

**A Correlation of**



**Savvas iLit 45/ELL  
Grade 7, ©2016**

**To  
Ohio's Learning Standards  
for English Language Arts  
Grade 7**

**A Correlation of iLit 45 / ELL ©2016, Grade 7 (Level D)  
To Ohio’s Learning Standards for English Language Arts**

**Introduction**

This document demonstrates how **Savvas iLit 45/ELL ©2016** meets the objectives of Ohio’s Learning Standards for English Language Arts (2017). Correlation references are to the Teacher App and are cited by unit, 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 meet the rigors of the Common Core State Standards and prepare students for success on the new 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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Ohio's Learning Standards for English Language Arts	iLit 45 / ELL
<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>Students cite textual evidence in each selection of <b><i>iLit</i></b>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u>            Unit 4 Lesson 1: Whole Group            Unit 4 Lesson 4: Read Aloud, Think Aloud            Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time            Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u>            Unit 2 Lesson 1: Whole Group            Unit 2 Lessons 2: Work Time            Unit 2 Lessons 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (fiction/narrative)</u>            Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u>            Unit 2 Lesson 17: Read Aloud, Think Aloud</p>

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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><u>Theme (examples)</u>            Unit 2 Lesson 16: Whole Group            Unit 2 Lesson 25: Whole Group; Work Time            Unit 2 Lesson 26: Work Time            Unit 3 Lesson 8: Whole Group            Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Summarize Text (fiction/narrative)</u>            Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u>            Unit 2 Lesson 17: Read Aloud, Think Aloud</p>
<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>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u>            Unit 2 Lesson 11: Whole Group            Unit 2 Lessons 12–13: Work Time</p> <p><u>Analyze Setting and Mood</u>            Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Theme (examples)</u>            Unit 2 Lesson 16: Whole Group            Unit 2 Lesson 25: Whole Group; Work Time            Unit 2 Lesson 26: Work Time            Unit 3 Lesson 8: Whole Group            Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Characters</u>            Unit 3 Lesson 3: Read Aloud, Think Aloud</p>

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<b>Ohio’s Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
<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>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u>            Unit 4 Lesson 25: Whole Group            Unit 4 Lesson 26: Work Time            Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u>            Unit 4 Lesson 18: Vocabulary            Unit 4 Lesson 29: Vocabulary            Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u>            Unit 3 Lesson 5; Whole Group; Work Time            Unit 4 Lesson 15: Whole Group; Work Time            Unit 4 Lesson 16: Work Time            Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations            Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>

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<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><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama; Analyze Drama's Form</u> Unit 3 Lesson 1: Whole Group; Extra Practice Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
<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><u>Compare and Contrast Characters</u> Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud</p>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<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>Each selection in <b>iLit</b> 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>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p>
<b>RL.7.8</b> (Not applicable to literature)	Not applicable to literature according to Ohio's Learning Standards for English Language Arts
<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><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p>

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<b>Ohio's Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
<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>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>"Virtual War"</i> (novel &amp; historical fiction)</u> Unit 2 Lessons 35</p> <p><u><i>Trino's Choice</i></u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p> <p><u><i>"In the Shadows"</i> (short story)</u> Unit 2 Lessons 28–31</p> <p><u>Monitor Understanding</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Reading Strategy</u> Unit 3 Lesson 2: Read Aloud, Think Aloud; Whole Group; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>



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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>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 35: Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lessons 14, 15: Work Time</p> <p><u>Ask Questions (examples)</u> Unit 6 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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<p><b>RI.7.2</b> Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes the central ideas and their development.</p>	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
<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><u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p>

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<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>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u>            Unit 4 Lesson 25: Whole Group            Unit 4 Lesson 26: Work Time            Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u>            Unit 4 Lesson 18: Vocabulary            Unit 4 Lesson 29: Vocabulary            Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u>            Unit 3 Lesson 5; Whole Group; Work Time            Unit 4 Lesson 15: Whole Group; Work Time            Unit 4 Lesson 16: Work Time            Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations            Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>

