

**A Correlation of**



**Savvas iLit 90  
Grade 6, ©2016**

**To the**

**Common Core Standards for  
English Language Arts  
Grade 6**

# A Correlation of Savvas iLit 90 ©2016, Grade 6, 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.

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<b>Grade 6</b>	
<b>Reading Literature</b>	
<b>Key Ideas and Details</b>	
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<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 1 Lesson 1: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 1 Lesson 2: Read Aloud, Think Aloud; Work Time            Unit 2 Lesson 2: Whole Group; Work Time</p> <p><u>Make Inferences (fiction/narrative examples)</u>            Unit 2 Lesson 4: Read Aloud, Think Aloud            Unit 4 Lesson 2: Whole Group; Work Time            Unit 4 Lesson 5: Read Aloud, Think Aloud; Work Time</p>
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><u>Analyze Theme (examples)</u>            Unit 1 Lesson 10: Whole Group; Work Time            Unit 1 Lesson 11: Read Aloud, Think Aloud; Work Time</p> <p><u>Main Idea</u>            Unit 3 Lesson 20: Whole Group; Work Time            Unit 4 Lesson 23: Whole Group</p> <p><u>Summarize Text (examples)</u>            Unit 4 Lesson 10: Read Aloud, Think Aloud; Work Time            Unit 4 Lesson 16: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase (examples)</u>            Unit 1 Lesson 9: Whole Group; Work Time            Unit 1 Lesson 10: Read Aloud, Think Aloud; Work Time</p>

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<p>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements: Character, Plot</u> Unit 1 Lesson 15: Whole Group; Work Time</p> <p><u>Reading Strategy: Analyze Character and Plot</u> Unit 2 Lesson 7: Whole Group; Work Time Unit 2 Lesson 13, 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Plot Development</u> Unit 2 Lesson 10: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 23: Whole Group; Work Time</p>
<p><b>Craft and Structure</b></p>	
<p>RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Each lesson in <i>iLit</i> 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>Reading Strategy: Use Context Clues</u> Unit 4 Lesson 7: Whole Group; Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 1 Lesson 7: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 5 Lesson 17: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 4 Lesson 1: Whole Group; Work Time Unit 4 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 20: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 4: Skill 4: Word Associations Unit 5 Lessons 11–15: Part 1: Skill 21: Context Clues</p>

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<p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><u>Introduce Genre: Poetry</u> Unit 1 Lesson 25: Read Aloud, Think Aloud Unit 2 Lesson 23: Read Aloud, Think Aloud Unit 3 Lesson 21: Read Aloud, Think Aloud Unit 5 Lesson 25: Read Aloud, Think Aloud</p> <p><u>Reader's Theater</u> Unit 5 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
<p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><u>Analyze Character Development</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 4: Whole Group; Work Time</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 4 Lesson 4: Read Aloud, Think Aloud</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>Each selection in <b>iLit</b> 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>Comparing Different Mediums</u> Unit 2 Lesson 1: Read Aloud, Think Aloud Unit 2 Lesson 7: Read Aloud, Think Aloud Unit 5 Lesson 16: Read Aloud, Think Aloud</p>
<p>RL.6.8: Not applicable to literature.</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>

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<p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Students explore forces of nature in the following selections.</p> <p><u>Force of Nature</u>  <i>"Saint Luis Armstrong Beach"</i> (novel)            Unit 2 Lessons 1–29: Read Aloud, Think Aloud  <i>"Living with Weather and Climate"</i> (informational article)            Unit 1 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Make Connections</u>            Unit 1 Lesson 14: Read Aloud, Think Alou; Work Time</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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>"Saint Luis Armstrong Beach"</i></u> (novel)            Unit 1 Lessons 1-20</p> <p><u><i>"Don't Call Me Hero"</i></u> (realistic fiction)            Unit 2 Lessons 1–20</p> <p><u><i>"I Want to Unplug"</i></u> (poem)            Unit 5 Lesson 16</p> <p><u>Retell to Monitor Understanding</u>            Unit 4 Lesson 1: Work Time</p> <p><u>Reading Strategy (examples)</u>            Unit 1 Lesson 1: Read Aloud, Think Aloud; Whole Group; Work Time            Unit 2 Lesson 1: 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>

