

A Correlation of

Savvas

iLit ELL

©2016



To the

Virginia

English Standards of Learning

Grade 6

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Introduction

This document demonstrates how **Savvas iLit ELL ©2016** meets the *Virginia English Standards of Learning*. Correlation alignments are to the Teacher App and are cited by Unit, Lesson and Feature title.

Savvas iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency.

**A Correlation of Savvas iLit ELL ©2016
to the Virginia English Standards of Learning, Grade 6**

Table of Contents

Communication: Speaking, Listening, Media Literacy.....	4
Reading.....	7
Writing.....	19
Research.....	27

**A Correlation of Savvas iLit ELL ©2016
to the Virginia English Standards of Learning, Grade 6**

Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
Grade Six	
Communication: Speaking, Listening, Media Literacy	
6.1 The student will participate in and contribute to small-group activities.	
a) Communicate as leader and contributor.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Analyze an Oral Argument & Listen to a Speech</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation</p>
b) Evaluate own contributions to discussions.	<p><u>Analyze an Oral Argument & Listen to a Speech</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation</p>
c) Summarize and evaluate group activities.	<p><u>Analyze an Oral Argument & Listen to a Speech</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lessons 22, 24, 14: Partner Conversation Unit 3 Lessons 4, 7, 9: Small-Group Discussion Unit 4 Lessons 19, 22: Whole-Group Conversation</p>

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d) Analyze the effectiveness of participant interactions.	<p>Students can analyze the effectiveness of other students' oral responses in the Partner Conversations. For examples see:</p> <p>Unit 1 Lesson 2: Classroom Conversation Unit 1 Lesson 6: Classroom Conversation Unit 2 Lesson 23: Classroom Conversation Unit 4 Lesson 3: Classroom Conversation Unit 4 Lesson 12: Classroom Conversation Unit 5 Lesson 20: Classroom Conversation</p> <p><u>Small-Group Discussion (examples)</u> Unit 3 Lesson 7: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 4 Lesson 4: Classroom Conversation</p>
6.2 The student will present, listen critically, and express opinions in oral presentations.	
a) Distinguish between fact and opinion.	<p><u>Supporting Opinions</u> Unit 6 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Opinion Speech</u> Unit 4 Lesson 36: Work Time</p>
b) Compare and contrast viewpoints.	<p>Students can compare and contrast different viewpoints as they listen to the following selections.</p> <p>Unit 4 Lessons 38–39: "Skateboarders" & "Douglas's Win Sends Message to Kids"</p> <p>Unit 5 Lesson 9: Read Aloud, Think Aloud - "Computer Unlocks Autistic Teen's Exceptional Voice"</p> <p>Unit 6 Lesson 34: "The King of the United States" (poem); "Eleanor Roosevelt Takes a Stand" (letter) and "Marian Anderson</p>

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c) Present a convincing argument.	For related material see: <u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38 <u>Assignments (examples)</u> Unit 4 Lessons 21-25: Write an Argumentative Paragraph
d) Paraphrase and summarize what is heard.	<u>Summarize & Paraphrase (examples)</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time
e) Use language and vocabulary appropriate to audience, topic, and purpose.	<u>Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time
6.3 The student will understand the elements of media literacy.	
a) Compare and contrast auditory, visual, and written media messages.	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: <u>"The Computer Ate My Homework"</u> Unit 7 Lesson 2: Whole Group <u>"The King of the United States"</u> Unit 6 Lesson 34: Whole Group <u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 15: Whole Group Unit 4 Lesson 30: Whole Group Unit 6 Lesson 10: Whole Group

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b) Identify the characteristics and effectiveness of a variety of media messages.	<u>Research a Multimedia Presentation and Evaluate Sources</u> Unit 5 Lesson 4: Work Time <u>Research Project Blog</u> Unit 5 Lesson 7: Work Time
c) Craft and publish audience-specific media messages.	<u>Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time
Reading	
6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.	
a) Identify word origins and derivations.	<u>Word Origin (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 9: Vocabulary Unit 2 Lesson 29: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 2: Vocabulary Unit 5 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary

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<p>b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p>	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 11: Work Time Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 17: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 30-31: Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lessons 12–14: Vocabulary Unit 2 Lessons 27–28: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan</u> Unit 3 Lessons 6–10: Part 2: Skill 7: Word Parts Unit 6 Lessons 21–25: Part 2: Skill 22: Word Parts</p>
<p>c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>	<p><u>Multiple Meaning Words</u> Unit 1 Lesson 2: Vocabulary Unit 3 Lesson 5: Vocabulary Unit 4 Lessons 2, 4, 7: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan</u> Unit 5 Lessons 6–10: Part 2: Skill 17: Multiple-Meaning Words</p>

