

A Correlation of

Savvas

iLit ELL

©2016



To the

Virginia

English Standards of Learning

Grade 8

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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 Eight	
Communication: Speaking, Listening, Media Literacy	
8.1 The student will use interviewing techniques to gain information.	
a) Prepare and ask relevant questions for the interview.	<u>Plan for an Interview</u> Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time <u>Genre: Informational Text: "Jane of the Jungle</u> Unit 2 Lessons 42–43: Read Aloud, Think Aloud <u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time
b) Make notes of responses.	<u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time
c) Compile, accurately report, and publish responses.	<u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time <u>Plan for an Interview</u> Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time <u>Give Multimedia Presentation</u> Unit 5 Lesson 9: Work Time
d) Evaluate the effectiveness of the interview.	<u>Plan for an Interview</u> Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time <u>Give Multimedia Presentation</u> Unit 5 Lesson 9: Work Time

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8.2 The student will develop and deliver oral presentations in groups and individually.	
a) Choose topic and purpose appropriate to the audience.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.	<p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>
c) Use appropriate verbal and nonverbal presentation skills.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 28: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>
d) Respond to audience questions and comments.	<p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p>

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e) Differentiate between standard English and informal language.	<p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>
f) Critique oral presentations.	<p><u>Speaking and Listening</u> Unit 6 Lesson 240: Whole Group</p> <p><u>Practice a Presentation</u> Unit 5 Lesson 9: Work Time</p>
g) Assume shared responsibility for collaborative work.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2-3, 5-7, 9: Work</p> <p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42-45: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p>
h) Use a variety of strategies to listen actively.	<p><u>Speaking and Listening</u> Unit 6 Lesson 240: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>

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8.3 The student will analyze, develop, and produce creative or informational media messages.	
a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.	<p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud Unit 5 Lesson 4: Work Time</p> <p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: Work Time</p>
b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work</p> <p><u>Analyze Author's Point of View</u> Unit 6 Lesson 48: Work Time</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p>
c) Use media and visual literacy skills to create products that express new understandings.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work</p>
d) Evaluate sources for relationships between intent and factual content.	<p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud Unit 5 Lesson 4: Work Time</p> <p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</p> <p><u>Cite Evidence</u> Unit 4 Lesson 1: Whole Group Unit 6 Lesson 15: Whole Group</p>

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Reading	
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.	
a) Identify and analyze an author’s use of figurative language.	<u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time <u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	<u>Using Context Clues (examples)</u> Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 9: Vocabulary Unit 4 Lesson 29: Vocabulary <u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 3 Lessons 6-10: Part 1: Skill 6: Context Clues

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<p>c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.</p>	<p><u>Related Words</u> Unit 4 Lessons 16, 20: Vocabulary Unit 4 Lesson 17: Work Time Unit 6 Lessons 12–13: Work Time</p> <p><u>Use Prefixes and Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Use Greek and Latin Roots (examples)</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary Unit 4 Lesson 31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 2: Skill 7: Prefixes and Suffixes; Unit 5 Lessons 6–10: Part 2: Skill 17: Word Roots, Prefixes, and Suffixes</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 31–35: Part 1: Skill 16: Prefixes <i>dis-, un-, mid-, pre-</i>; Unit 6 Lessons 16–20: Part 5: Skill 20: Suffixes <i>-ance, -ence, -ant, -ent</i></p>

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<p>d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 6 Lesson 13: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 35: Work Time</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p>Independent Reading—Every lesson</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
<p>e) Discriminate between connotative and denotative meanings and interpret the connotation.</p>	<p><u>Connotations</u> Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Connotations and Denotations</u> Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary</p> <p><u>Use Precise Language and Domain-Specific Vocabulary</u> Unit 4 Lesson 454: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</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 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: 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>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p>	
<p>a) Explain the use of symbols and figurative language.</p>	<p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time</p>
<p>b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p>	<p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time</p> <p><u>Draw Conclusions (narrative examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 14: Work Time Unit 4 Lesson 16: Whole Group</p>

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<p>c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Compare and Contrast Two Characters (examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 8: Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 8: Work Time Unit 6 Lesson 40: Work Time</p> <p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p>

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<p>d) Understand the author’s use of conventional elements and characteristics within a variety of genres.</p>	<p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time</p> <p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Setting</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 8: Work Time Unit 6 Lesson 40: Work Time</p> <p><u>Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Compare and Contrast Poetry</u> Unit 7 Lesson 2: Whole Group</p> <p><u>Drama</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 1: Work Time Unit 3 Lesson 3: Work Time</p>

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<p>e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.</p>	<p><u>Dialogue</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 1: Work Time Unit 3 Lesson 3: Work Time</p>
<p>f) Compare and contrast authors’ styles.</p>	<p><u>“Schooled” (novel)</u> Unit 4 Lessons 37</p> <p><u>“Riding Thunder” (short story)</u> Unit 2 Lesson 33</p> <p><u>“Million Man March” (poem)</u> Unit 7 Lesson 4</p> <p><i>Accidental Love</i> by Gary Soto Unit 2 Lessons 2–20, 22–30</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems. Examples:</p> <p><i>Through the Looking Glass</i> by Lewis Carroll <i>Kidnapped</i> by Robert Louis Stevenson <i>Pride and Prejudice</i> by Jane Austen</p>
<p>g) Identify and ask questions that clarify various viewpoints.</p>	<p><u>Ask Questions (examples)</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 31: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p>

