

A Correlation of



**Savvas iLit 90
Grade 10, ©2016**

**To the
Common Core Standards for
English Language Arts
Grade 10**

A Correlation of Savvas iLit 90 ©2016, Grade 10, to the Common Core State Standards for English Language Arts

Introduction

This document demonstrates how **Savvas iLit 90 ©2016** meets the objectives of the *Common Core State Standards for English Language Arts*. Correlation references are to the Teacher App and are cited by unit, lesson number and feature title.

Savvas 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 Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Table of Contents

Reading Standards for Literature.....	4
Reading Standards for Informational Text.....	10
Writing Standards	17
Standards for Speaking and Listening	26
Standards for Language	30

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Reading Standards for Literature	
Key Ideas and Details	
<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of iLit. 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 1 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 1 Lesson 15: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 11: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (narrative examples)</u> Unit 1 Lesson 1: Read Aloud, Think Aloud Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 5: Read Aloud, Think Aloud</p>
<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>Theme (examples)</u> Unit 1 Lesson 15: Whole Group; Work Time Unit 3 Lesson 10: Whole Group; Work Time Unit 5 Lesson 14: Read Aloud, Think Aloud Unit 5 Lesson 23: Whole Group</p> <p><u>Connect Literary Elements (Foreshadowing, Setting, Plot, Characters, Theme)</u> Unit 1 Lesson 20: Whole Group</p> <p><u>Summarize</u> Unit 1 Lesson 1: Read Aloud, Think Aloud Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 23: Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><u>Compare and Contrast Characters</u> Unit 1 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Whole Group; Work Time Unit 3 Lesson 8: Whole Group; Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud; Work Time</p> <p><u>Connect Literary Elements (Foreshadowing, Setting, Plot, Characters, Theme)</u> Unit 1 Lesson 20: Whole Group</p> <p><u>Visualize Characters</u> Unit 1 Lesson 6: Work Time Unit 3 Lesson 4: Whole Group; Work Time Unit 5 Lesson 4: Whole Group; Work Time</p> <p><u>Analyze Character and Plot Development</u> Unit 3 Lesson 20: Whole Group Unit 5 Lesson 11: Whole Group; Work Time Unit 5 Lesson 17: Whole Group</p> <p><u>Write a Character Sketch</u> Unit 3 Lesson 4: Whole Group; Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Craft and Structure	
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</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>Vocabulary: Context Clues (examples)</u> Unit 1 Lesson 6: Vocabulary Unit 2 Lesson 23: Vocabulary Unit 3 Lesson 10: Vocabulary Unit 4 Lesson 22: Vocabulary</p> <p><u>Figurative Language</u> Unit 1 Lesson 14: Whole Group; Work Time Unit 3 Lesson 5: Whole Group; Work Time</p> <p><u>Hyperbole</u> Unit 5 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 1: Skill 1: Context Clues Unit 6 Lessons 11–15: Part 4: Skill 29: Word Associations</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><u>Analyze Text Structure</u> Unit 4 Lesson 22: Whole Group</p> <p><u>Connect Literary Elements (Foreshadowing, Setting, Plot, Characters, Theme)</u> Unit 1 Lesson 20: Whole Group</p> <p><u>Analyze Character and Plot Development</u> Unit 3 Lesson 20: Whole Group Unit 5 Lesson 11: Whole Group; Work Time Unit 5 Lesson 17: Whole Group</p> <p><u>Genre: Poem</u> Unit 2 Lesson 23: Read Aloud, Think Aloud Unit 3 Lesson 23: Read Aloud, Think Aloud Unit 4 Lesson 1: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 3 Lesson 2: Read Aloud, Think Aloud you</p> <p><u>Recognize Foreshadowing and Make Predictions</u> Unit 1 Lesson 9: Whole Group</p>
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><u>“The Happy Man’s Shirt” (folktale)</u> Unit 1 Lesson 1</p> <p><u>“To JayKae: Life Stinx” (novel)</u> Unit 3 Lessons 3-13, 15-21</p> <p><u>“Variation on a Theme by Rilke” (poem)</u> Unit 6 Lesson 24</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Integration of Knowledge and Ideas	
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Background Video</u> Unit 1 Lesson 10: Whole Group Unit 3 Lesson 10: Whole Group Unit 5 Lesson 20: Whole Group</p> <p><u>Plan Dramatization/Write Script</u> Unit 1 Lesson 18: Work Time</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 23: Work Time</p>
RL.9-10.8. (Not applicable to literature)	
RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p><u>“How Do I Love Thee?” and “On Love” (poems)</u> Unit 4 Lesson 1</p> <p><u>“Variation on a Theme by Rilke” (poem) and “The Kingdom of Night” (speech)</u> Unit 6 Lesson 24</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Range of Reading and Text Complexity	
<p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>"The Happy Man's Shirt"</i></u> (folktale) Unit 1 Lesson 1</p> <p><u><i>"To JayKae: Life Stinx"</i></u> (novel) Unit 3 Lessons 3-13, 15-21</p> <p><u><i>"How Do I Love Thee?"</i></u> and <u><i>"On Love"</i></u> (poems) Unit 4 Lesson 1</p> <p><u><i>"Variation on a Theme by Rilke"</i></u> (poem) Unit 6 Lesson 24</p> <p><u>Monitor and Clarify by Paraphrasing</u> Unit 2 Lesson 23: Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 15: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Reading Standards for Informational Text	
Key Ideas and Details	
<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of iLit. 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 (informative/nonfiction examples)</u> <u>Ask Questions</u> Unit 2 Lesson 7: Whole Group; Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 15: Whole Group; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 2 Lesson 20: Whole Group; Work Time Unit 4 Lesson 6: Whole Group; Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>Main Idea (informative examples)</u> Unit 2 Lesson 15: Whole Group; Work Time</p> <p><u>Recall: Connect Ideas</u> Unit 2 Lesson 10: Read Aloud, Think Aloud; Work Time</p> <p><u>Development of a Central Idea and Details</u> Unit 3 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Whole Group</p> <p><u>Summarize Text & Identifying Central Ideas</u> Unit 3 Lesson 22: Whole Group</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 5 Lesson 24: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Synthesize Information and Ideas</u> Unit 5 Lesson 24: Whole Group; Work Time</p>
<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><u>Causes and Effects (informative/ nonfiction examples)</u> Unit 1 Lesson 24: Read Aloud, Think Aloud Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Recall: Connect Ideas</u> Unit 2 Lesson 10: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 5 Lesson 24: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Synthesize Information and Ideas</u> Unit 5 Lesson 24: Whole Group; Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Craft and Structure	
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</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>Vocabulary: Context Clues (examples)</u> Unit 2 Lesson 14: Vocabulary Unit 4 Lesson 8: Vocabulary Unit 5 Lesson 2: Vocabulary</p> <p><u>Recognize Effective Word Choice</u> Unit 6 Lesson 4: Whole Group</p> <p><u>Word Choice: Simile; Metaphor; Idiom (nonfiction)</u> Unit 2 Lesson 18: Whole Group</p> <p><u>Figurative Language</u> Unit 6 Lesson 2: Whole Group; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 11–15: Part 1: Skill 16: Context Clues Unit 6 Lessons 11–15: Part 4: Skill 29: Word Associations</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><u>Recall: Connect Ideas</u> Unit 2 Lesson 10: Read Aloud, Think Aloud; Work Time</p> <p><u>Development of a Central Idea and Details</u> Unit 3 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Whole Group</p> <p><u>Synthesize Information and Ideas</u> Unit 5 Lesson 24: Whole Group; Work Time</p> <p><u>Author’s Purpose</u> Unit 2 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 25: Read Aloud, Think Aloud; Work Time</p> <p><u>Flashbacks, Memories, and Settings</u> Unit 6 Lesson 2: Whole Group; Work Time</p> <p><u>Reading Strategy: Analyze Text Structure and Organization</u> Unit 4 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Recognize and Make Generalizations</u> Unit 4 Lesson 11: Read Aloud, Think Aloud; Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><u>Evaluate Author’s Viewpoint</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Analyze Texts for Arguments</u> Unit 3 Lesson 24: Whole Group</p> <p><u>Author’s Purpose (examples)</u> Unit 2 Lesson 2: Work Time Unit 2 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 25: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 2: Whole Group</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 2 Lesson 20: Whole Group; Work Time Unit 4 Lesson 6: Whole Group; Work Time</p> <p><u>Genre: Informational Text Article</u> Unit 2 Lesson 21: Read Aloud, Think Aloud</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Integration of Knowledge and Ideas	
