

A Correlation of



iLit 20

Grade 8, ©2016

To the

Pennsylvania Core Standards

English Language Arts

Grade 8

A Correlation of *iLit 20* ©2016, Grade 8 to the Pennsylvania Core Standards English Language Arts Grade 6–12

Introduction

This document demonstrates how *Savvas iLit 20* ©2016 meets the objectives of Pennsylvania Core Standards for English Language Arts. 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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Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 6–12	iLit 20 ©2016 Grade 8
Grade 8	
1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
<p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>E08.B-K.1.1.2</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 27: Invented by Love; New Language, New Friends Week 34: The Argument for Debate; The Memoir Week 42: Mahatma Gandhi: A Leader in Nonviolence</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 18: Traditional Native American Homes; Taking Sides on Time Week 28: Buffalo Battles; Wolf Families Week 31: Growing an Urban Garden</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p>TA: <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u> Week 11: Laws That Work for Kids Who Work Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 3: Text Talk Week 6: They Never Gave Up; All Together Now Week 42: The Possibility of Peace Week 45: Sonia Sotomayor: A Justice for All; E-cycling:</p> <p><u>Interactive Readers: Recognize and Make Generalizations (examples)</u> Week 13: Who Grows Your Food? Week 27: A Heated Debate Week 32: South Africa’s Peacemaker</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>E08.B-K.1.1.3</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: Awesome Ants Week 11: Kids Saving the Rain Forest; A Trip to Mars Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World Week 48: Manatees: Endangered Species; Choosing Peace: The Carter Center</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 13: Digital Creativity; Binge TV Week 27: Invented by Love; New Language, New Friends Week 34: The Argument for Debate; The Memoir Week 42: Mahatma Gandhi: A Leader in Nonviolence</p>
<p>Craft and Structure - Point of View</p>	
<p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>E08.B-C.2.1.1</p>	<p>TA: <u>Interactive Readers: Identify Author’s Purpose</u> Week 1: Statistics Don’t Lie Week 20: Peacekeepers; Speaking for the Wolves Week 25: In the Wake of an Earthquake; Heroes of 9/11</p> <p><u>Interactive Readers: Identify Author’s Viewpoint</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline Week 42: The Youngest Heroes Week 49: The Legacy of the Olympic Truce</p>

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<p>Craft and Structure - Text Structure</p>	
<p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</p> <p>E08.B-C.2.1.2</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: Awesome Ants Week 11: Kids Saving the Rain Forest; A Trip to Mars Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: The Great Pacific Garbage Patch; Pablo Morales, Champion at Work Week 8: A Good Friend Is Hard to Find; The Power of Perseverance Week 16: Astronauts; Wilderness Learning; Champion of the Rocks</p> <p><u>iLit Library (examples)</u> Empowering a Community The Future is Now We Need Insects</p>

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Pennsylvania Core Standards English Language Arts Grade 6–12	iLit 20 ©2016 Grade 8
Craft and Structure - Vocabulary	
<p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p>E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 6: Mapping Our World; Mystery Writing; Earth’s Moons Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 13: Inflected Endings; Contractions; Multisyllabic Words</p>

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<p>Integration of Knowledge and Ideas - Diverse Media</p>	
<p>CC.1.2.8.G 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>TA: Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they'll encounter on next-generation assessments.</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u> Week 11: Video Games; Kids Saving the Rain Forest Week 42: Cyber School; Ready or Not</p> <p><u>iLit Library (examples)</u> The Gettysburg Address (speech) Women's Press Club (speech) Inaugural Presidential Address, Official Transcript by Barack Obama (speech) Out of Many (speech)</p>

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Integration of Knowledge and Ideas - Evaluating Arguments	
<p>CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>E08.B-C.3.1.1</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Statistics Don’t Lie Week 20: Peacekeepers; Speaking for the Wolves Week 25: In the Wake of an Earthquake; Heroes of 9/11 Week 49: Protesting Protests!; Chasing Danger</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyl: Freedom Fighter; Out of Many by Barack Obama</p>