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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><u>Genre: Informational Text</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p>
<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><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Author's Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p>
<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>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>"Helping Hands" and "Black Days for Blue Whales"</u> Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>"Japan Nuke Workers Risk Their Lives, Garner Nation's Respect"</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>"At the Edge: Daring Acts in Desperate Times"</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Read a Speech</u> Unit 2 Lesson 41: Time To Read</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><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Reading Strategy: Evaluating Author's Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p>
<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><u>Biography and Informational Texts</u> <u>(synthesizing viewpoints on a single subject)</u> <i>"The Greatest"</i> (Biography) Unit 5 Lessons 33, 35, 36: Whole Group <i>"Taking Action"</i> (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Bullying</u> <i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud <i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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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>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><i>"Taking Action"</i> (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><i>"The Greatest"</i> (Biography) Unit 5 Lessons 33, 35, 36: Whole Group</p> <p><u>Determine Main Idea (nonfiction)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Summarize Text (informative examples)</u> Unit 2 Lesson 33: Read Aloud, Think Aloud Unit 4 Lesson 33: Whole Group Unit 4 Lessons 48, 49: Read Aloud, Think Aloud; Work Time</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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<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><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan &amp; Write an Argumentative Paragraph Unit 4 Lessons 31-35: Write an Argumentative Essay</p>
a. Establish a thesis statement to present an argument.	<p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph</p>
b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay</p>

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<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><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay</p>
<p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p>
<p>e. Establish and maintain a formal style.</p>	<p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p>
<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>Draft an Argumentative Essay</u> Unit 4 Lesson 36: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Argumentative Essay (Body: Conclusion)</p>



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<p><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.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Write an Explanatory Paragraph &amp; Essay (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group &amp; Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p>
<p>a. Establish a thesis statement to present information.</p>	<p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay</p>

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<p>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.</p>	<p><u>Brainstorm an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay</p>
<p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time</p>
<p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Use Transitions</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p>

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e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p>
f. Establish and maintain a formal style.	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p>
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>
<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.	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan &amp; Write a Narrative Paragraph Unit 6 Lessons 36–40: Write a Narrative Essay</p>

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<b>Ohio's Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
<p>a. 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.</p>	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 13: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Introduce a Narrative Essay</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Topics for Essay</u> Unit 2 Lesson 34: Work Time</p> <p><u>Create a Sequence of Events</u> Unit 2 Lessons 37–38: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Create a Sequence of Events</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan &amp; Write a Narrative Paragraph Unit 6 Lessons 36–40: Write a Narrative Essay</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><u>Transitions to Convey a Sequence of Events</u> Unit 6 Lesson 5: Whole Group Unit 6 Lesson 30: Whole Group</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><u>Write a Narrative Paragraph</u> Unit 4 Lessons 14–15: Work Time Unit 6 Lessons 8–9: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lessons 34–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay</p>

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<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><u>Write a Narrative Paragraph</u> Unit 4 Lessons 14–15: Work Time Unit 6 Lessons 8–9: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lessons 34–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay (Body: Conclusion)</p>
<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>Students write every day in <i>iLit</i>. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during “Work Time”, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing.</p> <p><u>Writing Activities</u> Unit 1 Lessons 4–5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39–42: Work Time; Narrative Essay</p> <p>Unit 6 Lessons 17–18: Work Time; Unit 6 Lesson 26: Whole Group; Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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<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><u>Plan Writing (examples)</u>            Unit 2 Lessons 23-24: Work Time            Unit 4 Lessons 3-4: Work Time            Unit 4 Lessons 13-14: Work Time</p> <p><u>Revise (examples)</u>            Unit 2 Lesson 41: Whole Group; Work Time            Unit 4 Lessons 38-42: Work Time            Unit 6 Lessons 34-35: Work Time</p> <p><u>Presenting Writing Activities (examples)</u>            Unit 2 Lessons 42: Work Time            Unit 3 Lesson 6, 9: Work Time            Unit 4 Lessons 43-44: Work Time            Unit 5 Lessons 8-9: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 36-40: Write a Narrative Essay            Unit 4 Lessons 31-35: Write an Argumentative Essay</p>