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<b>Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<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 (informative/nonfiction examples)</u> Unit 1 Lesson 21: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 6: Whole Group; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 3 Lesson 6: Whole Group; Work Time Unit 3 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 14: Whole Group</p>
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 3 Lesson 20: Whole Group; Work Time Unit 3 Lesson 22: Read Aloud, Think Aloud Unit 5 Lesson 24: Whole Group</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 3 Lesson 7: Whole Group; Work Time Unit 3 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Read Aloud, Think Aloud</p>



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<p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><u>Determine Main Idea and Details (informative/nonfiction)</u> Unit 3 Lesson 22: Read Aloud, Think Aloud Unit 3 Lesson 24: Whole Group Unit 5 Lesson 4: Whole Group</p> <p><u>Reading Strategy: Make Connections (examples)</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 11: Read Aloud, Think Aloud; Work Time</p> <p><u>Cause and Effect (informative examples)</u> Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Whole Group; Work Time</p>
<p><b>Craft and Structure</b></p>	
<p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Each lesson in <i>iLit</i> 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>Reading Strategy: Use Context Clues</u> Unit 4 Lesson 7: Whole Group; Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 1 Lesson 22: Vocabulary Unit 3 Lesson 2: Vocabulary Unit 5 Lesson 14: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 4 Lesson 1: Whole Group; Work Time Unit 4 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 20: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 4: Skill 4: Word Associations Unit 5 Lessons 11–15: Part 1: Skill 21: Context Clues</p>

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<p>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><u>Cause and Effect (informative examples)</u> Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 5: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast (nonfiction examples)</u> Unit 3 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 11: Whole Group; Work Time</p> <p><u>Genre: Memoir</u> Unit 1 Lesson 20: Read Aloud, Think Aloud</p> <p><u>Analyze Text Structure &amp; Sequence of Events</u> Unit 1 Lesson 24: Whole Group</p>
<p>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><u>Author's Purpose (informative/nonfiction)</u> Unit 1 Lesson 20: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 20: Read Aloud, Think Aloud Unit 5 Lesson 1: Read Aloud, Think Aloud; Work Time Unit 5 Lessons 15, 18: Read Aloud, Think Aloud; Work Time</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Each selection in <b>iLit</b> 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>"Eleanor Roosevelt Takes a Stand"</u> Unit 3 Lesson 21: Read Aloud, Think Aloud</p> <p><u>"Marian Anderson"</u> Unit 3 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Background Video (examples)</u> Unit 1 Lesson 22: Whole Group Unit 2 Lesson 22: Whole Group</p>

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<p>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Students can complete this objective with the following:</p> <p><u>Paraphrase a Speech</u> Unit 3 Lesson 25: Read Aloud, Think Aloud</p> <p><u>Plan an Argumentative Essay</u> Unit 5 Lesson 16: Whole Group; Work Time</p> <p><u>Outline an Argument</u> Unit 5 Lesson 18: Whole Group</p>
<p>RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><u>Letter and Profile (synthesizing viewpoints on a single subject)</u> <i>"Eleanor Roosevelt Takes a Stand"</i> Unit 3 Lesson 21: Read Aloud, Think Aloud <i>"Marian Anderson"</i> Unit 3 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Making Changes</u> <i>"When Small Voices Unite"</i> (informational text) Unit 3 Lesson 22: Read Aloud, Think Aloud <i>"Ban the Bottle"</i> (short story) Unit 3 Lesson 23: Read Aloud, Think Aloud</p>

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<b>Range of Reading and Level of Text Complexity</b>	
<p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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><i>"Kids on Strike!"</i></u> (nonfiction) Unit 3 Lessons 1-19</p> <p><u><i>"A Gesture of Comradeship"</i></u> (autobiography) Unit 4 Lesson 22</p> <p><u><i>"Heroes of the Environment"</i></u> (informational text) Unit 5 Lesson 1-14</p> <p><u>Reading Strategy (informative examples)</u> Unit 1 Lesson 21: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: 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>

