

A Correlation of

iLit45



Level E

To

**Wisconsin Standards for
English Language Arts 2020
Grade 8**

**A Correlation of iLit 45, Level E to the
Wisconsin Standards for English Language Arts 2020, Grade 8**

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.

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R.8: Reading	
Key Ideas and Details	
<p>R.8.1: Cite textual evidence that strongly supports 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 2 Lesson 31: Whole Group Unit 2 Lesson 33: Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Unit 2 Lesson 23: Whole Group</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 24: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p>

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<p>R.8.2: Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)</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>Reading Strategy: Determine Central Ideas</u> Unit 4 Lessons 42–43: Read Aloud, Think Aloud</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>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Connect Themes to Characters, Setting, and Plot</u> Unit 2 Lesson 23: Whole Group; Work Time</p>

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<p>R.8.3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (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>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>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</p> <p><u>Retell Events to Clarify (examples)</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><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</p> <p><u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p>
<p>Craft and Structure</p>	
<p>R.8.4: 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><u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time</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</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</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>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>R.8.5: In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>	<p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Poetry</u> Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 4: Read Aloud, Think Aloud</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>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time</p> <p><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</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p>
<p>R.8.6: In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 6 Lesson 40: Work Time</p> <p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</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> <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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Integration of Knowledge and Ideas	
<p>R.8.7: Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (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>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Retell Events to Clarify</u> Unit 4 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Text: <i>Romeo and Juliet: Plan a Scene</i></u> Unit 3 Lessons 2–9</p> <p><u>Analyze Text Structure in Popular Media</u> Unit 2 Lesson 46: Whole Group</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"We Shall Overcome"</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p><u>"Million Man March"</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p>
<p>R.8.8: Trace and evaluate 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>	<p><u>Find Evidence to Support Claims</u> Unit 4 Lessons 37–38: Whole Group</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> <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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R.8.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	<p><u>Make Connections</u> Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Text: <i>Romeo and Juliet</i></u> Unit 3 Lessons 2–9</p> <p><u>Children’s Rights</u> <i>"The Fight Against Child Marriage" and "Iqbal Masih"</i> (article and biography) Unit 2 Lesson 36: Whole Group</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p>
W.8: Writing Standards	
Text Types and Purposes	
W.8.1: 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 a Narrative Essay</u> Unit 2 Lesson 33: Whole Group Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38–44, 47: Work Time</p> <p><u>Argumentative Writing</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 35–44: Work Time Unit 6 Lessons 27-29: Work Time</p> <p><u>Explanatory Essay</u> Unit 6 Lesson 30: Whole Group Unit 6 Lesson 32-34: Work Time Unit 6 Lesson 35: Whole Group Unit 6 Lessons 36-39: Work Time Unit 6 Lessons 42-45: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lesson 41–45: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>

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W.8.2: Write text in a variety of modes:	
W.8.2.a: Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<p><u>Argumentative Writing</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 35–44: Work Time Unit 6 Lessons 27-29: Work Time</p> <p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 15: Whole Group</p> <p><u>Identify a Topic</u> Unit 4 Lesson 32: Work Time</p> <p><u>Identify Logical Reasoning</u> Unit 4 Lesson 33-34: Work Time</p> <p><u>Plan and Write an Argumentative Essay</u> Unit 4 Lessons 35-36, 38-44: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 21–25: Plan an Argumentative Paragraph Unit 2 Lessons 26–30: Write an Argumentative Paragraph Unit 4 Lessons 11–15: Plan an Argumentative Paragraph Unit 4 Lessons 16–20: Write an Argumentative Paragraph Unit 4 Lessons 36–40: Write an Argumentative Essay Unit 6 Lessons 26–30: Plan and Write an Argumentative Paragraph</p>