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d) Identify and analyze figurative language.	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud</p> <p><u>Use Similes to Visualize</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p>
e) Use word-reference materials.	<p><u>Use Context and a Dictionary</u> Unit 6 Lesson 42: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p style="text-align: center;">Virginia English Standards of Learning Grade 6</p>	<p style="text-align: center;">Savvas iLit ELL ©2016, Grade 6</p>
<p>f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.</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>Use Domain-Specific Vocabulary</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: 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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6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	
a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	<p><u>Connect Story Elements</u> Unit 2 Lesson 21: Whole Group</p> <p><u>Compare and Contrast Setting</u> Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group</p> <p><u>Identify and Analyze Theme</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p>
b) Make, confirm, and revise predictions.	<p><u>Predictions (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 5: Work Time Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 25: Whole Group Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 19: Read Aloud, Think Aloud</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
c) Describe how word choice and imagery contribute to the meaning of a text.	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud</p> <p><u>Use Similes to Visualize</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Work Time</p>
d) Describe cause and effect relationships and their impact on plot.	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p>
e) Use prior and background knowledge as context for new learning.	<p>For related material see:</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 15: Whole Group Unit 4 Lesson 30: Whole Group Unit 6 Lesson 10: Whole Group</p>
f) Use information in the text to draw conclusions and make inferences.	<p><u>Make Inferences</u> Unit 4 Lesson 5: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time Unit 4 Lesson 26: Work Time</p> <p><u>Draw Conclusions</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
g) Explain how character and plot development are used in a selection to support a central conflict or story line.	<p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group</p> <p><u>Compare and Contrast Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud</p>
h) Identify the main idea.	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p>
i) Identify and summarize supporting details.	<p><u>Paraphrase and Summarize</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p>
j) Identify and analyze the author’s use of figurative language.	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud</p>
k) Identify transitional words and phrases that signal an author’s organizational pattern.	<p><u>Analyze Text Structure</u> Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 43: Whole Group</p>

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<p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. The strategies are reinforced through the Whole Group and Work Time activities. Examples follow:</p> <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Predictions (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 19: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 42: Read Aloud, Think Aloud</p>
<p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	
<p>a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p>	<p><u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p> <p><u>Preview Text</u> Unit 2 Lesson 38: Whole Group Unit 4 Lesson 36: Whole Group Unit 4 Lesson 39: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
b) Use prior knowledge and build additional background knowledge as context for new learning.	<p><u>Connect to the Unit Theme</u> Unit 2 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud</p>
c) Identify questions to be answered.	<p><u>Ask Questions</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time Unit 6 Lesson 43: Read Aloud, Think Aloud; Work Time</p>
d) Make, confirm, or revise predictions.	<p><u>Predictions (examples)</u> Unit 2 Lesson 26: Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 9: Read Aloud, Think Aloud; Work Time</p>
e) Draw conclusions and make inferences based on explicit and implied information.	<p><u>Make Inferences (examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
f) Differentiate between fact and opinion.	<p>Students can explore this concept with the following activities.</p> <p><u>Recognize Author’s Purpose (examples)</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Main Idea and Supporting Details (examples)</u> Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group Unit 6 Lessons 37–38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p>
g) Identify main idea.	<p><u>Identify Main Idea (informative examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p>
h) Summarize supporting details.	<p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>
i) Compare and contrast information about one topic, which may be contained in different selections.	<p><u>Compare and Contrast</u> Unit 6 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 32: Read Aloud, Think Aloud</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
<p>j) Identify the author’s organizational pattern.</p>	<p><u>Analyze Text Structure</u> Unit 4 Lessons 44–45: Work Time Unit 4 Lessons 47–49: Read Aloud, Think Aloud</p> <p><u>Text Features</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Genre: Informational Text</u> Unit 6 Lessons 37, 43: Read Aloud, Think Aloud</p> <p><u>Preview Text</u> Unit 2 Lesson 38: Whole Group Unit 4 Lesson 36: Whole Group Unit 4 Lesson 39: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud</p>
<p>k) Identify cause and effect relationships.</p>	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p>

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<p>l) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. The strategies are reinforced through the Whole Group and Work Time activities. Examples follow:</p> <p><u>Identify Main Idea (informative examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Ask Questions</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time Unit 6 Lesson 43: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 12: Read Aloud, Think Aloud; Work Time</p>