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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>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u>            Unit 2 Lessons 23–24: Work Time            Unit 4 Lessons 3–4: Work Time            Unit 4 Lessons 13–14: Work Time</p> <p><u>Revise (examples)</u>            Unit 2 Lesson 41: Whole Group; Work Time            Unit 4 Lessons 38–42: Work Time            Unit 6 Lessons 34–35: Work Time</p> <p><u>Presenting Writing Activities (examples)</u>            Unit 2 Lessons 42: Work Time            Unit 3 Lesson 6, 9: Work Time            Unit 4 Lessons 43–44: Work Time            Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 36–40: Write a Narrative Essay            Unit 4 Lessons 31–35: Write an Argumentative Essay</p>
<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>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u>            Unit 5 Lessons 1–4</p> <p><u>Informative Writing (examples)</u>            Unit 2 Lessons 15–16: Work Time</p>

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<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><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Compare Informational Texts</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 40: Time to Read; Whole Group; Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p><b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Immigration Issues</u> <i>“The Circuit” (short story)</i> Unit 2 Lessons 37–39: Read Aloud, Think Aloud <i>“Immigration at Angel Island”</i> (informational article) Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>



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<b>Ohio’s Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
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><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Immigration Issues</u> <i>“The Circuit” (short story)</i> Unit 2 Lessons 37–39: Read Aloud, Think Aloud <i>“Immigration at Angel Island”</i> (informational article) Unit 2 Lesson 42: Read Aloud, Think Aloud</p>
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><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p>
<b>RANGE OF WRITING</b>	
<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>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, revise, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 1 Lessons 4–5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39–42: Work Time; Narrative Essay</p> <p>Unit 6 Lessons 17–18: Work Time; Unit 6 Lesson 26: Whole Group; Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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<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>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 4: Work Time</p> <p><u>Get Feedback</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1-4</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</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><u>Discussion (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</p>
<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>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</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><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Listening and Speaking Activities</u> Unit 4 Lesson 17 Classroom Conversation; Work Time Unit 4 Lesson 19 Classroom Conversation; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>
<p><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><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p>

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Ohio's Learning Standards for English Language Arts	iLit 45 / ELL
<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><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p>
<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><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>

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<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><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 44: Work Time Unit 4 Lesson 6: Work Time</p>

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Ohio's Learning Standards for English Language Arts	iLit 45 / ELL
<b>Language Standards K-12</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
<p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Many opportunities exist in <i>iLit</i> for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4-5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39-42: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1-5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1-5: Part 3: Skill 8: Using Helping Verbs Unit 3 Lessons 1-5: Part 4: Skill 9: Using Verbs in Sentences Unit 3 Lessons 1-5: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<b>Ohio's Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
<p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p><u>Phrases (examples)</u> Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–105, 112</p>
<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><u>Connect Ideas in Sentences</u> Unit 2 Lesson 13: Whole Group Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Part 1: Skill 16: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–112; Compound and Complex Sentences, 107, 108</p>
<p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 21: Comparative and Superlative Adjectives Unit 5 Lessons 1–5: Part 2: Skill 22: Adverbs Unit 5 Lessons 1–5: Part 3: Skill 18: Comparative and Superlative Adverbs Unit 6 Lessons 1–5: Part 2: Skill 17: Adjectives Unit 6 Lessons 1–5: Part 3: Skill 18: Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases and Clauses, 88, 96–99, 103–105</p>

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<p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 4 Lessons 26–30: Part 1: Skill 16: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</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><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–121</p>



