

**A Correlation of**



**iLit 20**

**Grade 7, ©2018**

**To**

**Ohio's Learning Standards  
For English Language Arts  
Grade 7**

**A Correlation of iLit 20 ©2016, Grade 7 (Level D)  
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**Introduction**

This document demonstrates how **Savvas iLit 20 ©2018** meets the objectives of Ohio’s Learning Standards for English Language Arts (2017). Correlation references are to the Teacher App and Student App.

*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 meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. 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.

- *iLit20* is a supplemental literacy program that supports core ELA curriculum and encourage independent reading at just the right level.
- iLit20 provides personalized literacy through adaptive performance-based instruction that automatically tracks students’ reading growth, steadily increasing their capacity to read more complex text.
- iLit20 is designed as a flexible implementation model used 15-20 minutes per day two to five times per week to supplement a core reading program.

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| <b>Reading Standards for Literature K-12</b>   |   |
| <b>GRADE 7 STUDENTS:</b>   |   |
| <b>KEY IDEAS AND DETAILS</b>   |   |
| <p><b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p><b>SA:</b> The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u><br/>           Prompt 23: What Is the Most Important Statement or Idea You Read Today?<br/>           Prompt 24: What Scene of Event was Most Important to You?<br/>           Prompt 16: What Passage or Dialogue was Most Meaningful?<br/>           Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable?<br/>           Prompt 30: Did Any Parts of Your Reading Today Make You Feel Angry, Pleased, or Surprised?</p> |

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| <p><b>RL.7.2</b> Analyze literary text development.</p> <p>a. Determine a theme of a text and analyze its development over the course of the text.</p> <p>b. Incorporate the development of a theme and other story details into an objective summary of the text.</p> | <p><b>SA:</b> The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u></p> <p>Prompt 1: Choose Three Words That Describe the Book You are Reading</p> <p>Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book?</p> <p>Prompt 14: What Is the Most Interesting Part of the Text?</p> <p>Prompt 16: What Passage or Dialogue was Most Meaningful?</p> <p>Prompt 21: Write a Review and Rate It with Stars? Explain.</p> <p>Prompt 23: What Is the Most Important Statement or Idea You Read Today?</p> |
| <p><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>   | <p><b>TA:</b> <u>Library Response Prompt (examples)</u></p> <p>Prompt 16: What Passage or Dialogue was Most Meaningful?</p> <p>Prompt 24: What Scene of Event was Most Important to You?</p> <p>Prompt 26: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>Prompt 28: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand?</p>  |

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| <b>CRAFT AND STRUCTURE</b>   |  |
| <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.</p> <p><b>TA:</b> <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u><br/>           Prompt 17: Choose and Describe a Sensory Detail<br/>           Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable?</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>           Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>           Week 2: Antonyms; Multisyllabic Words<br/>           Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |

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| <p><b>RL.7.5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>                               | <p><b>SA:</b> Students have at their fingertips over 3000 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u><br/>           Prompt 7: Picture Setting of the Book. Would You Like to Live There?<br/>           Prompt 16: What Passage or Dialogue was Most Meaningful?<br/>           Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable?<br/>           Prompt 24: What Scene of Event was Most Important to You?</p> <p><u>iLit Library (examples)</u><br/>           Dutiful (poetry)<br/>           How Do I Love Thee?/On Love (poetry)<br/>           Famous (Poetry)<br/>           A Midsummer’s Night Dream (drama)<br/>           Prometheus and the Gift of Fire (drama)<br/>           Pygmalion (drama)</p> |
| <p><b>RL.7.6</b> Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.</p> | <p><b>TA:</b> <u>Library Response Prompt (examples)</u><br/>           Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book?<br/>           Prompt 14: What Is the Most Interesting Part of the Text?<br/>           Prompt 22: What Question Would You Like to Ask the Author?</p>  |