<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u><i>“What’s for Sale? Your Self-Esteem”</i></u> (informational text) and <u><i>“Really?!”</i></u> (graphic advertisement) Unit 1 Lesson 25</p> <p><u><i>“Smile and Say ‘No’ to Photoshop”</i></u> (magazine article) Unit 3 Lesson 25</p> <p><u>Background Video (examples)</u> Unit 1 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 1: Read Aloud, Think Aloud</p> <p><u>Connect Texts to Make Inferences</u> Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u><i>“Struggles in Africa”</i></u> (academic article) Unit 5 Lesson 12: Background Video</p>
<p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><u>Evaluate Author’s Viewpoint</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Analyze Texts for Arguments</u> Unit 3 Lesson 24: Whole Group</p> <p><u>Author’s Purpose (examples)</u> Unit 2 Lesson 1: Whole Group; Work Unit 2 Lesson 20: Read Aloud, Think Aloud Unit 3 Lesson 22: Read Aloud, Think Aloud Unit 4 Lesson 2: Whole Group Unit 4 Lesson 15: Whole Group</p> <p><u>Connect to Text</u> Unit 4 Lesson 10: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Support a Statement with Textual Evidence</u> Unit 4 Lesson 16: Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><u>“Narrative of the Life of Frederick Douglass”</u> Unit 2 Lessons 3-11, 13-20</p> <p><u>“Slavery and the Antislavery Movement”</u> (academic text) Unit 2 Lesson 12</p> <p><u>“Deborah Sampson: America’s First Known Female War Hero”</u> (informational article) Unit 2 Lesson 21</p>
<p>Range of Reading and Text Complexity</p>	
<p>RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u>“The Ultimate Merchandising Vehicle”</u> (informational text) Unit 1 Lesson 24</p> <p><u>“Narrative of the Life of Frederick Douglass”</u> Unit 2 Lessons 3-11, 13-20</p> <p><u>“Slavery and the Antislavery Movement”</u> (academic text) Unit 2 Lesson 12</p> <p><u>“Aung San Suu Kyi: Freedom Fighter”</u> (speech) Unit 2 Lesson 24</p> <p><u>Reading Strategy (informative/nonfiction examples)</u> Unit 2 Lesson 11: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Writing Standards	
Text Types and Purposes	
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<u>Argumentative Writing (examples)</u> Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Whole Group; Work Time Unit 5 Lesson 9: Work Time Unit 6 Lesson 9: Whole Group; Work Time Unit 6 Lesson 22: Work Time <u>Problem-Solution Writing</u> Unit 6 Lesson 14: Work Time
W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<u>Support a Statement with Textual Evidence</u> Unit 4 Lesson 16: Work Time <u>Understand Argumentative Writing</u> Unit 4 Lesson 5: Whole Group; Work Time <u>Assignments</u> Unit 6 Lesson 18: Write an Argumentative Paragraph (Prewriting; Drafting: Body)
W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	<u>Plan an Argumentative Essay</u> Unit 5 Lesson 4: Work Time <u>Understand Argumentative Writing</u> Unit 4 Lesson 5: Whole Group; Work Time <u>Write an Argumentative Paragraph</u> Unit 5 Lesson 9: Work Time <u>Assignments</u> Unit 6 Lesson 18: Write an Argumentative Paragraph (Drafting: Body)
W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<u>Understand Argumentative Writing</u> Unit 4 Lesson 5: Whole Group <u>Write an Argumentative Essay</u> Unit 6 Lesson 20: Work Time <u>Assignments</u> Unit 6 Lesson 18: Write an Argumentative Paragraph (Drafting: Body)

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<u>Argumentative Writing (examples)</u> Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Whole Group; Work Time Unit 5 Lesson 9: Work Time
W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	<u>Write an Argumentative Essay</u> Unit 6 Lesson 20: Work Time <u>Assignments</u> Unit 6 Lesson 18: Write an Argumentative Paragraph (Drafting: Conclusion)
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>Informative Writing (examples)</u> Unit 1 Lesson 8: Work Time Unit 1 Lesson 7: Work Time <u>Expository Writing (examples)</u> Unit 3 Lesson 2: Whole Group; Work Time Unit 4 Lesson 5: Work Time <u>Explanatory Writing</u> Unit 3 Lesson 12: Work Time
W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<u>Organize Content for a Presentation</u> Unit 1 Lesson 19: Whole Group; Work Time <u>Create a Multimedia Presentation</u> Unit 1 Lesson 20: <u>Organize and Outline</u> Unit 4 Lesson 19: Whole Group
W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<u>Plan an Explanatory Paragraph</u> Unit 3 Lesson 2: Work Time <u>Use Descriptive Language & Prewrite an Explanatory Paragraph</u> Unit 4 Lesson 13: Whole Group <u>Assignments</u> Unit 4 Lesson 20: Write Explanatory Nonfiction (Drafting: Body)