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<p>W.8.2.b: Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis 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>	<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 Lessons 14-16: Work Time</p> <p><u>Explanatory Essay</u> Unit 6 Lesson 30: Whole Group Unit 6 Lesson 32-34: Work Time Unit 6 Lesson 35: Whole Group Unit 6 Lessons 36-39: Work Time Unit 6 Lessons 42-45: Work Time</p> <p><u>Informative Paragraph</u> Unit 6 Lessons 4-6: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 2 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Plan an Explanatory Essay Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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<p>W.8.2.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>	<p><u>Write a Narrative (examples)</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 4 Lessons 23–26: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lesson 33; Whole Group Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38–44, 47: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 1–5: Plan a Narrative Paragraph Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 2 Lessons 31–35: Develop Ideas Unit 2 Lessons 36–40: Create a Sequence of Events Unit 2 Lessons 31–35: Capture a Setting Unit 2 Lesson 41–45: Write a Narrative Essay Unit 2 Lesson 41–45: Present the Narrative Essay Unit 4 Lessons 21–25: Plan a Narrative Paragraph Unit 4 Lessons 21–25: Write a Narrative Paragraph</p>
<p>W.8.3: Create writing that utilizes:</p> <p>W.8.3.a: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.</p>	<p><u>Plan an Informative Writing</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 6 Lesson 14: Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 32: Work Time</p> <p><u>Develop Ideas for an Explanatory Essay</u> Unit 6 Lesson 33: Work Time</p> <p><u>Plan a Narrative Paragraph</u> Unit 2 Lessons 5-6: Work Time</p> <p><u>Plan an Argumentative Paragraph</u> Unit 2 Lessons 25-26: Work Time</p>

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W.8.3.b: Transitions: varied transitions to create cohesion and clarity among ideas and concepts.	<p><u>Write an Explanatory Essay (Revise and Edit)</u> Unit 6 Lesson 39: Work Time</p> <p><u>Write an Explanatory Paragraph</u> Unit 2 Lesson 18: Work Time Unit 2 Lesson 19 Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 41–45: Write a Narrative Essay (Drafting: Body) Unit 4 Lessons 36–40: Write an Argumentative Essay (Drafting: Body) Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p>
W.8.3.c: Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.	<p><u>Analyze Word Choice</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Assignments</u> Unit 2 Lesson 41–45: Write a Narrative Essay (Vivid Images and Specific Details) Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body; Revising: Vivid Language)</p>
Production and Distribution of Writing	
W.8.4: 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><u>Write a Narrative Essay</u> Unit 2 Lesson 33; Whole Group Unit 2 Lesson 35: Whole Group Unit 2 Lessons 38–44, 47: Work Time</p> <p><u>Argumentative Writing</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lessons 35–44: Work Time Unit 6 Lessons 27-29: Work Time</p> <p><u>Explanatory Essay</u> Unit 6 Lesson 30: Whole Group Unit 6 Lesson 32-34: Work Time Unit 6 Lesson 35: Whole Group Unit 6 Lessons 36-39: Work Time Unit 6 Lessons 42-45: Work Time</p>

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<p>(Continued)</p> <p>W.8.4: 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)</p> <p><u>Assignments (examples)</u> Unit 2 Lesson 41–45: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 36–40: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>
<p>W.8.5: 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>Revising and Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 42: Work Time Unit 6 Lesson 44: Work Time</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>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: Explanatory Essay</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan & Write an Explanatory Paragraph Unit 4 Lessons 21–21: Plan & Write a Narrative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>

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<p>W.8.6: 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.</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>
Inquiry to Build and Present Knowledge	
<p>W.8.7: Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</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>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 6 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p>

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<p>W.8.8: 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>Take Notes and Paraphrase</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Reading Strategy: Evaluate & Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time</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 Lesson 4: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: 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.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p><u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p> <p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 13; Read Aloud, Think Aloud; Work Time Unit 2 Lesson 37: Classroom Conversation; Work Time Unit 4 Lesson 7: Read Aloud, Think Aloud; Classroom Conversation Unit 4 Lesson 46: Classroom Conversation; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Classroom Conversation; Work Time</p>

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SL.8: Speaking & Listening	
Comprehension and Collaboration	
SL.8.1: 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.8.1.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>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
SL.8.1.b: 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), and monitor progress toward goals.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</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> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

