

A Correlation of

Savvas

iLit ELL

©2016



To the

Virginia

English Standards of Learning

Grade 7

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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.

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Grade Seven	
Communication: Speaking, Listening, Media Literacy	
7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.	
<p>a) Communicate ideas and information orally in an organized and succinct manner.</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>Get Feedback</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</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>Classroom Conversation (examples)</u> Unit 2 Lesson 34: Collaborative Discussion Unit 2 Lesson 44: Collaborative Conversation</p>

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<p>b) Ask probing questions to seek elaboration and clarification of ideas.</p>	<p>Students engage daily in speaking on topics relating to the whole-class anchor texts during Classroom Conversation. Frequently, the Classroom Conversation activities call on students to work productively in groups and to reach consensus on the topics.</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</p> <p><u>Conferencing with Individuals (examples)</u> Unit 4 Lesson 42: Collaborative Discussion Unit 6 Lesson 34: Small-Group Discussion Unit 7 Lesson 4: Partner Discussion</p> <p><u>Discuss Literature and Informative Texts</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 3 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 9: Read Aloud, Think Aloud</p>
<p>c) Make statements to communicate agreement or tactful disagreement with others' ideas.</p>	<p>The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</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 Unit 6 Lesson 14: Whole Group Discussion</p>
<p>d) Use language and style appropriate to audience, topic, and purpose.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p>

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e) Use a variety of strategies to listen actively.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion
7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.	
a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.	<u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation <u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Collaborative Discussion Unit 2 Lesson 29: Collaborative Discussion Unit 4 Lesson 47: Collaborative Conversation Unit 5 Lesson 9: Small-Group Discussion <u>Multimedia Presentation</u> Unit 5 Lessons 1–4
b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.	<u>Multimedia Presentation</u> Unit 5 Lessons 1–4 <u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 4 Lesson 4: Collaborative Conversation
c) Compare/contrast a speaker's verbal and nonverbal messages.	<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 Unit 6 Lesson 14: Whole Group Discussion <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

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7.3 The student will understand the elements of media literacy.	
a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.	<p><u>Read a Speech</u> Unit 2 Lesson 41: Time to Read</p> <p><u>"Out of Many" and "Famous"</u> For related material see: Unit 2 Lessons 33–34: Read Aloud, Think Aloud</p> <p><u>Text: "The Word on Bullying"</u> Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Text: "Hooked on Cell Phones"</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies"</u> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
b) Distinguish between fact and opinion, and between evidence and inference.	<p><u>Write an Argumentative Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lesson 24; Work Time</p> <p>Also see:</p> <p><u>Text: "Hooked on Cell Phones"</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies"</u> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
c) Describe how word choice and visual images convey a viewpoint.	<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>

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d) Compare and contrast the techniques in auditory, visual, and written media messages.	<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> <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>
e) Craft and publish audience-specific media messages.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p>
Reading	
7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.	
a) Identify word origins and derivations.	<p>Teachers can use the following material to illustrate this objective:</p> <p><u>Word Origin (examples)</u> Unit 2 Lesson 9: Vocabulary Unit 2 Lesson 18: Vocabulary Unit 4 Lesson 19: Vocabulary</p>
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	<p><u>Use Prefixes and Suffixes (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 7: Work Time Unit 6 Lesson 10: Vocabulary; Work Time Unit 6 Lesson 11: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 31: Vocabulary; Work Time Unit 2 Lesson 32: Work Time Unit 2 Lesson 35: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 2: Skill 2: Prefixes, Suffixes, and Word Roots Unit 4 Lessons 21–25: Part 2: Skill 12: Prefixes and Suffixes</p>

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c) Identify and analyze figurative language.	<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>
d) Identify connotations.	<p><u>Connotations</u> Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: 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 21–25: Part 4: Skill 24: Word Associations</p>
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<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>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 7 Lessons 1–5: Part 1: Skill 1: Context Clues</p>

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<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>Vocabulary (examples)</u> Unit 2 Lesson 4: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 6 Lesson 3: 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>7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</p>	
<p>a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.</p>	<p><u>Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p> <p><u>Plot (examples)</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Drama and Plot (Examples)</u> Unit 3 Lesson 1: Whole Group Unit 3 Lessons 2–3: Work Time</p> <p><u>Identify a Sequence of Events</u> Unit 2 Lesson 21: Whole Group</p> <p><u>Visualize Characters and Settings</u> Unit 2 Lesson 5: Whole Group</p>

