

A Correlation of

iLit45



Level D

To

**Wisconsin Standards for
English Language Arts 2020
Grade 7**

A Correlation of iLit 45, Level D to the Wisconsin Standards for English Language Arts 2020, Grade 7

Introduction

This document demonstrates how ***iLit 45*** meets the objectives of the Wisconsin Standards for English Language Arts 2020. Correlation references are cited by feature and unit and lesson number.

iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

iLit engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Table of Contents

R.7: Reading	4
W.7: Writing Standards.....	8
SL.7: Speaking & Listening.....	15
L.7: Language.....	18

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
R.7: Reading	
Key Ideas and Details	
<p>R.7.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 4 Lesson 1: Whole Group Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 2: Work Time Unit 2 Lessons 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 35: Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lessons 14, 15: Work Time</p> <p><u>Summarize Text</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>R.7.2: Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)</p>	<p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p> <p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 49: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Paraphrase</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p>
<p>R.7.3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 11: Whole Group Unit 2 Lessons 12–13: Work Time</p> <p><u>Analyze Setting and Mood</u> Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Theme (examples)</u> Unit 2 Lesson 16: Whole Group Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lesson 26: Work Time Unit 3 Lesson 8: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections</u> Unit 2 Lesson 32: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
Craft and Structure	
<p>R.7.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u> Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time Unit 6 Lesson 6: Whole Group</p> <p><u>Vocabulary Activities Examples)</u> Unit 4 Lesson 18: Vocabulary Unit 4 Lesson 29: Vocabulary Unit 7 Lesson 2: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 6 Lessons 46–50: Part 4: Skill 4: Words That Are Used Together (Collocations)</p>
<p>R.7.5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Characteristics of Drama: Analyze Drama's Form</u> Unit 3 Lesson 1: Whole Group; Extra Practice Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Genre: Informational Text</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 12: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>(Continued)</p> <p>R.7.5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p>(Continued)</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
<p>R.7.6: In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>	<p><u>Compare and Contrast Characters</u> Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Point of View</u> Unit 4 Lesson 36: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Author's Purpose (informative examples)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 36: Whole Group</p>
Integration of Knowledge and Ideas	
<p>R.7.7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>"Helping Hands" and "Black Days for Blue Whales"</u> Unit 6 Lesson 43: Read Aloud, Think Aloud</p> <p><u>"Japan Nuke Workers Risk Their Lives, Garner Nation's Respect"</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>"At the Edge: Daring Acts in Desperate Times"</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Read a Speech</u> Unit 2 Lesson 41: Time To Read</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
R.7.8: Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	<p><u>Introduce: Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 2 Lesson 26: Whole Group</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud, Think Aloud</p>
R.7.9: Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	<p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Biography and Informational Texts (synthesizing viewpoints on a single subject)</u> “<i>The Greatest</i>” (Biography) Unit 5 Lessons 33, 35, 36: Whole Group “<i>Taking Action</i>” (Informational Text) Unit 6 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Bullying</u> “<i>The Word on Bullying</i>” Unit 5 Lesson 2: Read Aloud, Think Aloud “<i>Cyberbullying: Social Media Becomes the New School Yard for Bullies</i>” Unit 5 Lesson 8: Read Aloud, Think Aloud</p>
W.7: Writing Standards	
Text Types and Purposes	
W.7.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	<p><u>Write an Explanatory Paragraph & Essay (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group & Work Time</p> <p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
W.7.2: Write text in a variety of modes:	
W.7.2.a: Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.	<p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 21-25: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31-35: Write an Argumentative Essay</p>
W.7.2.b: Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Write an Explanatory Paragraph & Essay (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group & Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 2 Lesson 15: Whole Group Unit 2 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 16–20: Plan an Explanatory Paragraph Unit 6 Lessons 26–30: Plan an Explanatory Essay Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
W.7.2.c: Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit Lessons 6–10: Plan & Write a Narrative Paragraph Unit 2 Lessons 36–40: Write a Narrative Essay</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
W.7.3: Create writing that utilizes:	