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<p>SL.8.1.c: Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.8.1.d: Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.</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> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.8.2: Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</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>Background Video</u> Unit 2 Lesson 1: Whole Group Unit 4 Lesson 38: Whole Group</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan & Research a Multimedia Presentation</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines</p>

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<p>SL.8.3: Understand and evaluate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><u>Present and Evaluate Argumentative Essays</u> Unit 4 Lesson 43–44: 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> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines</p>
Presentation of Knowledge and Ideas	
<p>SL.8.4: Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>	<p><u>Practice Presenting and Giving Feedback</u> Unit 6 Lessons 42–45: Work Time</p> <p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <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> <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> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Presenting Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</p> <p>Students can use visual components in the following:</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>

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Wisconsin Standards for English Language Arts, Grade 8, 2020	iLit 45 Level E
L.8: Language	
Knowledge of Language	
L.8.1: 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.8.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<p><u>Allusions</u> Unit 4 Lesson 5: Whole Group; Work Time</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><u>Understand Puns</u> Unit 4 Lesson 32: Read Aloud, Think Aloud</p>
L.8.1.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>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-7, 9: Work Time</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>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: Explanatory Essay</p>

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<p>L.8.1.c: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 3 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice</p> <p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 1: Skill 6: Verb Tenses 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: Active and Passive Voice, 58</p>
<p>L.8.1.d: Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.</p>	<p>Opportunities to address this objective may be found with the following:</p> <p><u>Analyze Word Choices</u> Unit 6 Lesson 5: Whole Group</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><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time</p>

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Wisconsin Standards for English Language Arts, Grade 8, 2020	iLit 45 Level E
Vocabulary Acquisition and Use	
L.8.2: Determine or clarify the meaning of unknown and multiple-meaning words or 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.8.2.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 Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</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>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.8.2.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 2 Lesson 3: Vocabulary Unit 2 Lesson 10: Whole Group Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time Unit 6 Lesson 31: Work Time</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-</i>, <i>un-</i>, <i>mid-</i>, <i>pre-</i>; Unit 6 Lessons 16–20: Part 5: Skill 20: Suffixes <i>-ance</i>, <i>-ence</i>, <i>-ant</i>, <i>-ent</i></p>

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Wisconsin Standards for English Language Arts, Grade 8, 2020	iLit 45 Level E
L.8.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.3.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 (examples)</u> Unit 2 Lesson 6: Vocabulary; Work Time Unit 2 Lesson 7: Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Analogies</u> Unit 2 Lesson 36: Vocabulary; Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</p>
L.8.3.b: Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	<p><u>Analogies</u> Unit 2 Lesson 36: Vocabulary; Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Allusions</u> Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Understand Puns</u> Unit 4 Lesson 32: Read Aloud, Think Aloud</p>
L.8.4: 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>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 Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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Conventions of Standardized English	
L.8.5: 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.	
L.8.5.a: Active and passive voice verbs.	<p><u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 3 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58</p>
L.8.5.b: Indicative, imperative, interrogative, conditional, and subjunctive mood verbs.	<p><u>Assignments (supporting content)</u> Unit 3 Lessons 1–5: Grammar Study Plan: Part 1: Skill 6: Verb Tenses Unit 3 Lessons 1–5: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Mood, 62–63</p>
L.8.5.c: Recognizing and correcting shifts in verb voice and mood.	<p><u>Assignments (supporting content)</u> Unit 2 Lessons 36–40: Grammar Study Plan: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Use Voice and Mood, 63–64</p>

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L.8.6: 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.8.6.a: Punctuation to recognize a pause or break.	<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: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Skill 25: Negatives and Contractions; Unit 6 Lessons 21–25: Part 1: Skill 21: Commas, Semicolons, and Colons; Unit 6 Lessons 21–25: Part 2: Skill 22: Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–135</p>
L.8.6.b: Ellipsis to indicate an omission.	<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>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using the Ellipses, 131</p>

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<p>L.8.6.c: 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 (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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