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| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>  |   |
| <p><b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> | <p><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u><br/>           Prompt 2: Picture on Social Network Site that Describes Your Book<br/>           Prompt 3: Would the Book You Read Make Good Movie?<br/>           Prompt 7: Picture Setting of the Book. Would You Like to Live There?<br/>           Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show?</p> <p><u>iLit Library (examples)</u><br/>           Romeo and Juliet (drama)<br/>           Antigone (drama)<br/>           The Importance of Being Ernest (drama)<br/>           What a Vacation (drama)<br/>           Hamlet (drama)<br/>           Julius Caesar (drama)</p> |
| <p><b>RL.7.8</b> (Not applicable to literature)</p>  | <p>Not applicable to literature according to Ohio’s Learning Standards for English Language Arts.</p>   |
| <p><b>RL.7.9</b> 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.</p>  | <p><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>iLit Library (examples)</u><br/>           Abraham Lincoln (graphic novel)<br/>           The Gettysburg Address (speech)<br/>           America’s Most Famous Ghost (mystery)<br/>           Abraham Lincoln by Tom Taylor (fiction)<br/>           The Story of Young Abraham Lincoln (Fiction)<br/>           Abraham Lincoln Second Inaugural Address</p>   |



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| <p><b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p> | <p><b>TA:</b> An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><i>iLit</i> Library (examples)</u><br/> A Midsummer Night’s Dream<br/> Little Women<br/> Welcome to Skull Canyon<br/> The Adventures of Tom Sawyer<br/> David Copperfield<br/> The Jungle Book<br/> Mr. Small<br/> Snowflake: A Sled Dog</p> |

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| <b>Reading Standards for Informational Text K-12</b>   |   |
| <b>KEY IDEAS AND DETAILS</b>   |   |
| <p><b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p><b>SA:</b> Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p><b>TA:</b> <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u><br/>           Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds<br/>           Week 21: Warning: Bugs at Work!</p> <p><u>Interactive Readers: Make Inferences (examples)</u><br/>           Week 6: They Never Gave Up; All Together Now<br/>           Week 21: Human and Dogs<br/>           Week 23: Bomb Dogs: Canine Heroes; Life Beyond the Trash Dump<br/>           Week 45: Sonia Sotomayor: A Justice for All; E-cycling:</p> <p><u>Interactive Readers: Make Generalizations (examples)</u><br/>           Week 27: A Heated Debate<br/>           Week 32: South Africa’s Peacemaker<br/>           Week 37: Handwriting on the Wall; The World’s Water Woes</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p> |

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| <b>RI.7.2</b> Analyze informational text development.  |   |
| <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> | <p><b>SA:</b> Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p><b>TA:</b> <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u><br/>           Week 13: Digital Creativity; Binge TV<br/>           Week 21: Separate Justice<br/>           Week 27: Invented by Love; New Language, New Friends<br/>           Week 42: Mahatma Gandhi: A Leader in Nonviolence</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries in their daily reading.</p>  |
| <p>b. Provide an objective summary of the text that includes the central ideas and their development.</p>          | <p><b>SA:</b> Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p><b>TA:</b> <u>Interactive Readers: Summarize (examples)</u><br/>           Week 18: Traditional Native American Homes; Taking Sides on Time<br/>           Week 23: The Kindness of Strangers<br/>           Week 31: Growing an Urban Garden<br/>           Week 49: Campers Give Peace a Chance</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p> |

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| <p><b>RI.7.3</b> 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).</p>                          | <p><b>TA:</b> <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u><br/>           Week 8: Women’s Wage Gap<br/>           Week 11: Kids Saving the Rain Forest; A Trip to Mars<br/>           Week 30: Our Plastic Brains<br/>           Week 48: Manatees: Endangered Species; Choosing Peace: The Carter Center</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u><br/>           Week 13: Digital Creativity; Binge TV<br/>           Week 21: Separate Justice<br/>           Week 27: Invented by Love; New Language, New Friends</p>  |
| <b>CRAFT AND STRUCTURE</b>   |   |
| <p><b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/> <b>TA:</b> <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>           Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u><br/>           Week 3: The Science of Basketball; Oceans; Myths; Cars Then and Now<br/>           Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u><br/>           Week 1: Compound Words; Related Words; Irregular Plurals<br/>           Week 13: Inflected Endings; Contractions; Multisyllabic Words</p> |