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h) Identify the main idea.	<p><u>Identify Main Idea and Key Details</u> Unit 4 Lesson 13: Whole Group Unit 4 Lesson 14: Read Aloud, Think Aloud Unit 4 Lesson 15: Work Time</p> <p><u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p>
i) Summarize text relating supporting details.	<p><u>Summarize Text (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 20: Work Time</p>
j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	<p><u>Recognize Text Structure</u> Unit 4 Lesson 29: Work Time</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 1: Work Time Unit 3 Lesson 3: Work Time</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p>
k) Identify cause and effect relationships.	<p><u>Make Cause-and-Effect Connections/ Relationships (narrative 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 14: Read Aloud, Think Aloud</p>

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<p>l) Use prior and background knowledge as a context for new learning.</p>	<p><u>Make Connections (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 2 Lesson 23: Work Time Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 2 Lesson 25: Work Time</p>
<p>m) 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>Ask Questions (examples)</u> Unit 2 Lesson 20: Whole Group Unit 2 Lesson 31: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Identify Main Idea and Key Details</u> Unit 4 Lesson 13: Whole Group Unit 4 Lesson 14: Read Aloud, Think Aloud Unit 4 Lesson 15: Work Time</p> <p><u>Summarize Text (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 20: Work Time</p>

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8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.	
a) Draw on background knowledge and knowledge of text structure to understand selections.	<p><u>Connect Text to Prior Knowledge</u> Unit 6 Lesson 42: Work Time</p> <p><u>Introduce Genre: Informational Text</u> Unit 2 Lesson 34: Read Aloud, Think Aloud Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Preview and Set a Purpose</u> Unit 6 Lesson 1: Whole Group Unit 6 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Make Personal Connections</u> Unit 6 Lesson 19: Read Aloud, Think Aloud</p>
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<p><u>Make Inferences (informative/nonfiction examples)</u> Unit 2 Lesson 21: Whole Group Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 30: Work Time</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 38: Whole Group Unit 4 Lesson 39: Read Aloud, Think Aloud</p>
c) Analyze the author’s qualifications, viewpoint, and impact.	<p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Author’s Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 40: Whole Group Unit 2 Lessons 42–43: Read Aloud, Think Aloud</p>

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d) Analyze the author’s use of text structure and word choice.	<p><u>Analyze Word Choice</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Reading Strategy: Domain-Specific Words; Social Studies Terms</u> Unit 4 Lesson 45: Whole Group; Work Time</p> <p><u>Evaluate Language Choices</u> Unit 6 Lesson 46: Whole Group; Work Time</p>
e) Analyze details for relevance and accuracy.	<p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6: Work Time</p>
f) Differentiate between fact and opinion.	<p>Students can explore this concept with the following activities.</p> <p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 15: Whole Group</p> <p><u>Support a Claim with Logical Reasoning</u> Unit 4 Lesson 33: Whole Group Unit 4 Lesson 37: Work Time</p> <p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p>
g) Identify the main idea.	<p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 46: Work Time</p>

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h) Summarize the text identifying supporting details.	<u>Summarize Text (informative/nonfiction)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time
i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	<u>Types of Transitions</u> Unit 2 Lesson 26: Whole Group <u>Cause-and-Effect Text Structure</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 41: Whole Group <u>Introduce Genre: Informational Text</u> Unit 2 Lesson 34: Read Aloud, Think Aloud Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud
j) Identify cause and effect relationships.	<u>Cause-and-Effect Text Structure</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 41: Whole Group Unit 6 Lesson 6: Whole Group <u>Make Cause-and-Effect Connections</u> Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 12: Read Aloud, Think Aloud

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<p>k) Evaluate, organize, and synthesize information for use in written and oral formats.</p>	<p><u>Support a Claim with Logical Reasoning</u> Unit 4 Lesson 33: Whole Group Unit 4 Lesson 37: Work Time</p> <p><u>Supporting Facts with Evidence</u> Unit 2 Lesson 48: Read Aloud, Think Aloud</p> <p><u>Synthesize Ideas (examples)</u> Unit 4 Lesson 35: Whole Group; Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Generalizations (examples)</u> Unit 6 Lesson 22: 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>Determine Main Idea (informative/ nonfiction examples)</u> Unit 6 Lesson 16: Whole Group Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Cause-and-Effect Text Structure</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 41: Whole Group Unit 6 Lesson 6: Whole Group</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 21: Whole Group</p>
Writing	
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.	
<p>a) Identify intended audience.</p>	<p><u>Plan Writing (related material - examples)</u> Unit 2 Lessons 5–6: Work Time Unit 2 Lessons 15–16: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Argumentative Paragraph</p> <p><u>Teacher’s Resources – iLit Writing Handbook</u> Know Your Audience, 16</p>