W.7.3.a: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.	<p><u>Plan an Explanatory Paragraph</u> Unit 4 Lesson 4: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 29: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 4 Lesson 24: Work Time Unit 6 Lesson 24: Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 25–30: Plan an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 2 Lessons 36–40: Write a Narrative Essay</p>
W.7.3.b: Transitions: use a variety of appropriate transitions that connect and develop ideas.	<p><u>Transitions to Convey a Sequence of Events</u> Unit 6 Lesson 5: Whole Group Unit 6 Lesson 30: Whole Group</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body:)</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>W.7.3.c: Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.</p>	<p><u>Write an Explanatory Paragraph & Essay (examples)</u> Unit 4 Lessons 3–5: Write an Explanatory Paragraph Unit 6 Lessons 17–18: Work Time Unit 6 Lesson 26, 28, 29, 33–34, 38–39, 41–43: Whole Group & Work Time</p> <p><u>Argumentative Writing</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lessons 24–25: Work Time Unit 4 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24, 32–40, 42–43: Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39–42: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>
Production and Distribution of Writing	
<p>W.7.4: Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Students write every day in <i>iLit</i>. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during “Work Time”, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing.</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>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>(Continued) W.7.4: Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>(Continued) <u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31-35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>
<p>W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Write a Narrative Essay (examples)</u> Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39-42: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33–34, 35, 36, 37, 41-42, 44: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons: 28, 29, 33-35, 39, 42-43: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing)Essay Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>W.7.6: Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 23–24: Work Time Unit 4 Lessons 3–4: Work Time Unit 4 Lessons 13–14: Work Time</p> <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 42: Work Time Unit 3 Lesson 6, 9: Work Time Unit 4 Lessons 43–44: Work Time Unit 5 Lessons 8–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay Unit 4 Lessons 31-35: Write an Argumentative Essay</p>
<p>Inquiry to Build and Present Knowledge</p> <p>W.7.7: Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>The Multimedia Project in iLit involves extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p> <p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Informative Writing (examples)</u> Unit 2 Lessons 15–16: Work Time</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>Print and Online Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3: Work Time</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Compare Informational Texts</u> Unit 6 Lesson 39: Read Aloud, Think Aloud Unit 6 Lesson 40: Time to Read; Whole Group; Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p><u>Immigration Issues</u> <i>“The Circuit” (short story)</i> Unit 2 Lessons 37–39: Read Aloud, Think Aloud <i>“Immigration at Angel Island”</i> (informational article) Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Fictional Portrayal and Historical Account</u> Unit 3 Lesson 6: Whole Group</p> <p><u>Research a Topic</u> Unit 5 Lesson 1: Whole Group</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
SL.7: Speaking & Listening	
Comprehension and Collaboration	
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	
SL.7.1.a: Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Active Listening Routine</u> Unit 1 Lesson 4: Work Time</p> <p><u>Get Feedback</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
SL.7.1.b: With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>SL.7.1.c: Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.</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>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.7.1.d: Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion Unit 4 Lesson 4: Collaborative Conversation Unit 6 Lesson 4: Partner Discussion</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Listening and Speaking Activities</u> Unit 4 Lesson 17 Classroom Conversation; Work Time Unit 4 Lesson 19 Classroom Conversation; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 6 Lesson 8: Whole Group</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>SL.7.3: Understand and evaluate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 1 Lessons 3, 5: Work Time</p> <p><u>Make a Claim for an Argument</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lesson 43: Whole Group; Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines</p>
Presentation of Knowledge and Ideas	
<p>SL.7.4: Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Present a Narrative Essay</u> Unit 2 Lesson 42: Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 4 Lessons 43, 44: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 42: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 27: Collaborative Discussion Unit 3 Lesson 7: Small-Group Discussion</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Presenting Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.</p>	<p><u>Research Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–4</p> <p><u>Analyze and Integrate Visual Information</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Read Aloud, Think Aloud; Work Time</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