**A Correlation of Savvas iLit ELL ©2016
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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
Writing	
6.7 The student will write narration, description, exposition, and persuasion.	
a) Identify audience and purpose.	<p><u>Plan Writing (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 18: Whole Group; Work Time Unit 3 Lessons 6–7: Work Time Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	<p><u>Prewrite and Brainstorm</u> Unit 6 Lessons 32–33: Work Time</p> <p><u>Plan Writing (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 18: Whole Group; Work Time Unit 3 Lessons 6–7: Work Time Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
<p>c) Organize writing structure to fit mode or topic.</p>	<p><u>Plan Writing (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 18: Whole Group; Work Time Unit 3 Lessons 6–7: Work Time Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph</p>
<p>d) Establish a central idea and organization.</p>	<p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
<p>e) Compose a topic sentence or thesis statement if appropriate.</p>	<p>The Assignments section provides students a place to plan and practice writing topic ideas and sentences. Teachers and students will find additional writing instruction in the Whole Group and Work Time lessons.</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 2 Lessons 11–15: Write an Explanatory Paragraph</p> <p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38</p>

**A Correlation of Savvas iLit ELL ©2016
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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
<p>f) Write multiparagraph compositions with elaboration and unity.</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 Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time Unit 4 Lessons 34–35: Work Time Unit 6 Lessons 14–15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
<p>g) Select vocabulary and information to enhance the central idea, tone, and voice.</p>	<p><u>Use Descriptive Details</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Modify to Add Details</u> Unit 6 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Use Precise Words</u> Unit 6 Lesson 35: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	<p><u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p>
i) Revise sentences for clarity of content including specific vocabulary and information.	<p><u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p>
j) Use computer technology to plan, draft, revise, edit, and publish writing.	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-4: Work Time Unit 5 Lessons 8-9: Work Time</p> <p><u>Present Writing</u> Unit 2 Lessons 37: Work Time Unit 3 Lessons 6, 9: Work Time</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	<p><u>Recognize Complete Sentences</u> Unit 6 Lesson 25: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 4: Skill 20: Conjunctions (with Compound Subjects, Predicates, and Sentences)</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–6</p>
b) Use subject-verb agreement with intervening phrases and clauses.	<p><u>Subject-Verb Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time Unit 6 Lesson 23: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Subject Verb Agreement, 67–72</p>
c) Use pronoun-antecedent agreement to include indefinite pronouns.	<p><u>Pronoun-Antecedent Agreement</u> Unit 2 Lesson 13: Wok Time Unit 4 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns and Antecedents, 76–78</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
d) Maintain consistent verb tense across paragraphs.	<p><u>Verb Tenses</u> Unit 2 Lessons 26, 48: Work Time Unit 2 Lessons 41, 46: Whole Group Unit 4 Lesson 22: Read Aloud, Think Aloud Unit 6 Lesson 13: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tense, 43–54</p>
e) Eliminate double negatives.	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Contractions and Negatives, 34</p>
f) Use quotation marks with dialogue.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 6–10: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Quotations and Quotation Marks, 127</p>
g) Choose adverbs to describe verbs, adjectives, and other adverbs.	<p><u>Adverbs</u> Unit 4 Lessons 14, 24: Read Aloud, Think Aloud Unit 4 Lesson 23: Work Time Unit 7 Lesson 3: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 3: Skill 18: Adverbs Unit 5 Lessons 1–5: Part 3: Skill 19: Comparing with Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Adverbs, 89–90</p>

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Virginia English Standards of Learning Grade 6	Savvas iLit ELL ©2016, Grade 6
<p>h) Use correct spelling for frequently used words.</p>	<p>Every unit in iLit includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Editing</u> Unit 2 Lesson 8: Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Assignments (Examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 6 Lessons 1–5: Part 1: Skill 16: Adding <i>-er</i> and <i>-est</i> Unit 6 Lessons 1–5: Part 2: Skill 17: Prefixes <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>re-</i> Unit 6 Lessons 1–5: Part 3: Skill 18: Suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i></p>

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Research	
6.9 The student will find, evaluate, and select appropriate resources for a research product.	
<p>a) Collect information from multiple sources including online, print, and media.</p>	<p>The Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</p> <p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Small Group: Ask Questions</p> <p><u>Organize Information</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>
<p>b) Evaluate the validity and authenticity of texts.</p>	<p>Students can develop this concept as they complete the following assignment.</p> <p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: 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>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-4: Work Time Unit 5 Lessons 8-9: Work Time</p> <p><u>Present Writing</u> Unit 2 Lessons 37: Work Time Unit 3 Lessons 6, 9: Work Time</p>
<p>d) Cite primary and secondary sources.</p>	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Informative Paragraph</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lessons 9-10: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>Students can develop this concept as they complete the following assignment.</p> <p><u>Informative Paragraph</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lessons 9-10: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lesson 1: Whole Group Unit 5 Lessons 3-4, 7: Work Time</p>