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<b>Writing</b>	
<b>Text Types and Purposes</b>	
W.6.1: Write arguments to support claims with clear reasons and relevant evidence.	<u>Argumentative Writing (examples)</u> Unit 3 Lesson 15: Work Time Unit 4 Lesson 14: Work Time Unit 5 Lesson 14: Work Time  <u>Assignments (examples)</u> Unit 5 Lessons 17, 18, 19: Write an Argumentative Essay
W.6.1a: Introduce claim(s) and organize the reasons and evidence clearly.	<u>Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Work Time  <u>Write an Introduction to an Argument</u> Unit 5 Lesson 13: Work Time  <u>Outline and Write an Argumentative Essay</u> Unit 5 Lesson 18: Work Time
W.6.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<u>Write an Argumentative Essay</u> Unit 3 Lesson 14: Work Time
W.6.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<u>Plan Argumentative Writing</u> Unit 4 Lesson 13: Work Time
W.6.1d: Establish and maintain a formal style.	<u>Argumentative Writing (examples)</u> Unit 3 Lesson 14: Work Time Unit 5 Lesson 22: Work Time
W.6.1e: Provide a concluding statement or section that follows from the argument presented.	<u>Argumentative Paragraph - Conclusion</u> Unit 5 Lesson 19: Work Time

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<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><u>Informative Writing (examples)</u> Unit 1 Lesson 4: Whole Group; Work Time Unit 1 Lesson 5: Work Time Unit 4 Lesson 8: Work Time Unit 4 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 3 Lessons 9, 18, 19, 20, 22: Write an Explanatory Essay</p>
<p>W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><u>Plan an Informative/Explanatory Paragraph</u> Unit 1 Lesson 4: Whole Group; Work Time Unit 1 Lesson 8: Whole Group; Work Time Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Compare and Contrast</u> Unit 1 Lesson 7: Whole Group; Work Time Unit 2 Lesson 6: Whole Group; Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 2 Lesson 16: Whole Group; Work Time</p>
<p>W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><u>Plan an Informative/Explanatory Paragraph</u> Unit 1 Lesson 4: Whole Group; Work Time Unit 1 Lesson 8: Whole Group; Work Time</p> <p><u>Use Quotations</u> Unit 4 Lesson 8: Whole Group</p> <p><u>Write an Informative Paragraph</u> Unit 4 Lesson 9: Work Time</p>
<p>W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><u>Use Transitions</u> Unit 5 Lesson 7: Whole Group</p> <p><u>Assignments</u> Unit 1 Lesson 9: Write an Explanatory Writing Unit 3 Lesson 18: Write an Explanatory Writing (Revising)</p>

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W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><u>Use Domain-Specific Words</u> Unit 5 Lesson 12: Whole Group</p> <p><u>Plan an Informative Paragraph</u> Unit 1 Lesson 4: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 1 Lesson 5: Work Time</p>
W.6.2e: Establish and maintain a formal style.	<p><u>Assignments</u> Unit 3 Lesson 18: Write an Explanatory Writing</p>
W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.	<p><u>Assignments</u> Unit 2 Lesson 10: Write an Explanatory Writing Unit 3 Lesson 9: Write an Explanatory Writing Unit 3 Lesson 18: Write an Explanatory Writing</p>
W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p><u>Narrative Writing (examples)</u> Unit 1 Lesson 20: Work Time Unit 4 Lesson 4: Work Time Unit 5 Lesson 4: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 14, 19, 20, 21: Write a Narrative Essay</p>
W.6.3a: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p><u>Plan and Write Narrative Writing (examples)</u> Unit 1 Lesson 13: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time</p>
W.6.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	<p><u>Use Narrative Techniques</u> Unit 1 Lesson 20: Work Time Unit 3 Lesson 5: Whole Group; Work Time Unit 5 Lesson 3: Work Time</p>
W.6.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><u>Use Transitions</u> Unit 5 Lesson 7: Whole Group</p>

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<p>W.6.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><u>Writing a Narrative (examples)</u> Unit 3 Lesson 5: Whole Group; Work Time Unit 4 Lesson 3: Whole Group; Work Time Unit 4 Lesson 4: Work Time Unit 4 Lesson 11: Work Time Unit 4 Lesson 20: Work Time</p>
<p>W.6.3e: Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>Writing a Narrative</u> Unit 4 Lesson 4: Work Time Unit 4 Lesson 11: Work Time</p>
<p><b>Production and Distribution of Writing</b></p>	
<p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Students write every day in <i>iLit</i>. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during “Work Time”, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing.</p> <p><u>Writing Lessons (examples)</u> Unit 1 Lesson 9: Work Time Unit 2 Lesson 17: Whole Group; Work Time Unit 5 Lesson 13: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 14, 19, 20, 21: Write a Narrative Essay Unit 5 Lessons 17, 18, 19: Write an Argumentative Essay</p>



