

A Correlation of



**Savvas iLit 45/ELL
Grade 8, ©2016**

**To
Ohio's Learning Standards
for English Language Arts
Grade 8**

A Correlation of *iLit 45 / ELL* ©2016, Grade 8 (Level E) 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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Reading Standards for Literature K-12	
GRADE 8 STUDENTS:	
KEY IDEAS AND DETAILS	
<p>RL.8.1 Cite the textual evidence that most strongly supports an 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>Ask Questions (examples)</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Unit 2 Lesson 23: Whole Group</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 10: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 24: Work Time</p>

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<p>RL.8.2 Analyze literary text development.</p> <p>a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Connect Themes to Characters, Setting, and Plot</u> Unit 2 Lesson 23: Whole Group; Work Time</p>
<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

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CRAFT AND STRUCTURE	
<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.</p>	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</p> <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>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer's Handbook: Using the Dictionary, 19-20</p>

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<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p>
<p>RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p>	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 6 Lesson 40: Work Time</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Retell Events to Clarify</u> Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Text: <i>Romeo and Juliet: Plan a Scene</i></u> Unit 3 Lessons 2–9</p>

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RL.8.8 (Not applicable to literature)	Not applicable according to Ohio’s Learning Standards for English Language Arts
RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i> , including describing how the material is rendered new.	<p><u>Make Connections</u> Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Text: <i>Romeo and Juliet</i></u> Unit 3 Lessons 2–9</p>
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. 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>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>Accidental Love</i> by Gary Soto</u> Unit 2 Lessons 2–20, 22–30</p> <p><u><i>Romeo and Juliet</i></u> Unit 3 Lessons 1–10</p> <p><u>“Million Man March” (poem)</u> Unit 7 Lesson 4</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</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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Reading Standards for Informational Text K-12	
KEY IDEAS AND DETAILS	
<p>RI.8.1 Cite the textual evidence that most strongly supports an 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>Ask Questions (informative/nonfiction examples)</u> Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Inferences (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p>

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<p>RI.8.2 Analyze informational text development.</p> <p>a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>b. Incorporate central ideas and their relationships into an objective summary of the text.</p>	<p><u>Reading Strategy: Determine Central Ideas</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</p>
<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>

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<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</p> <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>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
<p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p>

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<p>RI.8.6 Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author’s Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</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>Analyze Text Structure in Popular Media</u> Unit 2 Lesson 46: Whole Group</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"We Shall Overcome"</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p><u>"Million Man March"</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p>

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<p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author's Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>
<p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><u>Children's Rights</u> <i>"The Fight Against Child Marriage" and "Iqbal Masih"</i> (article and biography) Unit 2 Lesson 36: Whole Group</p> <p>Compare and Contrast Viewpoints Unit 6 Lesson 25: Work Time</p>

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</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><u><i>“We’ve Got a Job”</i></u> (nonfiction) Unit 6</p> <p><u><i>“Almost Astronauts”</i></u> (informational article) Unit 2 Lesson 34</p> <p><u><i>“Four Perfect Pebbles”</i></u> (memoir, history) Unit 2 Lesson 21</p> <p><u>Reading Strategy: Determine Central Ideas</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>
Writing Standards K–12	
TEXT TYPES AND PURPOSES	
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p>

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<p>a. Establish a clear thesis statement to present an argument.</p>	<p><u>Argumentative Writing (Planning) (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 26–30: Plan an Argumentative Paragraph</p>
<p>b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write an Argumentative Paragraph Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>
<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>Argumentative Writing (examples)</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 6 Lessons 26–30: Write an Argumentative Paragraph</p>
<p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p>

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e. Establish and maintain a formal style.	<u>Argumentative Writing</u> Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time
f. Provide a concluding statement or section that follows from and supports the argument presented.	<u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26-28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35-44: Work Time <u>Assignments (examples)</u> Unit 4 Lessons 36-40: Write an Argumentative Essay
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time <u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 6 Lessons 31-35: Write an Explanatory Paragraph
a. Establish a clear thesis statement to present information.	<u>Plan an Informative Writing</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time <u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time