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b) Use prewriting strategies to generate and organize ideas.	<p><u>Plan Writing (examples)</u> Unit 2 Lessons 25–26: Work Time Unit 3 Lessons 5–6: Work Time Unit 4 Lessons 3–4: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Plan an Informative Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay</p>
c) Distinguish between a thesis statement and a topic sentence.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>
d) Organize details to elaborate the central idea and provide unity.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time</p> <p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph</p>

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<p>e) Select specific vocabulary and information for audience and purpose.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p><u>Use Precise Language and Domain-Specific Vocabulary</u> Unit 4 Lesson 454: Whole Group</p> <p><u>Assignment</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>
<p>f) Use interview quotations as evidence.</p>	<p><u>Plan for an Interview & Gather Information</u> Unit 5 Lesson 6: Whole Group; Work Time Unit 5 Lesson 7: Work Time</p>
<p>g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p>	<p><u>Revise (examples)</u> Unit 6 Lesson 38: Work Time Unit 6 Lesson 39: Work Time Unit 6 Lesson 44: Work Time</p> <p><u>Assignment</u> Unit 4 Lessons 36–40: Write an Argumentative Essay (Revising)</p>

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<p>h) Use computer technology to plan, draft, revise, edit, and publish writing.</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 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>
<p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	
<p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 6–10: Grammar Study Plan: Part 5: Skill 5: Four Kinds of Sentences Unit 4 Lessons 11–15: Grammar Study Plan: Part 1: Skill 11: Four Kinds of Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Four Kinds of Sentences, 4–5</p>

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<p>b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.</p>	<p><u>Types of Transitions</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 6–10: Grammar Study Plan: Part 5: Skill 5: Four Kinds of Sentences Unit 4 Lessons 26–30: Grammar Study Plan: Part 3: Skill 18: Conjunctions 1 Unit 4 Lessons 26–30: Grammar Study Plan: Part 4: Skill 19: Conjunctions 2 Unit 6 Lessons 11–15: Grammar Study Plan: Part 2: Skill 22: Commas, Semicolons, and Colons Unit 6 Lessons 11–15: Grammar Study Plan: Part 4: Skill 24: Correct Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Conjunctions, 100–102</p>
<p>c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.</p>	<p><u>Prepositional Phrases</u> (examples) Unit 2 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Grammar Study Plan: Part 3: Skill 13: Pronouns and Antecedents Unit 4 Lessons 11–15: Grammar Study Plan: Part 4: Skill 14: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: prepositional phrases, 97–99</p>

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<p>d) Maintain consistent verb tense across paragraphs.</p>	<p><u>Verbs</u> Unit 2 Lessons 9: Read Aloud, Think Aloud Unit 2 Lessons 32: Read Aloud, Think Aloud Unit 2 Lessons 41: Whole Group Unit 2 Lessons 43: Work Time Unit 2 Lessons 46: Whole Group Unit 2 Lessons 48: Work Time Unit 4 Lessons 20: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–55</p>
<p>e) Use comparative and superlative degrees in adverbs and adjectives.</p>	<p><u>Adverbs and Adjectives</u> Unit 2 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 26–30: Grammar Study Plan: Part 1: Skill 16: Adjectives Unit 4 Lessons 26–30: Grammar Study Plan: Part 2: Skill 17: Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comparative and Superlative Adjectives, 83</p>
<p>f) Use quotation marks with dialogue and direct quotations.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Quotation Marks, 127</p>

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<p>g) 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>Activity: Spelling Study Plan (examples)</u> Unit 2 Lesson 1: Extra Practice Unit 4 Lesson 2: Extra Practice Unit 6 Lesson 19: Work Time Unit 6 Lesson 41: Work Time</p> <p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Doubling Consonants Unit 2 Lessons 26–30: Part 1: Skill 1: Getting Letters in Correct Order Unit 2 Lessons 46–50: Part 1: Skill 6: Tricky Consonants Unit 4 Lessons 31–35: Part 5: Skill 20: Plurals for Words Ending in f or o</p>

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Research	
8.9 The student will apply knowledge of appropriate reference materials to produce a research product.	
<p>a) Collect and synthesize information from multiple sources including online, print and media.</p>	<p>The Multimedia Project that students complete in iLit involves extensive research activities and instruction.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Reading Strategy: Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>b) Evaluate the validity and authenticity of texts.</p>	<p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Conduct Research</u> Unit 5 Lesson 1: Whole Group</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 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p>
<p>d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p>	<p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Conduct Research</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p>
<p>e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.</p>	<p>Students can practice this objective with the following activity.</p> <p><u>Cite Evidence</u> Unit 6 Lesson 15: Whole Group</p>

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<p>f) Publish findings and respond to feedback.</p>	<p>The Multimedia Project that students complete in iLit involves extensive research activities and instruction.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lessons 4-6: Whole Group</p>
<p>g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>Students can understand the issues around plagiarism with the following activities.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2-3, 5-6, 9-9: Work Time</p> <p><u>Cite Evidence</u> Unit 6 Lesson 15: Whole Group</p>