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| <p><b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> | <p><b>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u></b><br/>           Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World<br/>           Week 34: Endangered Paradise<br/>           Week 37: City Life for Birds<br/>           Week 40: Oil in the Gulf; Privacy vs. Safety</p> <p><b><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u></b><br/>           Week 8: A Good Friend Is Hard to Find; The Power of Perseverance<br/>           Week 45: In Your Dreams<br/>           Week 50: Bridging the Generation Gap</p> <p><b><u>iLit Library (examples)</u></b><br/>           Empowering a Community<br/>           The Future is Now<br/>           We Need Insects</p> |
| <p><b>RI.7.6</b> Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>               | <p><b>TA: <u>Interactive Readers: Identify Author’s Viewpoint</u></b><br/>           Week 30: An Ocean of Plastic<br/>           Week 37: Biodiversity in Decline<br/>           Week 42: The Youngest Heroes<br/>           Week 49: The Legacy of the Olympic Truce</p>  |

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| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>  |  |
| <p><b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> | <p><b>TA:</b> Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they’ll encounter on next-generation assessments.</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u><br/>Week 11: Video Games; Kids Saving the Rain Forest</p> <p><u>iLit Library (examples)</u><br/>World Atlas</p> |

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| <p><b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> | <p><b>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u></b><br/>           Week 4: The Pressure Is On<br/>           Week 30: An Ocean of Plastic<br/>           Week 37: Biodiversity in Decline</p> <p><b><u>Interactive Readers: Identify Author’s Purpose (examples)</u></b><br/>           Week 13: A Brilliant Relationship<br/>           Week 20: Peacekeeper; When Disaster Strikes; Speaking for the Wolves</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyl: Freedom Fighter; Out of Many by Barack Obama</p> |

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| <p><b>RI.7.9</b> 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> | <p><b>TA:</b> The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>Peace and Justice (examples)</u><br/>           Week 42: Mahatma Gandhi: A Leader in Nonviolence; The Possibility of Peace<br/>           Week 45: Sonia Sotomayor: A Justice for All<br/>           Week 48: Choosing Peace: The Carter Center<br/>           iLit Library: Mahatma Gandhi</p> <p><u>Technology (examples)</u><br/>           Week 3: Text Talk<br/>           Week 11: Video Games: The Good and the Bad<br/>           Week 13: Binge TV<br/>           Week 27: Telemedicine<br/>           Week 40: Texting on Trial</p> <p>iLit Library (examples)<br/>           Harriet Tubman by Teri L. Tilwick</p> |



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| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>  |  |
| <p><b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p><b>TA:</b> An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><a href="#">iLit Library (examples)</a></u><br/> Jane of the Jungle<br/> Human Impact!<br/> Ban the Bottle!<br/> Early Warning System</p> |
| <b>Writing Standards K–12</b>   |  |
| <b>TEXT TYPES AND PURPOSES</b>  |  |
| <b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.  |  |
| <p>a. Establish a thesis statement to present an argument.</p>  | <p><b>TA:</b> Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p>   |
| <p>b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>  | <p><b>TA:</b> Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting &amp; Drafting: Introduction</p>  |
| <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>                                  | <p><b>TA:</b> Smart Search: Writing: Argumentative Writing: Prewriting &amp; Drafting: Introduction &amp; Body</p>   |
| <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>   | <p><b>TA:</b> Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p>   |

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| e. Establish and maintain a formal style.   | <b>TA:</b> Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising   |
| f. Provide a concluding statement or section that follows from and supports the argument presented.   | <b>TA:</b> Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Conclusion; Revising   |
| <b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |   |
| <b>a.</b> Establish a thesis statement to present information.  | <p><b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Write a Summary (examples)</u><br/>           Week 6: Mentors Make a Difference<br/>           Week 11: Kids Saving the Rain Forest<br/>           Week 30: An Ocean of Plastic<br/>           Week 42: Cyber School</p> |
| <b>b.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction   |
| <b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body   |
| <b>d.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion  |