L.7: Language	
Knowledge of Language	
L.7.1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
L.7.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<p>Opportunities to complete this objective may be found with the following:</p> <p><u>Idioms</u> Unit 3 Lesson 2: Vocabulary</p> <p><u>Julius Caesar</u> Unit 3 Lessons 1-10</p> <p><u>“The Circuit”</u> Unit 2 Lessons 37-40</p> <p><u>Trino's Choice</u> Unit 2 Lesson 2–4, 7–8, 12–14, 17–19, 22–24: Read Aloud, Think Aloud</p>
L.7.1.b: Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	<p><u>Write a Narrative Essay (examples)</u> Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39-42: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33–34, 35, 36, 37, 41-42, 44: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons: 28, 29, 33-35, 39, 42-43: Work Time</p> <p><u>Research, Plan & Create a Multimedia Presentation</u> Unit 5 Lessons 1–9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 36–40: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Essay Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
L.7.1.c: Maintain consistency in style and tone.	<p>Opportunities to complete this objective may be found with the following:</p> <p><u>Write a Narrative Essay (examples)</u> Unit 2 Lesson 33: Whole Group Unit 2 Lessons 39-42: Work Time</p> <p><u>Write an Argumentative Essay (examples)</u> Unit 4 Lesson 31: Whole Group Unit 4 Lessons 33–34, 35, 36, 37, 41-42, 44: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons: 28, 29, 33-35, 39, 42-43: Work Time</p>
L.7.1.d: When appropriate, eliminate wordiness and redundancy.	<p>Opportunities to complete this objective may be found with the following:</p> <p><u>Revise (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 4 Lessons 38–42: Work Time Unit 6 Lessons 34–35: Work Time</p> <p><u>Edit an Explanatory Essay</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Create a Sequence of Events</u> Unit 1 Lesson 18: Work Time</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
Vocabulary Acquisition and Use	
L.7.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
L.7.2.a: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 19: Vocabulary Unit 4 Lesson 17: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
L.7.2.b: Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	<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>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
L.7.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.7.3.a: Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	<p><u>Connotations and Denotations</u> Unit 2 Lesson 21: Vocabulary: Work Time Unit 2 Lesson 25: Vocabulary Unit 3 Lesson 5: Work Time Unit 3 Lesson 7: Work Time</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 5; Whole Group; Work Time Unit 4 Lesson 15: Whole Group; Work Time Unit 4 Lesson 16: Work Time Unit 7 Lesson 2: Work Time Unit 7 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Synonyms and Antonyms</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Analogies Unit 5 Lessons 6–10: Part 5: Skill 20: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Analogies Unit 6 Lessons 21–25: Part 4: Skill 24: Word Associations</p>
L.7.3.b: Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Analyze Word Choice</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>"Charge of the Light Brigade" (Poem)</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>L.7.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>Students learn new vocabulary week 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 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>Conventions of Standardized English</p>	
<p>L.7.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p>	
<p>L.7.5.a: Phrases and clauses.</p>	<p>Students can use the following to complete this objective:</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 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> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases and Clauses, 88, 96–99, 103–105</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
L.7.5.b: Simple, compound, and complex sentences signaling differing relationships among ideas.	<p><u>Connect Ideas in Sentences</u> Unit 2 Lesson 13: Whole Group Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 45: Whole Group; 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>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–112; Compound and Complex Sentences, 107, 108</p>
L.7.5.c: Recognizing and correcting dangling modifiers.	<p>Students can use the following to complete this objective:</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Modifiers 153–155</p>
L.7.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
L.7.6.a: Commas to separate coordinate adjectives.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 31–35: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–121</p>

**A Correlation of iLit 45, Level D to the
Wisconsin Standards for English Language Arts 2020, Grade 7**

Wisconsin Standards for English Language Arts 2020, Grade 7	iLit Level D
<p>L.7.6.b: Correct spelling.</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</u> Unit 2 Lesson 13: Work Time Unit 4 Lesson 5: Work Time Unit 4 Lesson 44: Work Time Unit 6 Lesson 15: Work Time</p> <p><u>Editing</u> Unit 4 Lesson 40: Whole Group Unit 4 Lessons 41–42: Work Time Unit 6 Lesson 38: Whole Group, Work Time Unit 6 Lesson 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 5: Skill 10: Especially Tricky Vowels</p>

©2020 Savvas Learning Company LLC