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p><u>Organize Your Writing</u> Unit 4 Lesson 19: Work Time</p> <p><u>Assignments</u> Unit 4 Lesson 20: Write Explanatory Nonfiction (Drafting: Body)</p>
W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p><u>Word Choice & Informative Paragraph Plan</u> Unit 1 Lesson 7: Whole Group; Work Time Unit 4 Lesson 10: Work Time</p> <p><u>Use Precise Words to Describe</u> Unit 4 Lesson 12: Work Time</p> <p><u>Assignments</u> Unit 4 Lesson 20: Write Explanatory Nonfiction (Drafting: Body; Revising)</p>
W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p><u>Expository Writing (examples)</u> Unit 4 Lesson 5: Work Time Unit 4 Lesson 13: Work Time Unit 4 Lesson 17: Whole Group</p>
W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<p><u>Write an Informative Paragraph</u> Unit 1 Lesson 8: Work Time</p> <p><u>Plan an Explanatory Paragraph</u> Unit 3 Lesson 2: Work Time</p> <p><u>Assignments</u> Unit 1: Lesson 13: Write an Informative Paragraph Unit 4 Lesson 20: Write Explanatory Nonfiction (Drafting: Conclusion)</p>
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p><u>Narrative Writing (examples)</u> Unit 2 Lesson 11: Whole Group; Work Time Unit 2 Lesson 12: Work Time Unit 2 Lesson 20: Work Time Unit 5 Lesson 15: Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p><u>Plan a Fictional Narrative Paragraph</u> Unit 2 Lesson 11: Whole Group; Work Time</p> <p><u>Write an Introduction</u> Unit 2 Lesson 17: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 17: Write a Narrative Essay (Drafting: Introduction)</p>
W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p><u>Revise Narrative Essay</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 17: Write a Narrative Essay (Drafting: Body)</p>
W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<p><u>Revise Narrative Essay</u> Unit 2 Lesson 20: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 17: Write a Narrative Essay (Drafting: Body)</p>
W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p><u>Evaluate Word Choice</u> Unit 3 Lesson 7: Work Time</p> <p><u>Write a Narrative Paragraph (examples)</u> Unit 2 Lesson 2: Work Time Unit 5 Lesson 15: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 17: Write a Narrative Essay (Drafting: Body; Revising)</p>
W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<p><u>Organize a Paragraph</u> Unit 1 Lesson 2: Whole Group; Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 1 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 17: Write a Narrative Essay (Drafting: Conclusion)</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Production and Distribution of Writing	
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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 Lessons (examples)</u> Unit 1 Lesson 2: Work Time Unit 4 Lesson 5: Work Time Unit 6 Lesson 20: Work Time Unit 6 Lesson 21: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 7, 8, 13: Write Informative Essay Unit 2 Lessons 2, 10, 12: Write a Narrative Unit 6 Lessons 9, 14, 18: Write an Argumentative Piece</p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 22–24: Students Plan, Write, and Revise a Narrative Essay Unit 4 Lessons 16–24: Students Plan, Write, and Revise an Expository Nonfiction Unit 6 Lessons 16–24: Students Plan, Write, and Revise an Argumentative Essay</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 17: Write a Narrative (Plan, Write, Revise, Edit, and Present)</p> <p>Unit 6 Lessons 18: Write an Argumentative Essay (Plan, Write, Revise, Edit, and Present)</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</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 & Revise Writing (examples)</u> Unit 2 Lesson 16: Work Time Unit 3 Lesson 2: Work Time Unit 4 Lesson 13: Work Time Unit 6 Lesson 20: Work Time</p> <p><u>Organize and Create a Multimedia Presentation</u> Unit 1 Lesson 16: Whole Group; Work Time Unit 3 Lesson 19: Whole Group; Work Time Unit 5 Lesson 16 Work Time Unit 1 Lesson 19: Work Time</p> <p><u>Multimedia Presentation Outlines; Conferencing with Individuals</u> Unit 3 Lesson 18: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 17: Write a Narrative Essay (Publishing) Unit 6 Lesson 18: Write an Argumentative Paragraph (Publishing)</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Research to Build and Present Knowledge	
<p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Each of the two Multimedia Projects that students complete in <i>iLit</i> involve 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: Questions, Sources, & Notes</u> Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Write an Outline</u> Unit 4 Lesson 19: Whole Group; Work Time</p> <p><u>Conduct Research and Interviews</u> Unit 5 Lesson 18: Whole Group; Work Time</p> <p><u>Multimedia Presentation (plan, research, organize, and deliver)</u> Unit 1 Lessons 16–24 Unit 5 Lessons 16–24</p>
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>Research: Questions, Sources, & Notes</u> Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Write an Outline</u> Unit 4 Lesson 19: Whole Group; Work Time</p> <p><u>Conduct Research and Interviews</u> Unit 5 Lesson 18: 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>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Writing About Literature</u> Unit 1 Lesson 5: Work Time</p> <p><u>Reading Strategy: Recognize How Word Choice Affects Tone and Mood</u> Unit 3 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 6: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<p>W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p><u>Write an Informative Paragraph</u> Unit 1 Lesson 13: Whole Group; Work Time</p> <p><u>Write About Character Development</u> Unit 5 Lesson 11: Whole Group; Work Time</p> <p><u>Write Compare and Contrast Statements</u> Unit 5 Lesson 13: Work Time</p>
<p>W.9-10.9.b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><u>Write Interview Questions</u> Unit 2 Lesson 24: Work Time</p> <p><u>Reading Strategy: Analyze Texts for Arguments</u> Unit 3 Lesson 24: Whole Group</p> <p><u>Write a Compare-and-Contrast Paragraph</u> Unit 4 Lesson 10: Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Range of Writing	
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 9: Whole Group Unit 2 Lesson 10: Work Time Unit 4 Lesson 17: Whole Group Unit 6 Lesson 5: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 7, 8, 13: Write Informative Essay Unit 2 Lessons 2, 10, 12: Write a Narrative Unit 6 Lessons 9, 14, 18: Write an Argumentative Piece</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Evaluate a Multimedia Project</u> Unit 1 Lessons 23–24: Work Time Unit 3 Lessons 22–24: Work Time Unit 5 Lesson 23–24: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 2 Lesson 7: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p>
<p>SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 2: Classroom Conversation Unit 1 Lesson 15: Classroom Conversation Unit 2 Lesson 22: Classroom Conversation Unit 3 Lesson 8: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 1 Lesson 23: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation Unit 5 Lesson 16: Classroom Conversation</p> <p><u>Plan a Presentation</u> Unit 5 Lesson 16: Whole Group; Work Time</p> <p><u>Interview Questions</u> Unit 5 Lesson 19: Whole Group; Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p><u>Plan a Multimedia Presentation</u> Unit 1 Lesson 16: Whole Group; Work Time Unit 5 Lesson 16: Whole Group; Work Time</p> <p><u>Interview Questions</u> Unit 5 Lesson 19: Whole Group; Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 2: Classroom Conversation Unit 2 Lesson 22: Classroom Conversation Unit 3 Lesson 8: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 1 Lesson 23: Classroom Conversation Unit 2 Lesson 24: Classroom Conversation Unit 5 Lesson 16: Classroom Conversation</p>
<p>SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 1 Lesson 11: Classroom Conversation Unit 2 Lesson 19: Classroom Conversation</p> <p><u>Conferencing with Individuals (examples)</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 10: Work Time Unit 4 Lesson 23: Work Time</p>
<p>SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>Multimedia Presentation Evaluation</u> Unit 1 Lesson 23: Work Time Unit 3 Lesson 22: Work Time Unit 5 Lesson 24: Work Time</p> <p><u>Evaluate the Presentations</u> Unit 2 Lesson 22: Work Time</p> <p><u>Small Group Discussion (examples)</u> Unit 1 Lesson 6: Classroom Conversation Unit 3 Lesson 19: Classroom Conversation Unit 4 Lesson 10: Classroom Conversation</p> <p><u>Discuss the Unit Theme</u> Unit 5 Lesson 1: Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>Evaluate and Present a Multimedia Project</u> Unit 1 Lessons 23–24: Work Time Unit 3 Lessons 22–24: Work Time Unit 5 Lesson 23: Work Time Unit 5 Lesson 24: Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 9: Whole Group Unit 3 Lesson 10: Whole Group Unit 4 Lesson 14: Whole Group</p> <p><u>Conduct Research and Interviews</u> Unit 5 Lesson 18: Whole Group; Work Time</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>Reading Strategy: Evaluate Author’s Viewpoint</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Identify Point of View</u> Unit 5 Lesson 20: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 9: Classroom Conversation Unit 3 Lesson 4: Classroom Conversation Unit 5 Lesson 18: Classroom Conversation</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><u>Fluency (examples)</u> Unit 1 Lesson 10: Whole Group; Work Time Unit 2 Lesson 14: Whole Group; Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 6 Lesson 23: Work Time</p> <p><u>Plan a Dramatization</u> Unit 1 Lesson 18: Work Time</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 1 Lessons 23–24: Work Time Unit 3 Lessons 22–24: Work Time Unit 5 Lesson 24: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 16: Classroom Conversation Unit 3 Lesson 18: Classroom Conversation Unit 5 Lesson 23: Classroom Conversation</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><u>Create Visuals</u> Unit 1 Lesson 21: Work Time</p> <p><u>Organize Content for Multimedia Presentation</u> Unit 3 Lesson 19: Whole Group; Work Time</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 1 Lessons 23–24: Work Time Unit 3 Lessons 22–24: Work Time Unit 5 Lesson 24: Work Time</p>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>Evaluate and Present a Multimedia Project</u> Unit 1 Lessons 23–24: Work Time Unit 3 Lessons 22–24: Work Time Unit 5 Lesson 23: Work Time Unit 5 Lesson 24: Work Time</p> <p><u>Fluency (examples)</u> Unit 1 Lesson 10: Whole Group; Work Time Unit 2 Lesson 14: Whole Group; Work Time</p> <p><u>Present an Argumentative Essay</u> Unit 6 Lesson 23: Work Time</p> <p><u>Conferencing with Individuals (examples)</u> Unit 1 Lesson 22: Work Time Unit 2 Lesson 12: Work Time Unit 5 Lesson 8: Work Time</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Standards for Language	
Conventions of Standard English	
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Many opportunities exist in <i>iLit</i> for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Argumentative Writing (examples)</u> Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Whole Group; Work Time</p> <p><u>Narrative Writing (examples)</u> Unit 2 Lesson 21: Work Time Unit 5 Lesson 15: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 1 Lessons 1–5 Part 5: Skill 5: Possessive Nouns and Pronouns Unit 3 Lessons 1–5 Part 4: Skill 14: Subject-Verb Agreement Unit 6 Lessons 1–5 Part 3: Skill 28: Words or Phrases with Special Treatment</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>L.9-10.1.a. Use parallel structure.</p>	<p><u>Parallel Structure</u> Unit 1 Lesson 13: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 2: Skill 22: Parallelism</p> <p><u>Assignments</u> Unit 4 Lesson 20: Write Explanatory Nonfiction (Revising)</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5 Part 5: Skill 15: Prepositional Phrases Unit 4 Lessons 1–5 Part 1: Skill 16: Clauses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Edit</u> Unit 2 Lesson 21: Work Time Unit 5 Lesson 22: Whole Group; Work Time Unit 6 Lesson 22: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5 Part 1: Skill 11: Adjectives and Adverbs Unit 6 Lessons 1–5 Part 4: Skill 29: Common Usage Problems</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 1 Lessons 6–10 Part 2: Skill 2: Consonant Sounds Unit 4 Lessons 6–10 Part 5: Skill 20: Unusual Letter Combinations</p> <p><u>Assignments (editing example)</u> Unit 6 Lesson 18: Write Argumentative Essay</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p><u>Assignments – Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 3: Skill 23: Commas in Sentences Unit 5 Lessons 1–5 Part 4: Skill 24: Avoiding Unnecessary Commas Unit 5 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A–B, 116–117</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>L.9-10.2.b. Use a colon to introduce a list or quotation.</p>	<p><u>Assignments – Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>L.9-10.2.c. Spell correctly.</p>	<p>Every unit in <i>iLit</i> includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Edit</u> Unit 2 Lesson 21: Work Time Unit 5 Lesson 22: Whole Group; Work Time Unit 6 Lesson 22: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 1 Lessons 6–10: Part 3: Skill 3: Single or Double Consonant? Unit 2 Lessons 6–10: Part 3: Skill 8: Part 4: Skill 9: Vowels in Unstressed Syllables Unit 5 Lessons 6–10: Part 5: Skill 24: Greek and Latin Word Roots</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Knowledge of Language	
<p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><u>Writing Lessons (examples)</u> Unit 2 Lesson 1: Work Time Unit 2 Lesson 2: Work Time Unit 6 Lesson 9: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 10, 12: Narrative Writing Unit 4 Lessons 5, 14: Explanatory Writing Unit 6 Lessons 9, 14, 18: Argumentative Writing</p> <p><u>Present Multimedia Presentation</u> Unit 1 Lesson 24: Work Time Unit 5 Lesson 24: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 3 Lesson 9: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
<p>L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p><u>Edit</u> Unit 2 Lesson 21: Work Time Unit 5 Lesson 22: Whole Group; Work Time Unit 6 Lesson 22: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
Vocabulary Acquisition and Use	
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p><u>Vocabulary (examples)</u> Unit 1 Lesson 5: Vocabulary Unit 2 Lesson 13: Vocabulary Unit 3 Lesson 12: Vocabulary Unit 5 Lesson 19: Vocabulary</p> <p><u>Connotation</u> Unit 6 Lesson 12: Whole Group</p> <p><u>Reading Strategy: Use Context Clues and Dictionaries</u> Unit 5 Lesson 2: Whole Group</p> <p><u>Reading Strategy: Use Word Structure to Understand Words</u> Unit 3 Lesson 14: Whole Group; Work Time</p> <p><u>Reading Strategy: Recognize Word Parts</u> Unit 4 Lesson 4: Whole Group; Work Time Unit 4 Lesson 5: Work Time</p>
<p>L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><u>Reading Strategy: Use Context to Determine Meaning</u> Unit 2 Lesson 3: Whole Group; Work Time</p> <p><u>Reading Strategy: Use Context Clues and Dictionaries</u> Unit 5 Lesson 2: Whole Group</p> <p><u>Reading Strategy: Use Context Clues</u> Unit 6 Lesson 14: Whole Group; Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 1 Lesson 7: Vocabulary Unit 3 Lesson 21: Vocabulary Unit 5 Lesson 21: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 1: Skill 1: Context Clues Unit 4 Lessons 11–15: Part 1: Skill 16: Context Clues</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p style="text-align: center;">Common Core State Standards for English Language Arts</p>	<p style="text-align: center;">Savvas iLit 90 Grade 10, ©2016</p>
<p>L.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><u>Understand Related Words</u> Unit 6 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations</p>
<p>L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use a Dictionary</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Reading Strategy: Use Context Clues and Dictionaries</u> Unit 5 Lesson 2: Whole Group</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p> <p>Independent Reading—Every lesson</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>L.9-10.4.d. 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>	<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 1 Lesson 9: Vocabulary Unit 2 Lesson 4: Vocabulary Unit 3 Lesson 19: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p><u>Use a Dictionary</u> Unit 6 Lesson 5: Whole Group</p> <p><u>Reading Strategy: Use Context Clues and Dictionaries</u> Unit 5 Lesson 2: Whole Group</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</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>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u> Unit 1 Lesson 14: Whole Group; Work Time Unit 3 Lesson 5: Whole Group; Work Time Unit 6 Lesson 2: Whole Group; Work Time</p> <p><u>Simile; Metaphor; Idiom</u> Unit 2 Lesson 18: Whole Group</p> <p><u>Reading Strategy: Understand Idioms</u> Unit 4 Lesson 14: Whole Group Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 4: Skill 9: Analogies Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 10, ©2016
<p>L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><u>Figurative Language</u> Unit 1 Lesson 14: Whole Group; Work Time Unit 3 Lesson 5: Whole Group; Work Time Unit 6 Lesson 2: Whole Group; Work Time</p> <p><u>Simile; Metaphor; Idiom</u> Unit 2 Lesson 18: Whole Group</p> <p><u>Reading Strategy: Understand Idioms</u> Unit 4 Lesson 14: Whole Group Unit 6 Lesson 8: Read Aloud, Think Aloud</p>
<p>L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><u>Understand Related Words</u> Unit 6 Lesson 14: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 10, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 10, ©2016</p>
<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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 1 Lesson 11: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 5 Lesson 14: Vocabulary</p> <p><u>Assignments Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 1: Skill 6: Words That Are Used Together (Collocations) Unit 3 Lessons 11–15 Part 3: Skill 13: Word Associations Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies Unit 6 Lessons 11–15 Part 5: Skill 30: Synonyms and Antonyms</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>