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<p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p>	<p><u>Plan an Informative Writing</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time</p> <p><u>Develop Ideas for an Explanatory Essay</u> Unit 6 Lesson 33: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 31–35: Plan an Explanatory Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 1–5: Plan an Informative Paragraph</p>

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<p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 1–5: Write an Informative Paragraph Unit 6 Lessons 21–25: Write a Summary</p>
<p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Write an Explanatory Essay (Revise and Edit)</u> Unit 6 Lesson 39: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time</p>
<p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p>

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f. Establish and maintain a formal style.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1-5: Write an Explanatory Paragraph Unit 6 Lessons 1-5: Write an Informative Paragraph Unit 6 Lessons 11-15: Write an Explanatory Paragraph</p>
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><u>Write an Introduction and Conclusion</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Write an Explanatory Paragraph Unit 4 Lessons 1-5: Write an Explanatory Paragraph Unit 6 Lessons 31-35: Write an Explanatory Essay (Conclusion)</p>
W.8.3 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 2 Lessons 4-5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41-44: Work Time Unit 4 Lessons 23-26: Work Time Unit 7 Lessons 1-5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1-5: Plan a Narrative Paragraph Unit 2 Lessons 31-35: Develop Ideas Unit 4 Lessons 21-25: Plan a Narrative Paragraph</p>

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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><u>Develop Ideas</u> Unit 2 Lesson 34: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Whole Group Unit 7 Lessons 1–7: Extra Practice</p> <p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 31–35: Capture a Setting</p>
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Create a Sequence of Events</p>
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<p><u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6–8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>

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e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<u>Write a Narrative Essay</u> Unit 2 Lesson 41: Work Time Unit 2 Lesson 42: Work Time <u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph

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PRODUCTION AND DISTRIBUTION OF WRITING	
<p>W.8.4 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 iLit. 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 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 4 Lessons 21–21: Plan & Write a Narrative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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<p>W.8.5 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 8.)</p>	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Writing Activities</u> Unit 2 Lessons 4-5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41-44: Work Time; Unit 4 Lessons 23-26: Work Time; Unit 7 Lessons 1-5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 4 Lessons 21-21: Plan & Write a Narrative Paragraph Unit 6 Lessons 31-35: Write an Explanatory Paragraph</p>

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<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.</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>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1-5: Plan & Research a Multimedia Presentation</p>
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>The Multimedia Project that students complete in iLit involves extensive research activities and instruction.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p>

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<p>W.8.8 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>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p> <p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 13; Read Aloud, Think Aloud; Work Time Unit 2 Lesson 37: Classroom Conversation; Work Time Unit 4 Lesson 7: Read Aloud, Think Aloud; Classroom Conversation Unit 4 Lesson 46: Classroom Conversation; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Classroom Conversation; Work Time</p>
<p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i>, including describing how the material is rendered new”).</p>	<p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 13; Read Aloud, Think Aloud; Work Time Unit 2 Lesson 37: Classroom Conversation; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 21–25: Write a Summary</p>

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<p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p>
RANGE OF WRITING	
<p>W.8.10 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>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 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 4 Lessons 21–21: Plan & Write a Narrative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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Speaking and Listening Standards K-12	
COMPREHENSION AND COLLABORATION	
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p>
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><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p>
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>
c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p>

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<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>
<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Assignments</u> Unit 5: Lessons 1-5: Plan & Research a Multimedia Presentation</p>
<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43-44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>

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PRESENTATION OF KNOWLEDGE AND IDEAS	
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42–45: Work Time</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>
<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p>Students can use visual components in the following:</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>