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<p>b. Spell correctly.</p>	<p>Every unit in iLit includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Activity: Spelling Study Plan</u>            Unit 2 Lesson 13: Work Time            Unit 4 Lesson 5: Work Time            Unit 4 Lesson 44: Work Time            Unit 6 Lesson 15: Work Time</p> <p><u>Editing</u>            Unit 4 Lesson 40: Whole Group            Unit 4 Lessons 41–42: Work Time            Unit 6 Lesson 38: Whole Group, Work Time            Unit 6 Lesson 39: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants            Unit 2 Lessons 31–35: Part 5: Skill 10: Especially Tricky Vowels</p>
<b>KNOWLEDGE OF LANGUAGE</b>	
<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><u>Writing Activities</u>            Unit 1 Lessons 4–5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39–42: Work Time; Narrative Essay</p> <p><u>Multimedia Presentation</u>            Unit 5 Lessons 1–4</p> <p><u>Classroom Conversation (examples)</u>            Unit 2 Lesson 27: Collaborative Discussion            Unit 3 Lesson 7: Small-Group Discussion            Unit 4 Lesson 4: Collaborative Conversation</p>

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<b>Ohio's Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
a. Choose language that expresses ideas precisely and concisely.	<p><u>Learn and Use Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p> <p><u>Precise Words</u> Unit 6 Lessons 9, 10: Work Time</p> <p><u>Write a Poem</u> Unit 7 Lesson 3: Whole Group; Work Time</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 21: Comparative and Superlative Adjectives Unit 5 Lessons 1–5: Part 3: Skill 18: Comparative and Superlative Adverbs</p>
b. Recognize and eliminate wordiness and redundancy.	<p><u>Learn and Use Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group Unit 4 Lesson 46: Whole Group; Work Time</p> <p><u>Precise Words</u> Unit 6 Lessons 9, 10: Work Time</p>
<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.	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 3 Lesson 1: Vocabulary Unit 4 Lesson 26: Vocabulary; Work Time</p>

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<p>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>	<p><u>Use Context Clues (examples)</u>            Unit 4 Lesson 25: Whole Group            Unit 4 Lesson 26: Work Time            Unit 6 Lesson 6: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues            Unit 3 Lessons 6–10: Part 1: Skill 6: Context Clues            Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues            Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues</p>
<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>	<p><u>Use Prefixes and Suffixes (examples)</u>            Unit 3 Lesson 6: Vocabulary            Unit 5 Lesson 6: Vocabulary            Unit 6 Lesson 6: Vocabulary; Work Time            Unit 6 Lesson 7: Work Time            Unit 6 Lesson 10: Vocabulary; Work Time            Unit 6 Lesson 11: Work Time</p> <p><u>Use Greek and Latin Roots</u>            Unit 2 Lesson 31: Vocabulary; Work Time            Unit 2 Lesson 32: Work Time            Unit 2 Lesson 35: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots            Unit 4 Lessons 21–25: Part 2: Skill 12: Prefixes and Suffixes</p>

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<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>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
<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>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 19: Vocabulary Unit 4 Lesson 17: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time</p>

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To Ohio’s Learning Standards for English Language Arts**

<b>Ohio’s Learning Standards for English Language Arts</b>	<b>iLit 45 / ELL</b>
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<p><u>Figurative Language (examples)</u>            Unit 3 Lesson 5; Whole Group; Work Time            Unit 4 Lesson 15: Whole Group; Work Time            Unit 4 Lesson 16: Work Time            Unit 7 Lesson 2: Work Time            Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time</p>
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p><u>Synonyms and Antonyms</u>            Unit 4 Lesson 21: Vocabulary; Work Time            Unit 4 Lesson 22: Work Time            Unit 4 Lesson 25: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 5 Lessons 6–10: Part 3: Skill 18: Analogies            Unit 5 Lessons 6–10: Part 5: Skill 20: Synonyms and Antonyms            Unit 6 Lessons 21–25: Part 3: Skill 23: Analogies            Unit 6 Lessons 21–25: Part 4: Skill 24: Word Associations</p>
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<p><u>Connotations and Denotations</u>            Unit 2 Lesson 21: Vocabulary: Work Time            Unit 2 Lesson 25: Vocabulary            Unit 3 Lesson 5: Work Time            Unit 3 Lesson 7: Work Time</p>
<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>Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u>            Unit 2 Lesson 2: Vocabulary            Unit 2 Lesson 14: Vocabulary            Unit 3 Lesson 9: Vocabulary            Unit 4 Lesson 12: Vocabulary            Unit 6 Lesson 14: Vocabulary</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>