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| <b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.   | <b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences<br>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C |
| <b>f.</b> Establish and maintain a formal style.  | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C  |
| <b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.  | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Drafting: Conclusion  |
| <b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                     |  |
| <b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction   |
| <b>b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising                   |
| <b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.   | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion                           |
| <b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising                           |
| <b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.  | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Conclusion; Revising   |

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| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>  |  |
| <p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>   | <p><b>SA:</b> The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p> |
| <p><b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p> | <p><b>TA:</b> See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C</p> <p>Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C</p> <p>Smart Search: Writing: Argumentative Writing: Argumentative Essay A, B, C</p>   |

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| <p><b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.</p>   | <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p> |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>  |  |
| <p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>   | <p><b>TA:</b> Teachers can encourage students to conduct research in the iLit Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.</p>  |
| <p><b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p><b>TA:</b> The iLit Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p>   |

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| <b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  |  |
| a. Apply grade 7 Reading standards to literature (e.g., “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”). | <p><b>SA:</b> The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p><b>TA:</b> The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u><br/>           Prompt 5: Would You Read Another Book by Same Author?<br/>           Prompt 14: What Is the Most Interesting Part of the Text?<br/>           Prompt 24: What Scene of Event was Most Important to You?</p> |
| b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).             | <p><b>SA:</b> The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p><b>TA:</b> <u>Interactive Readers: Write a Summary (examples)</u><br/>           Week 2: Awesome Ants<br/>           Week 8: Youthville Detroit<br/>           Week 18: Bill Gate: Computer Pioneer<br/>           Week 31: Growing an Urban Garden</p>   |

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| <b>RANGE OF WRITING</b>   |  |
| <p><b>W.7.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>              | <p><b>SA:</b> The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p> |
| <b>Speaking and Listening Standards K-12</b>  |  |
| <b>COMPREHENSION AND COLLABORATION</b>  |  |
| <p><b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> |  |
| <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>                       | <p><b>SA:</b> Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p><b>TA:</b> At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>   |

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| b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.   | <p><b>SA:</b> Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p><b>TA:</b> At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p>  |
| c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | <p><b>SA:</b> Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p><b>TA:</b> At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> |
| d. Acknowledge new information expressed by others and, when warranted, modify their own views.   | <p><b>SA:</b> Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p><b>TA:</b> At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> |



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| <p><b>SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> | <p><b>TA:</b> Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u><br/>           Week 1: Statistics Don’t Lie<br/>           Week 4: Anne Frank: Taking a Stand for the Human Spirit<br/>           Week 42: The Possibility of Peace</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u><br/>           Week 1: Regular Plurals; Related Words<br/>           Week 16: Multiple Meaning Words; Synonyms; Latin Roots</p> <p><u>Word Reader (examples)</u><br/>           Week 11: Sound for the Letters <i>wh</i><br/>           Week 16: Consonant Pattern <i>-ng</i></p> |

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| <p><b>SL.7.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>  | <p><b>TA:</b> Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u><br/>           Week 1: Pablo Morales, Champion at Work<br/>           Week 21: Separate Justice<br/>           Week 27: A Heated Debate<br/>           Week 32: Cesar Chavez: Fighting for Fairness; South Africa’s Peacemaker; A Quiet Hero: The Story of Barbara Johns; Learning the Truth in China</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u><br/>           Week 4: The Pressure Is On<br/>           Week 30: An Ocean of Plastic<br/>           Week 37: Biodiversity in Decline</p> |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>   |  |
| <p><b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><b>TA:</b> Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>  |

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| <p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>   | <p><b>TA:</b> Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>  |
| <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> | <p><b>TA:</b> Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing.</p> <p>At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> <p>The iLit Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u><a href="#">iLit Library Dramas (examples)</a></u><br/>           Hamlet<br/>           Macbeth<br/>           A Doll’s House<br/>           Prometheus and the Gift of Fire</p> |