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<p>b) Compare and contrast various forms and genres of fictional text.</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. Anchor texts include full-length fiction and nonfiction literary texts, and shorter texts from a variety of genres.</p> <p>Adapted classics in the Independent Reading library provide struggling readers with extensive exposure to the writers and traditions that have shaped today’s literature.</p> <p><u>Poems</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Fables</u> Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Short Story</u> Unit 2 Lesson 28: Read Aloud, Think Aloud</p>

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c) Identify conventional elements and characteristics of a variety of genres.	<p><u>Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 20: Whole Group</p> <p><u>Plot (examples)</u> Unit 2 Lesson 11: Whole Group</p> <p><u>Drama and Plot (Examples)</u> Unit 3 Lesson 1: Whole Group Unit 3 Lessons 2–3: Work Time</p> <p><u>Identify a Sequence of Events</u> Unit 2 Lesson 21: Whole Group</p> <p><u>Visualize Characters and Settings</u> Unit 2 Lesson 5: Whole Group</p>
d) Describe the impact of word choice, imagery, and literary devices including figurative language.	<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 Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time</p>
e) Make, confirm, and revise predictions.	<p><u>Predictions (narrative examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time</p>
f) Use prior and background knowledge as a context for new learning.	<p><u>Connect to Prior Experience (narrative examples)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time</p>

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g) Make inferences and draw conclusions based on the text.	<p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 2: Work Time Unit 2 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 6: Work Time</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 12: Read Aloud, Think Aloud</p>
h) Identify the main idea.	<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>
i) Summarize text relating supporting details.	<p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 4 Lesson 14: Read Aloud, Think Aloud</p>
j) Identify the author’s organizational pattern.	<p><u>Visualize Characters and Settings</u> Unit 2 Lesson 5: Whole Group</p> <p><u>Analyze Setting</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 12: Work Time Unit 2 Lesson 13: Work Time</p>
k) Identify cause and effect relationships.	<p><u>Cause and Effect (fiction/narrative)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 7: Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 12: 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>Cause and Effect (fiction/narrative)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 7: Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Predictions (narrative examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time</p>
<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	
<p>a) Use prior and background knowledge as a context for new learning.</p>	<p><u>Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Preview and Set a Purpose</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 48: Read Aloud, Think Aloud</p>
<p>b) Use text structures to aid comprehension.</p>	<p><u>Genre: Informational Text (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Preview and Set a Purpose</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 48: Read Aloud, Think Aloud</p>

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c) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	<p><u>Compare and Contrast (examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 20: Whole Group Unit 6 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative/nonfiction)</u> Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 28: Read Aloud, Think Aloud</p>
d) Draw conclusions and make inferences on explicit and implied information.	<p><u>Make Inferences (informative examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction)</u> Unit 4 Lesson 35: Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lessons 14–15: Read Aloud, Think Aloud</p>
e) Differentiate between fact and opinion.	<p><u>Text: "Hooked on Cell Phones"</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies"</u> Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 6 Lesson 36: Work Time</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p>

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f) Identify the source, viewpoint, and purpose of texts.	<p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 6 Lesson 36: Work Time</p> <p><u>Text: "Hooked on Cell Phones"</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Text: "Cyberbullying: Social Media Becomes the New School Yard for Bullies"</u> Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
g) Describe how word choice and language structure convey an author’s viewpoint.	<p><u>Learn and Use Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group Unit 4 Lesson 46: Whole Group; Work Time</p> <p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 6 Lesson 36: Work Time</p>
h) Identify the main idea.	<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>
i) Summarize text identifying supporting details.	<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>
j) Identify cause and effect relationships.	<p><u>Cause and Effect (informative/nonfiction)</u> Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 28: Read Aloud, Think Aloud</p>

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<p>k) Organize and synthesize information for use in written formats.</p>	<p>Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</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>
<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>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>Cause and Effect (informative/nonfiction)</u> Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 6 Lesson 28: Read Aloud, Think Aloud</p>

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Writing	
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.	
a) Identify intended audience.	<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>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write 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</u> Unit 4 Lessons 33–34: Work Time</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>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>
c) Organize writing structure to fit mode or topic.	<p><u>Organize</u> Unit 5 Lessons 6–8: Whole Group</p> <p><u>Plan Writing (examples)</u> Unit 4 Lesson 32: Work Time Unit 4 Lesson 33: Work Time Unit 5 Lesson 2: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>

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<p>d) Establish a central idea and organization.</p>	<p><u>Develop a Topic</u> Unit 6 Lesson 16: Whole Group</p> <p><u>Prewrite</u> Unit 4 Lessons 33–34: Work Time</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
<p>e) Compose a topic sentence or thesis statement.</p>	<p><u>Develop a Topic</u> Unit 6 Lesson 16: Whole Group</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>Assignments (examples)</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>

