u> Unit 3 Lessons 2–9</p>
8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.	<p><u>Make Connections</u> Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Text: <i>Romeo and Juliet</i></u> Unit 3 Lessons 2–9</p>
CCC: Reading at the Word Level	
Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding	
8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	<p><u>Connotations and Denotations</u> Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary</p> <p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context	
8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	<p><u>Use Context Clues (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues</p>
8.RWL.g2 Use the relationship between particular words to better understand each of the words.	<p><u>Reading Strategy: Understand Related Words</u> Unit 2 Lesson 13: Whole Group Unit 6 Lesson 11: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms</p>
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)	
8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., pedal refers to feet: pedestrian- traveling on foot, pedestal- support or foot for a structure, bipedal- two footed creatures).	<p><u>Related Words</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 9: Vocabulary Unit 2 Lesson 47: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking	
8.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>Use Context Clues (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: 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>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 6 Lessons 21–25: Part 1: Skill 24: Words That Are Used Together (Collocations)</p> <p>Independent Reading—Every lesson</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary	
8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Time to Read</u> Dictionary: Unit 2 Lesson 2</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>
8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	<p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p>Independent Reading—Every lesson</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
8.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><u>Time to Read</u> Dictionary: Unit 2 Lesson 2</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)	
8.RWL.k1 Identify irony within a text or media.	<p>For related material see: <u>Figurative Language(examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time</p>
8.RWL.k2 Identify a pun within a text or media.	<p><u>Understand Puns</u> Unit 4 Lesson 32: Read Aloud, Think Aloud</p>

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8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	<p><u>Allusions</u> Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time</p>
8.RWL.k4 Identify and interpret an analogy within a text.	<p><u>Analogies</u> Unit 2 Lesson 36: Vocabulary; Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</p>
8.RWL.k5 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 <i>iLit</i> includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 9: Vocabulary Unit 4 Lesson 29: Vocabulary</p> <p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations</p>

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Core Content Connectors: Grade 8	iLit 45 Level E ©2017
Progress Indicator: M.RWL.I analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)	
8.RWL.I1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms</p>
Writing: Across All Types CCCs	
8.WA.1 Use technology to produce and publish writing (e.g., use 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>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>

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8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.	<p><u>Visualize</u> Unit 5 Lesson 8: Read Aloud, Think Aloud; Whole Group</p> <p><u>Personal Connections to the Text</u> Unit 6 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Retelling to Monitor and Clarify Understanding</u> Unit 2 Lesson 8: Whole Group Unit 2 Lesson 9: Work Time</p> <p><u>Make Connections</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Write a Summary</u> Unit 5 Lesson 7: Work Time</p>
8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p>Students can use visual components in the following:</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>
8.WA.4 Use active and passive verbs in writing.	<p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 36-40: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 56, 57, 58</p>

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8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.	<p><u>Assignments (related material)</u> Unit 2 Lessons 36–40: Skill 6: Verb Tenses Unit 2 Lessons 36–40: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Mood, 62–63</p>
8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	<p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 11–15: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–134</p>
8.WA.7 Spell words correctly in writing.	<p>Every unit in <i>iLit</i> includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 26–30: Skill 4: Getting Letters in Correct Order Unit 2 Lessons 26–30: Skill 4: Vowels in Final Syllables</p>

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8.WA.8 Use active and passive voice in writing to achieve particular effect.	<p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 36–40: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 56, 57, 58</p>
8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.	<p><u>Use Verbs and Verb Phrases</u> Unit 2 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 36–40: Skill 6: Verb Tenses Unit 2 Lessons 36–40: Skill 8: Consistent Verb Tenses Unit 2 Lessons 36–40: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using the Conditional Mood, 59–60; Auxiliary Verbs that Express the Subjunctive Mood, 61; Using the Subjunctive Mood, 62</p>

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<p>8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p>	<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><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</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>