

A Correlation of



iLit 20

Grade 9, ©2016

To the

Pennsylvania Core Standards

English Language Arts

Grade 9

A Correlation of *iLit 20* ©2016, Grade 9 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	iLit 20 ©2016 Grade 9
Grades 9-10	
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.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>L.N.1.3.1 L.N.1.3.2 L.N.2.3.3</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 13: Binge TV Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 13: Bigs and Littles Week 18: Traditional Native American Homes; Taking Sides on Time; Bill Gate: Computer Pioneer Week 28: Growing an Urban Garden; Wolf Families; More Than Words</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.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</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 4: Buy Me This, Buy Me That; City Spam; Getting the News Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 4: Surf’s Up! Week 6: They Never Gave Up; All Together Now Week 8: Taking the Stage Week 11: My Brother and Sister Drive Me Crazy! Week 23: Bomb Dogs: Canine Heroes; Life Beyond the Trash Dump</p> <p><u>Interactive Readers: Recognize and Make Generalizations (examples)</u> Week 18: Handwriting on the Wall; Frida Kahlo Week 27: Coyotes on the Go</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.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>	<p>TA: <u>Interactive Readers: Cause and Effect (examples)</u> Week 2: The Battle of the Sexes; Awesome Ants Week 6: The Street Soccer Effect; Succeeding in School Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 13: Binge TV Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship</p>
<p align="center">Craft and Structure - Point of View</p>	
<p>CC.1.2.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>L.N.2.3.6</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p>

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<p>Craft and Structure - Text Structure</p>	
<p>CC.1.2.9-10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: The Battle of the Sexes; Awesome Ants Week 6: The Street Soccer Effect; Succeeding in School 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 6: Young Athletes of the World Unite Week 16: On Patrol; 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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<p>Craft and Structure - Vocabulary</p>	
<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.N.1.1.4</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; Murals Week 9: Murals; National Symbols; Ancient Rome; The Human Nervous System</p> <p><u>Word Study Practice (examples)</u> Week 1: Word Families; Synonyms Week 2: Multiple-Meaning Words; Homographs</p>

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<p align="center">Pennsylvania Core Standards English Language Arts Grade 6-12</p>	<p align="center">iLit 20 ©2016 Grade 9</p>
<p>Integration of Knowledge and Ideas - Diverse Media</p>	
<p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>L.N.2.2.3</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 15: James Cook: Leading the World in Exploration; The Power of Music, Color, and Images Week 21: Separate Justice; Making Everyone Welcome</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.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</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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Integration of Knowledge and Ideas - Analysis Across Texts	
<p>CC.1.2.9-10.1 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</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>iLit Library</u> The Gettysburg Address Abraham Lincoln’s Second Inaugural Address Andrew Jackson’s First Inaugural Address Andrew Jackson’s Second Inaugural Address Franklin D. Roosevelt, First Inaugural Address George H. W. Bush, Inaugural Address Inaugural Presidential Address, Official Transcript by Barack Obama</p>

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Vocabulary Acquisition and Use	
<p>CC.1.2.9-10.J Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3</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; Murals Week 9: Murals; National Symbols; Ancient Rome; The Human Nervous System</p> <p><u>Word Study Practice (examples)</u> Week 1: Word Families; Synonyms Week 2: Multiple-Meaning Words; Homographs</p>

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<p>CC.1.2.9-10.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>L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. 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; Base Words; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 15: Heat and Energy; Money; Comics and Animation Week 21: Science Fiction; The Internet; The Secrets of Caves</p> <p><u>Word Study Practice (examples)</u> Week 4: Compound Words; Possessives Week 14: Multiple-Meaning Words; Synonyms</p>

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Range of Reading	
<p>CC.1.2.9-10.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>iLit Library (examples)</u> Occupy Wallstreet Human Impact! Out of Many Global Warming Go Organic</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.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</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 9: What Is the Most Important Statement or Idea You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 27: Explore the Author’s Purpose</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>L.F.1.1.1 L.F.1.3.1 L.F.2.1.2</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 3: Describe in Detail a Place Mentioned in Your Reading Today. Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable Detail or Event You Read About Today?</p>

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Key Ideas and Details - Literary Elements	
<p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>L.F.1.1.3 L.F.2.3.1 L.F.2.3.4</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 7: Choose Two Characters: Compare and Contrast Their Personalities with Details Prompt 8: Identify the Most Interesting Character Prompt 20: Which Individual or Character Made the Strongest Impression on You? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p>
Craft and Structure - Point of View	
<p>CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>L.F.2.3.6</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p>

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<p>Craft and Structure - Text Structure</p>	
<p>CC.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3</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 10: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable detail or Event You Read About Today? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today?</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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<p>Craft and Structure - Vocabulary</p>	
<p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.F.2.3.5 L.F.2.5.1</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>Library Response Prompt (examples)</u> Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 15: What Emotion Did You Feel When Reading? Prompt 16: Choose and Describe a Sensory Detail Prompt 25: Choose Three Words that Describe the Book You are Reading.</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 align="center">Integration of Knowledge and Ideas - Sources of Information</p>	
<p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</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: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 12: If You Were to Choose an Actor to Play a Character in Your Book, Which Actor Would You Choose? Explain.</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.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>L.F.2.2.2 L.F.2.4.1</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 7: Choose Two Characters: Compare and Contrast Their Personalities with Details Prompt 17: What Background Knowledge or Experience Helped You Understand the Text You Read Today? Prompt 28: Should the Author Write a Series with the Same Characters?</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.1.3.9-10.1 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>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</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; Irregular Plurals Week 10: Compound Words; Abbreviations; Structure for Parts of Speech Week 16: Word Families; Synonyms; Multiple Meaning Words</p>

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<p>CC.1.3.9-10.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>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</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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Range of Reading	
<p>CC.1.3.9–10.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>
<p>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.</p>	
Informative/ Explanatory	
<p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</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>Write a Summary (examples)</u> Week 4: Superman’s Sister: The Life of Babe Didrikson Zaharias Week 13: A Meaningful Life Week 23: Growing Up with a Twin</p>

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Informative/Explanatory - Focus	
<p>CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>C.E.1.1.1</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction</p>
Informative/Explanatory - Content	
<p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>C.E.1.1.2</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body</p>
Informative/Explanatory - Organization	
<p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>C.E.1.1.3 C.E.1.1.5</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion</p>

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Informative/Explanatory - Style	
<p>CC.1.4.9-10.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 manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</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 4: Buy Me This, Buy Me That Week 10: Ancient Sports History Week 18: Frida Kahlo Week 27: New Language, New Friends</p>
Informative/Explanatory - Conventions of Language	
<p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</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; Pronouns; Adverbs; 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>

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Opinion/Argumentative	
CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C
Opinion/Argumentative - Focus	
CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience. □ Introduce the precise claim. C.P.1.1.1	TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction
Opinion/Argumentative - Content	
CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C.P.1.1.2 C.P.1.1.3	TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body

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Opinion/Argumentative - Organization	
<p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</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.1.4.9-10.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 manage the complexity of the topic. □ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p> <p>Grammar: Sentence Structure</p> <p>Vocabulary: Acquire Vocabulary</p>

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Opinion/Argumentative - Conventions of Language	
<p>CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</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; Pronouns; 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.1.4.9-10.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.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction</p>
Narrative Content	
<p>CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising</p>

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Narrative Organization	
<p>CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion</p>
Narrative Style	
<p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> □ Use parallel structure. □ Use various types of phrases and clauses to convey meaning and add variety and interest. 	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p> <p>Grammar: Sentence Structure; Types of Sentences</p>
Narrative Conventions of Language	
<p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</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.1.4.9-10.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>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 13: A Meaningful Life Week 21: Making Everyone Welcome Week 25: Apps for Health</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: Why Did You Choose the Book You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 23: If You Could Interview One Person or Character, Which Person or Character Would You Choose? Explain. Prompt 30: If You Could Change Part of the Book You Are Reading, What Would You Change? Explain.</p>

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Production and Distribution of Writing - Writing Process	
<p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</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.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</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.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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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Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, 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>
Range of Writing	
<p>CC.1.4.9-10.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.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</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. 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.1.5.9-10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted 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 8: The Power of Perseverance; The Word on Bullying Week 25: Sowing the Seeds of Friendship; Taking Care of Siblings Week 28: Mary Seacole: Her Little-Known Story; Social Media: Law Enforcement’s New Friend</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Leaping Into the Fire; Entertainment Families</p>

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<p>Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</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 4: Anne Frank: Taking a Stand for the Human Spirit Week 27: Coyotes on the Go; Invented by Love</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; Irregular Plurals; Related Words Week 26: Synonyms; Influence of Arabic on English</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 27: The Sound Spelled by the Letters <i>oo</i> in moon</p>

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Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</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>
Presentation of Knowledge and Ideas - Context	
<p>CC.1.5.9-10.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 Romeo and Juliet Julius Caesar Antigone Macbeth A Doll’s House Prometheus and the Gift of Fire</p>

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<p>Integration of Knowledge and Ideas - Multimedia</p>	
<p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, 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.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 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; Pronouns; Verbs; Adjectives; Active and Passive Voice; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Compound Words; Plurals; Possessives; Abbreviations</p>