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f) Write multiparagraph compositions with unity elaborating the central idea.	<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>Assignments (examples)</u> Unit 3 Lessons 6–10: Write a Monologue Unit 6 Lessons 26–30: Plan an Explanatory Essay</p>
g) Select vocabulary and information to enhance the central idea, tone, and voice.	<p><u>Learn and Use Domain-Specific Words</u> Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 47: Work Time Unit 4 Lesson 5: Whole Group Unit 4 Lesson 46: Whole Group; Work Time</p> <p><u>Write a Poem</u> Unit 7 Lesson 3: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 6–10: Write a Narrative Paragraph Unit 7: Lessons 1–5: Write a Poem</p>
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 21: Comparative and Superlative Adjectives Unit 5 Lessons 1–5: Part 2: Skill 22: Adverbs Unit 5 Lessons 1–5: Part 3: Skill 18: Comparative and Superlative Adverbs Unit 6 Lessons 1–5: Part 2: Skill 17: Adjectives Unit 6 Lessons 1–5: Part 3: Skill 18: Adverbs</p>

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i) Use clauses and phrases for sentence variety.	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 4: Skill 19: Conjunctions with Compounds Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p>
j) Revise sentences for clarity of content including specific vocabulary and information.	<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</u> Unit 4 Lessons 26–30: Part 1: Skill 11: Four Kinds of Sentences Unit 4 Lessons 26–30: Part 1: Skill 16: Four Kinds of Sentences</p> <p><u>Assignments</u> Unit 6 Lessons 6–10: Write a Narrative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph</p>
k) 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 1–4</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 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>

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7.8 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>Paragraph Structure - Writing</u> Unit 2: Lesson 15: Whole Group; Work Time Unit 4 Lessons 3-5: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences Unit 5 Lessons 1–5: Part 4: Skill 19: Conjunctions with Compounds Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–6</p>
b) Choose appropriate adjectives and adverbs to enhance writing.	<p><u>Adjectives And Adverbs</u> Unit 4 Lesson 28: Work Time Unit 7 Lesson 3: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 21: Comparative and Superlative Adjectives Unit 5 Lessons 1–5: Part 3: Skill 18: Comparative and Superlative Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Adjectives, 79–86; Adverbs, 89–90</p>
c) Use pronoun-antecedent agreement to include indefinite pronouns.	<p><u>Pronoun-Antecedent Agreement</u> Unit 2 Lesson 13: Work Time Unit 4 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 11–15: 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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d) Use subject-verb agreement with intervening phrases and clauses.	<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>
e) Edit for verb tense consistency and point of view.	<p><u>Verb Tenses</u> Unit 2 Lesson 41: Whole Group</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 4: Skill 4: Main and Helping Verbs Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tense, 43–54</p>
f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.	<p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Common and Proper Nouns Unit 2 Lessons 1–5: Part 2: Skill 2: Plural Nouns Unit 3 Lessons 1–5: Part 1: Skill 6: Verbs: Action and Linking Unit 4 Lessons 11–15: Part 2: Skill 12: Pronouns Unit 5 Lessons 1–5: Part 2: Skill 22: Adverbs Unit 6 Lessons 1–5: Part 4: Skill 19: Conjunctions 1</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all lessons.</p>
g) Use quotation marks with dialogue.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 31–35: 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>

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h) Use correct spelling for commonly used words.	<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>Edit</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 41, 42: Work Time Unit 6 Lessons 38, 39: Work Time</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 Unit 6 Lessons 1–5: Part 4: Skill 24: Homophones Unit 6 Lessons 1–5: Part 5: Skill 25: Easily Confused Words</p>
Research	
7.9 The student will apply knowledge of appropriate reference materials to produce a research product.	
a) Collect and organize information from multiple sources including online, print and media.	<p>Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–35, 38–39, 42–43: Write an Explanatory Essay</p>

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<p>b) Evaluate the validity and authenticity of sources.</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>Library</u> The Student Library includes a broad range of titles that students can use as primary or secondary sources.</p>
<p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p>	<p>Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</p> <p><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p>Students can also explore this concept as they read the following selections:</p> <p>Unit 5 Lesson 4: "We Need Water to Live" Unit 5 Lesson 7: "Hooked on Cell Phones" Unit 5 Lesson 8: "Cyberbullying: Social Media Becomes the New School Yard for Bullies" and "Inequality in America"</p>

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d) Cite primary and secondary sources.	<p><u>Informative Writing</u> Unit 2 Lessons 15–16: Work Time</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>
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<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>Library</u> The Student Library includes a broad range of titles that students can use as primary or secondary sources.</p>