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<p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 28: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>
Language Standards K-12	
CONVENTIONS OF STANDARD ENGLISH	
<p>L.8.1 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>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 36-40: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Verbals, 65–66</p>
b. Form and use verbs in the active and passive voice.	<p><u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 3 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58</p>
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<p><u>Assignments (related material)</u> Unit 3 Lessons 1–5: Grammar Study Plan: Part 1: Skill 6: Verb Tenses Unit 3 Lessons 1–5: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Mood, 62–63</p>
d. Recognize and correct inappropriate shifts in verb voice and mood.	<p><u>Assignments (related material)</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Use Voice and Mood, 63–64</p>

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<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part 4: Skill 14: Getting Letters in Correct Order Unit 4 Lessons 16–20: Part 3: Skill 13: Compound Words Unit 6 Lessons 1–5: Part 4: Skill 24: Easily Confused Words 1</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Skill 25: Negatives and Contractions; Unit 6 Lessons 21–25: Part 1: Skill 21: Commas, Semicolons, and Colons; Unit 6 Lessons 21–25: Part 2: Skill 22: Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–135</p>

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b. Use an ellipsis to indicate an omission.	<p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using the Ellipses, 131</p>
c. Spell correctly.	<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 (examples)</u> Unit 2 Lesson 1: Extra Practice Unit 4 Lesson 2: Extra Practice Unit 6 Lesson 19: Work Time Unit 6 Lesson 41: Work Time</p> <p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 26–30: Part 1: Skill 1: Getting Letters in Correct Order Unit 2 Lessons 46–50: Part 1: Skill 6: Tricky Consonants Unit 4 Lessons 31–35: Part 5: Skill 20: Plurals for Words Ending in f or o</p>

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KNOWLEDGE OF LANGUAGE	
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay Unit 4 Lessons 36–40: Write an Argumentative Essay</p> <p><u>Speaking and Listening</u> Unit 6 Lesson 240: Whole Group</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>

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a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).	<p><u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 3 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58</p>
b. Use verbs in the conditional and subjunctive moods to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).	<p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 1: Skill 6: Verb Tenses Unit 2 Lessons 36–40: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
VOCABULARY ACQUISITION AND USE	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	<p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</p> <p><u>Use Context Clues (examples)</u> Unit 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group Unit 4 Lesson 25: Whole Group</p> <p><u>Use Prefixes and Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time</p>

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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 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group Unit 4 Lesson 25: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues; Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues; Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues; Unit 7 Lessons 1–5: Part 1: Skill 6: 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., precede, recede, secede).</p>	<p><u>Use Prefixes and Suffixes (examples)</u> Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 10: Whole Group Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time Unit 6 Lesson 31: Work Time</p> <p><u>Use Greek and Latin Roots (examples)</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary Unit 4 Lesson 31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 2: Skill 7: Prefixes and Suffixes; Unit 5 Lessons 6–10: Part 2: Skill 17: Word Roots, Prefixes, and Suffixes</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 31–35: Part 1: Skill 16: Prefixes <i>dis-</i>, <i>un-</i>, <i>mid-</i>, <i>pre-</i>; Unit 6 Lessons 16–20: Part 5: Skill 20: Suffixes <i>-ance</i>, <i>-ence</i>, <i>-ant</i>, <i>-ent</i></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><u>Time to Read</u> Dictionary: Unit 2 Lesson 2</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
<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 Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p>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>

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

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<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms</p>
<p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<p><u>Allusions</u> Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time</p> <p><u>Understand Puns</u> Unit 4 Lesson 32: Read Aloud, Think Aloud</p>

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<p>b. Use the relationship between particular words to better understand each of the words.</p>	<p><u>Reading Strategy: Understand Related Words</u> Unit 2 Lesson 13: Whole Group Unit 6 Lesson 11: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><u>Connotations (examples)</u> Unit 2 Lesson 6: Vocabulary; Work Time Unit 2 Lesson 7: Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Analogies</u> Unit 2 Lesson 36: Vocabulary; Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</p>
<p>L.8.6 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>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>