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<p>Integration of Knowledge and Ideas - Analysis Across Texts</p>	
<p>CC.1.2.8.1 Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>E08.B-C.3.1.2</p>	<p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>Peace and Justice (examples)</u> Week 20: Peacekeepers Week 23: Volunteers for Peace Week 42: Mahatma Gandhi: A Leader in Nonviolence Week 45: Sonia Sotomayor: A Justice for All Week 48: Choosing Peace: The Carter Center iLit Library: Mahatma Gandhi</p> <p><u>Technology (examples)</u> Week 3: Text Talk Week 11: Video Games: The Good and the Bad Week 13: Binge TV Week 27: Telemedicine Week 40: Texting on Trial</p>

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Vocabulary Acquisition and Use	
<p>CC.1.2.8.J 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>E08.B-V.4.1.1 E08.B-V.4.1.2</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 6: Mapping Our World; Mystery Writing; Earth’s Moons Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 13: Inflected Endings; Contractions; Multisyllabic Words</p>

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<p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.B-V.4.1.1</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 15: Money, Comics and Animation; Public Spaces Week 21: The Internet; The Secrets of Caves; Arabic to English</p> <p><u>Word Study Practice (examples)</u> Week 23: Homonyms; Influence of Spanish on English Week 28: Compound Words; Connotations</p>

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<p>Range of Reading</p>	
<p>CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><i>iLit</i> Library (examples)</u> Jane of the Jungle Human Impact! Ban the Bottle! Early Warning System</p>

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<p>1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
<p>Key Ideas and Details - Theme</p>	
<p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>E08.A-K.1.1.2</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 21: Write a Review and Rate It with Stars? Explain. Prompt 23: What Is the Most Important Statement or Idea You Read Today?</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 23: What Is the Most Important Statement or Idea You Read Today? Prompt 24: What Scene of Event was Most Important to You? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable? Prompt 30: Did Any Parts of Your Reading Today Make You Feel Angry, Pleased, or Surprised?</p>
<p>Key Ideas and Details - Literary Elements</p>	
<p>CC.1.3.8.C 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. E08.A-K.1.1.3</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 10: Which Character Is Similar to You? Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 24: What Scene of Event was Most Important to You? Prompt 26: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books. Prompt 28: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand?</p>

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<p>Craft and Structure - Point of View</p>	
<p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>E08.A-C.2.1.1</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 10: Which Character Is Similar to You? Prompt 11: Which Character Would Be Most Fun to have as a Friend? Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show? Prompt 25: Which Individual or Character Made the Strongest Impression on You? Prompt 28: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand?</p>

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Craft and Structure - Text Structure	
<p>CC.1.3.8.E 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>E08.A-C.2.1.2</p>	<p>SA: Students have at their fingertips over 3000 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 5: Would You Read Another Book by Same Author? Prompt 7: Picture Setting of the Book. Would You Like to Live There? Prompt 9: Write the Next Title to a Series of the Book You Read Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 26: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>

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Craft and Structure - Vocabulary	
<p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u> Prompt 7: Picture Setting of the Book. Would You Like to Live There? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 17: Choose and Describe a Sensory Detail Prompt 23: What Is the Most Important Statement or Idea You Read Today? Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable?</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p>

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<p>Integration of Knowledge and Ideas - Sources of Information</p>	
<p>CC.1.3.8.G 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 directors or actors.</p>	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 2: Picture on Social Network Site that Describes Your Book Prompt 3: Would the Book You Read Make Good Movie? Prompt 7: Picture Setting of the Book. Would You Like to Live There? Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show?</p> <p><u>iLit Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama) Hamlet (drama) Julius Caesar (drama)</p>

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<p>Integration of Knowledge and Ideas</p>	
<p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>E08.A-C.3.1.1</p>	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 26: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama) Hamlet (drama)</p>

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Vocabulary Acquisition and Use	
<p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>E08.A-V.4.1.1</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p>
<p>CC.1.3.8.J 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>E08.A-V.4.1.1 E08.A-V.4.1.2</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 23: Homonyms; Influence of Spanish on English Week 28: Compound Words; Connotations</p>

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<p>Range of Reading</p>	
<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Oliver Twist A Midsummer Night’s Dream Little Women Welcome to Skull Canyon The Adventures of Tom Sawyer David Copperfield The Jungle Book Mr. Small Snowflake: A Sled Dog</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/ Explanatory	
CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Write a Summary (examples)</u> Week 1: The Pablo Morales, Champion at Work Week 3: Animal Expressions Week 23: Life Beyond the Trash Dump
Informative/Explanatory - Focus	
CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction
Informative/Explanatory - Content	
CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E08.C.1.2.2 E08.E.1.1.2	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body