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| <b>Language Standards K-12</b>  |   |
| <b>CONVENTIONS OF STANDARD ENGLISH</b>  |   |
| <b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |   |
| <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>                      | <p><b>TA:</b> Grammar: Grammar Study Plan 3C: Prepositional Phrases; Sentence Structure: Grammar Study Plan 4C: Clauses; Grammar Study Plan 3B: Prepositional Phrases</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing<br/>           Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing<br/>           Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |
| <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> | <p><b>TA:</b> Grammar: Sentence Structure; Types of Sentences</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing<br/>           Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing<br/>           Argumentative Writing: Argumentative Essay A, B, C: Editing</p>   |

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| <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>                           | <p><b>TA:</b> Grammar: Grammar Study Plan 3C: Prepositional Phrases; Sentence Structure: Grammar Study Plan 4C: Clauses; Grammar Study Plan 3B: Prepositional Phrases; Types of Sentences; Adjectives; Adverbs</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing<br/>           Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing<br/>           Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |
| <p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>        |  |
| <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> | <p><b>TA:</b> <u>Smart Search: Grammar</u><br/>Punctuation</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing<br/>           Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing<br/>           Argumentative Writing: Argumentative Essay A, B, C: Editing</p>   |

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| b. Spell correctly.   | <p><b>TA:</b> Over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing<br/>           Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing<br/>           Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |
| <b>KNOWLEDGE OF LANGUAGE</b>  |  |
| <b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |
| a. Choose language that expresses ideas precisely and concisely.  | <p><b>TA:</b> Students have opportunities to share their writing assignments with the class.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C<br/>           Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C<br/>           Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>   |
| b. Recognize and eliminate wordiness and redundancy.  | <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C<br/>           Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C<br/>           Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>   |

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| <b>VOCABULARY ACQUISITION AND USE</b>  |   |
| <b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  |   |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.   | <p><b>TA:</b> <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the iLit 20 program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>Context Clues</p> |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).   | <p><b>TA:</b> <u>Spelling</u><br/>Base Words; Prefixes; Suffixes; Greek or Latin Word Parts; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u><br/>Weeks 5, 13, 14, 16: Suffixes<br/>Weeks 7, 8, 11: Latin Roots<br/>Weeks 16, 19, 20, 22: Prefixes<br/>Week 20: Greek and Latin Roots and Affixes</p>  |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. | <p><b>TA:</b> Teachers encourage students to use reference materials to identify the meaning of unknown words.</p> <p><u>Library</u><br/>Dictionary of Geographic Terms<br/>Dictionary of Forces, Matter, and Energy</p>  |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   | <p><b>TA:</b> <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the iLit 20 program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>Context Clues</p> |

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| <b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                        |  |
| <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>                         | <p><b>TA:</b> For related material see the following:</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>Shades of Meaning</p> <p><u>Library Response Prompt (examples)</u><br/>Prompt 17: Choose and Describe a Sensory Detail<br/>Prompt 19: How Did You Feel About Your Book Today?<br/>Prompt 27: What Emotion Did You Feel When Reading?</p> <p>In addition, the Library contains a vast collection of titles that can be used to supplement this objective. See the following:</p> <p><i>Romeo and Juliet</i><br/><i>Antigone</i><br/><i>A Midsummer Night’s Dream</i><br/><i>Macbeth</i><br/><i>“But Since You Finally Asked”</i><br/><i>“All Good People”</i></p> |
| <p><b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> | <p><b>TA:</b> <u>Vocabulary (examples)</u><br/>Analogies; Base Words; Word Associations; Word Roots; Related Words</p> <p><u>Word Study Practice</u><br/>Week 16, 17: Word Families<br/>Week 20: Antonyms</p> <p><u>Spelling</u><br/>Related Words</p>   |



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| <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>   | <p><u>Word Study Practice</u><br/>Weeks 2, 25, 28, 29: Connotations</p> <p><u>In addition, see the following:</u><br/><u>Spelling</u><br/>Easily Confused Words; Words from Many Cultures</p>  |
| <p><b>L.7.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>Week 5: Collocations; Suffixes<br/>Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |