

A Correlation of



iLit 45
Grade 7, ©2016

To the

Pennsylvania Core Standards
English Language Arts

A Correlation of *iLit 45* ©2016, Grade 7 to the Pennsylvania Core Standards English Language Arts Grade 7

Introduction

This document demonstrates how *Savvas iLit 45* ©2016 meets the Pennsylvania Core Standards for English Language Arts. Correlation references are to the Teacher App and are cited by Unit and Lesson number and feature title. Student App features are also mentioned.

Savvas iLit 45 is a comprehensive digital interactive intensive intervention solution targeted toward students in grades four through eight with a proficiency level in reading and writing two or more grades below level and designed to accelerate reading and writing growth and enable students to achieve more than two years of growth within a single school year.

The lessons in the Teacher App provide explicit direct instruction to guide all teachers—even ones with limited experience in teaching reading, writing, and the language arts—in leading students toward mastery of the standards and accelerated reading and writing growth. One of the hallmark features of the lessons is Read Aloud, Think Aloud, in which teachers read aloud complex on-grade-level anchor texts and model how to use the strategies that good readers use to comprehend the texts.

Savvas iLit 45 includes more than 1600 high quality texts—both for reading as a class or in small groups and for independent reading. There is an appropriate balance of literary and informational texts appropriate for the grade levels and consistent with the grade-level standards. There are full-length novels, nonfiction texts, and plays, as well as a broader range of shorter texts.

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Pennsylvania Core Standards English Language Arts Grade 7	iLit 45 ©2016 Grade 7
Grade 7	
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.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>E07.B-K.1.1.2</p>	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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Key Ideas and Details - Text Analysis	
<p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E07.B-K.1.1.1</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 35: Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lessons 14, 15: Work Time</p> <p><u>Ask Questions (examples)</u> Unit 6 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Summarize (examples)</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p>

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<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>E07.B-K.1.1.3</p>	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p>
Craft and Structure - Point of View	
<p>CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>E07.B-C.2.1.1</p>	<p><u>Recognize Author’s Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Author’s Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p>
Craft and Structure - Text Structure	
<p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.</p> <p>E07.B-C.2.1.2</p>	<p><u>Genre: Informational Text</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p>

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Craft and Structure - Vocabulary	
<p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.3</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>

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<p align="center">Pennsylvania Core Standards English Language Arts Grade 7</p>	<p align="center">iLit 45 ©2016 Grade 7</p>
<p align="center">Integration of Knowledge and Ideas - Diverse Media</p>	
<p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>"Helping Hands" and "Black Days for Blue Whales"</u> Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>"Japan Nuke Workers Risk Their Lives, Garner Nation's Respect"</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>"At the Edge: Daring Acts in Desperate Times"</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Read a Speech</u> Unit 2 Lesson 41: Time To Read</p>
<p align="center">Integration of Knowledge and Ideas - Evaluating Arguments</p>	
<p>CC.1.2.7.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>E07.B-C.3.1.1</p>	<p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p>

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Integration of Knowledge and Ideas - Analysis Across Texts	
<p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.</p> <p>E07.B-C.3.1.2</p>	<p><u>Biography and Informational Texts</u> <u>(synthesizing viewpoints on a single subject)</u> <i>"The Greatest"</i> (Biography) Unit 5 Lessons 33, 35, 36: Whole Group <i>"Taking Action"</i> (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Bullying</u> <i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud <i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
Vocabulary Acquisition and Use	
<p>CC.1.2.7.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>E07.B-V.4.1.1 E07.B-V.4.1.2</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 19: Vocabulary Unit 4 Lesson 17: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
<p>CC.1.2.7.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>E07.B-V.4.1.1</p>	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p>

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<p>Range of Reading</p>	
<p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><i>"Taking Action"</i> (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><i>"The Word on Bullying"</i> Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><i>"Cyberbullying: Social Media Becomes the New School Yard for Bullies"</i> Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><i>"The Greatest"</i> (Biography) Unit 5 Lessons 33, 35, 36: Whole Group</p> <p><u>Determine Main Idea (nonfiction)</u> Unit 2 Lesson 33: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Summarize Text (informative examples)</u> Unit 2 Lesson 33: Read Aloud, Think Aloud Unit 4 Lesson 33: Whole Group Unit 4 Lessons 48, 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

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<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.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>E07.A-K.1.1.2</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E07.A-K.1.1.1</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 2: Work Time Unit 2 Lessons 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>

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Key Ideas and Details - Literary Elements	
<p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>E07.A-K.1.1.3</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 12–13: Work Time</p> <p><u>Analyze Setting and Mood</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 3: Read Aloud, Think Aloud</p>
Craft and Structure - Point of View	
<p>CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>E07.A-C.2.1.1</p>	<p><u>Compare and Contrast Characters</u> Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud</p>

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<p>Craft and Structure - Text Structure</p>	
<p>CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.</p> <p>E07.A-C.2.1.2</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama; Analyze Drama's Form</u> Unit 3 Lesson 1: Whole Group; Extra Practice Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Library - Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>

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<p>Craft and Structure - Vocabulary</p>	
<p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>E07.A-C.2.1.3 E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>
<p>Integration of Knowledge and Ideas - Sources of Information</p>	
<p>CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p>

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Integration of Knowledge and Ideas	
<p>CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>E07.A-C.3.1.1</p>	<p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p>
Vocabulary Acquisition and Use	
<p>CC.1.3.7.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>E07.A-V.4.1.1</p>	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p>
<p>CC.1.3.7.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>E07.A-V.4.1.1 E07.A-V.4.1.2</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 19: Vocabulary Unit 4 Lesson 17: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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<p>Range of Reading</p>	
<p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>“Virtual War”</i></u> (novel & historical fiction) Unit 2 Lessons 35</p> <p><u><i>Trino’s Choice</i></u> Unit 2 Lesson 2-4, 7-8, 12-14, 17-19, 22-24: Read Aloud, Think Aloud</p> <p><u><i>“In the Shadows”</i></u> (short story) Unit 2 Lessons 28-31</p> <p><u>Monitor Understanding</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Reading Strategy</u> Unit 3 Lesson 2: Read Aloud, Think Aloud; Whole Group; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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<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.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Write an Explanatory Paragraph & Essay (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group & Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p>
Informative/Explanatory - Focus	
<p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>E07.C.1.2.1 E07.E.1.1.1</p>	<p><u>Brainstorm an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay</p>

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Informative/Explanatory - Content	
<p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>E07.C.1.2.2 E07.E.1.1.2</p>	<p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 2–3: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Drafting an Explanatory Essay</u> Unit 6 Lesson 33–34: Work Time</p>
Informative/Explanatory - Organization	
<p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate 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>E07.C.1.2.1 E07.C.1.2.3 E07.C.1.2.6 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p><u>Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group</p> <p><u>Use Transitions</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Conclusion)</p>

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Informative/Explanatory - Style	
<p>CC.1.4.7.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. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E07.C.1.2.4 E07.C.1.2.5 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 4 Lesson 5: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Informative Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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Informative/Explanatory - Conventions of Language	
<p>CC.1.4.7.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><u>Revise an Explanatory Essay</u> Unit 6 Lesson 35: Work Time</p> <p><u>Edit an Explanatory Essay</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 31–35: Part 1: Skill 6: Short Vowel Sounds</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
Opinion/Argumentative	
<p>CC.1.4.7.G Write arguments to support claims.</p>	<p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31-35: Write an Argumentative Essay</p>

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Opinion/Argumentative - Focus	
<p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>E07.C.1.1.1 E07.E.1.1.1</p>	<p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Introduce an Argumentative Essay</u> Unit 4 Lesson 31: Whole Group <u>Plan and Prewrite an Argumentative Essay</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay</p>
Opinion/Argumentative - Content	
<p>CC.1.4.7.I Acknowledge 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>E07.C.1.1.2 E07.E.1.1.2</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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Opinion/Argumentative - Organization	
<p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons 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>E07.C.1.1.1 E07.C.1.1.3 E07.C.1.1.5 E07.E.1.1.1 E07.E.1.1.3 E07.E.1.1.6</p>	<p><u>Develop Strong Supporting Reasons</u> Unit 4 Lesson 35: Work Time</p> <p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p>
Opinion/Argumentative - Style	
<p>CC.1.4.7.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. • Develop and maintain a consistent voice. • Establish and maintain a formal style. <p>E07.C.1.1.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5 E07.E.1.1.4 E07.E.1.1.5</p>	<p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p>

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Opinion/Argumentative - Conventions of Language	
<p>CC.1.4.7.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 31–35: Part 1: Skill 6: Short Vowel Sounds</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
Narrative	
<p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 6 Lessons 36–40: Write a Narrative Essay</p>

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Narrative Focus	
<p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>E07.C.1.3.1</p>	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 13: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Introduce a Narrative Essay</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Topics for Essay</u> Unit 2 Lesson 34: Work Time</p>
Narrative Content	
<p>CC.1.4.7.O Use narrative techniques such as dialogue, description, 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>E07.C.1.3.2 E07.C.1.3.4</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 6 Lessons 36–40: Write a Narrative Essay</p>
Narrative Organization	
<p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>E07.C.1.3.1 E07.C.1.3.3 E07.C.1.3.5</p>	<p><u>Transitions to Convey a Sequence of Events</u> Unit 6 Lesson 5: Whole Group Unit 6 Lesson 30: Whole Group</p> <p><u>Write a Narrative Paragraph</u> Unit 4 Lessons 14–15: Work Time Unit 6 Lessons 8–9: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lessons 34–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 36–40: Write a Narrative Essay (Body: Conclusion)</p>

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Narrative Style	
<p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities. • Use precise language. • Develop and maintain a consistent voice. <p>E07.C.1.3.4 E07.D.2.1.1 E07.D.2.1.2 E07.D.2.1.3 E07.D.2.1.4 E07.D.2.1.5</p>	<p><u>Write a Narrative Paragraph</u> Unit 1 Lesson 14: Work Time Unit 2 Lesson 4: Work Time Unit 3 Lesson 4: Work Time</p> <p><u>Create a Sequence of Events</u> Unit 1 Lesson 18: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lessons 34–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 6 Lessons 6–10: Write a Narrative Paragraph Unit 6 Lessons 36–40: Write a Narrative Essay (Publishing)</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p>

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Narrative Conventions of Language	
<p>CC.1.4.7.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E07.D.1.1.1 E07.D.1.1.2 E07.D.1.1.3 E07.D.1.1.4 E07.D.1.1.5 E07.D.1.1.6 E07.D.1.1.7 E07.D.1.1.8 E07.D.1.1.9 E07.D.1.2.1 E07.D.1.2.2 E07.D.1.2.3 E07.D.1.2.4</p>	<p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 31–35: Part 1: Skill 6: Short Vowel Sounds</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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Response to Literature	
<p>CC.1.4.7.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>E07.E.1.1.1 E07.E.1.1.2 E07.E.1.1.3 E07.E.1.1.4 E07.E.1.1.5 E07.E.1.1.6</p>	<p><u>Immigration Issues</u> <i>"The Circuit"</i> (short story) Unit 2 Lessons 37–39: Read Aloud, Think Aloud <i>"Immigration at Angel Island"</i> (informational article) Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>

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Production and Distribution of Writing - Writing Process	
<p>CC.1.4.7.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><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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<p>Technology and Publication</p>	
<p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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Conducting Research	
<p>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Informative Writing (examples)</u> Unit 2 Lessons 15–16: Work Time</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.7.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><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Compare Informational Texts</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 40: Time to Read; Whole Group; Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>Range of Writing</p>	
<p>CC.1.4.7.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>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Activities</u> Unit 1 Lessons 4-5: Work Time; Unit 2 Lesson 33: Whole Group; Unit 2 Lessons 39-42: Work Time; Narrative Essay</p> <p>Unit 6 Lessons 17-18: Work Time; Unit 6 Lesson 26: Whole Group; Unit 6 Lesson 27-29, 32-35, 38-39, 42-43: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1-4</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31-35: Write an Argumentative Essay Unit 6 Lessons 31-35: Write an Explanatory Paragraph</p>

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<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.1.5.7.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>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 4: Work Time</p> <p><u>Get Feedback</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</p>
<p>Comprehension and Collaboration - Critical Listening</p>	
<p>CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p>

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Comprehension and Collaboration Evaluating Information	
<p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Listening and Speaking Activities</u> Unit 4 Lesson 17 Classroom Conversation; Work Time Unit 4 Lesson 19 Classroom Conversation; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>
Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p>CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p>

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<p>Presentation of Knowledge and Ideas - Context</p>	
<p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 44: Work Time Unit 4 Lesson 6: Work Time</p>
<p>Integration of Knowledge and Ideas - Multimedia</p>	
<p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>

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<p>Conventions of Standard English</p>	
<p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 41: Whole Group Unit 6 Lesson 42: Work Time</p> <p><u>Grammar Lessons (examples)</u> <u>Pronouns in Prepositional Phrases</u> Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work time Unit 6 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences Unit 6 Lessons 11–15: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 31–35: Part 1: Skill 6: Short Vowel Sounds</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>