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<p>Informative/Explanatory - Organization</p>	
<p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion</p>
<p>Informative/Explanatory - Style</p>	
<p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>E08.C.1.2.4 E08.C.1.2.5 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Interactive Readers: Write a Summary (examples)</u> Week 11: Laws That Work for Kids Who Work Week 15: Wilma Rudolph: World-Class Winner Week 21: Separate Justice Week 40: Light Sculptor</p>

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Informative/Explanatory - Conventions of Language	
<p>CC.1.4.8.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>
Opinion/Argumentative	
<p>CC.1.4.8.G Write arguments to support claims.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p>
Opinion/Argumentative - Focus	
<p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>E08.C.1.1.1 E08.E.1.1.1</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction</p>
Opinion/Argumentative - Content	
<p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>E08.C.1.1.2 E08.E.1.1.2</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body</p>

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Opinion/Argumentative - Organization	
<p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p>
Opinion/Argumentative - Style	
<p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising; Grammar: Sentence Structure; Types of Sentences</p>

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Opinion/Argumentative - Conventions of Language	
<p>CC.1.4.8.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Revising and Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Possessives; Abbreviations.</p>
Narrative	
<p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p>
Narrative Focus	
<p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E08.C.1.3.1</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction</p>

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Narrative Content	
<p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E08.C1.3.2 E08.C1.3.4</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising</p>
Narrative Organization	
<p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion</p>

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<p>Narrative Style</p>	
<p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. <p>E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising; Grammar: Sentence Structure; Types of Sentences</p>
<p>Narrative Conventions of Language</p>	
<p>CC.1.4.8.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Revising & Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>

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<p>Response to Literature</p>	
<p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: <u>Interactive Readers: Write a Summary (examples)</u> Week 20: The Mysterious Amazon River Dolphin Week 30: An Ocean of Plastic Week 49: The Legacy of the Olympic Truce</p> <p>The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 1: Choose Three Words That Describe the Book You are Reading Prompt 5: Would You Read Another Book by Same Author? Prompt 6: What would You Share about Your Book with a Friend? Why? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 23: What Is the Most Important Statement or Idea You Read Today?</p>

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Production and Distribution of Writing - Writing Process	
<p>CC.1.4.8.T 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.</p>	<p>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C Smart Search: Writing: Argumentative Writing: Argumentative Essay A, B, C</p>
Technology and Publication	
<p>CC.1.4.8.U 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>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
Conducting Research	
<p>CC.1.4.8.V 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>TA: Teachers can encourage students to conduct research in the iLit Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.</p>

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<p>Credibility, Reliability, and Validity of Sources</p>	
<p>CC.1.4.8.W 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>TA: The iLit Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p>
<p>Range of Writing</p>	
<p>CC.1.4.8.X 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>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>

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<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>Comprehension and Collaboration - Collaborative Discussion</p>	
<p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
<p>Comprehension and Collaboration - Critical Listening</p>	
<p>CC.1.5.8.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>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 2: Saving the Colorado River Delta Week 11: Video Games: The Good and the Bad; Kids Saving the Rain Forest Week 32: Cesar Chavez: Fighting for Fairness; South Africa’s Peacemaker; A Quiet Hero: The Story of Barbara Johns; Learning the Truth in China</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 37: Biodiversity in Decline Week 42: The Youngest Heroes Week 49: The Legacy of the Olympic Truce</p>

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<p>Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 3: Animal Expressions Week 4: Anne Frank: Taking a Stand for the Human Spirit Week 28: Social Media: Law Enforcement’s New Friend</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u> Week 1: Regular Plurals; Related Words Week 16: Multiple Meaning Words; Synonyms; Latin Roots</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 16: Consonant Pattern <i>-ng</i></p>
<p>Presentation of Knowledge and Ideas - Purpose, Audience, and Task</p>	
<p>CC.1.5.8.D 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>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>

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Presentation of Knowledge and Ideas - Context	
<p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing.</p> <p>At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> <p>The iLit Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u>iLit Library Dramas (examples)</u> Hamlet Macbeth A Doll’s House Prometheus and the Gift of Fire</p>
Integration of Knowledge and Ideas - Multimedia	
<p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>

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<p>Conventions of Standard English</p>	
<p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing; Writing Opinion Pieces.</p> <p>The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Plurals; Possessives; Abbreviations</p>