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<p>W.6.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.</p>	<p><u>Writing Activities</u> Unit 1 Lessons 16–24: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 3 Lessons 16–24: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lessons 16–24: Students Plan, Write, and Revise a Multimedia Presentation</p>
<p>W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 1 Lesson 16: Whole Group; Work Time Unit 2 Lesson 9: Whole Group; Work Time Unit 4 Lesson 8: Work Time</p> <p><u>Revise (examples)</u> Unit 1 Lesson 23: Whole Group; Work Time Unit 3 Lesson 20: Work Time Unit 4 Lesson 21: Work Time</p> <p><u>Present Information to an Audience</u> Unit 2 Lesson 20: Whole Group</p> <p><u>Prepare a Multimedia Component</u> Unit 2 Lesson 20: Work Time</p> <p><u>Present Multimedia Presentation</u> Unit 4 Lesson 23: Work Time Unit 4 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 14, 19, 20, 21: Write a Narrative Essay Unit 3 Lessons 9, 18, 19, 20, 22: Write an Explanatory Essay</p>

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<b>Research to Build and Present Knowledge</b>	
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	<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 Activities</u> Unit 2 Lesson 18: Whole Group; Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 27: Whole Group; Work Time Unit 4 Lesson 20: Whole Group; Work Time</p> <p><u>Informative Writing (examples)</u> Unit 1 Lesson 4: Whole Group; Work Time Unit 1 Lesson 5: Work Time Unit 4 Lesson 9: Work Time</p>
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<p><u>Research Activities</u> Unit 2 Lesson 18: Whole Group</p> <p><u>Use Quotations in Writing</u> Unit 4 Lesson 8: Whole Group</p> <p><u>Synthesize Information</u> Unit 5 Lesson 24: Read Aloud, Think Aloud; Whole Group</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 27: Whole Group; Work Time Unit 4 Lesson 20: 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>

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<p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Use Quotations in Writing</u> Unit 4 Lesson 8: Whole Group</p> <p><u>Ask Questions</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Synthesize Information</u> Unit 5 Lesson 24: Read Aloud, Think Aloud; Whole Group</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 3—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<p>W.6.9a: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p>	<p><u>Analyze Character Development</u> Unit 2 Lesson 7: Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 2 Lesson 1: Work Time Unit 4 Lesson 9: Work Time</p> <p><u>Making Changes</u> <i>"When Small Voices Unite"</i> (informational text) Unit 3 Lesson 22: Read Aloud, Think Aloud <i>"Ban the Bottle"</i> (short story) Unit 3 Lesson 23: Read Aloud, Think Aloud</p>
<p>W.6.9b: Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<p><u>Recognize Author's Purpose &amp; Outline an Argument</u> Unit 5 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize</u> Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Make Connections</u> Unit 3 Lesson 11: Read Aloud, Think Aloud; Work Time</p>

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<b>Range of Writing</b>	
<p>W.6.10: 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 discipline-specific 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 1 Lesson 5: Work Time            Unit 2 Lesson 10: Work Time            Unit 3 Lesson 18: Work Time            Unit 4 Lesson 9: Whole Group            Unit 5 Lesson 13: Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 14, 19, 20, 21: Write a Narrative Essay            Unit 3 Lessons 9, 18, 19, 20, 22: Write an Explanatory Essay            Unit 5 Lessons 17, 18, 19: Write an Argumentative Essay</p>

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<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 5 Lesson 4: Work Time</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lesson 23: Work Time Unit 2 Lesson 24: Work Time Unit 4 Lesson 24: Work Time</p> <p><u>Practice Listening and Speaking</u> Unit 2 Lesson 22: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p>
SL.6.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 12: Classroom Conversation Unit 2 Lesson 16: Classroom Conversation Unit 5 Lesson 24: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 1 Lesson 13: Classroom Conversation Unit 2 Lesson 5: Classroom Conversation Unit 4 Lesson 3: Classroom Conversation</p>
SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p><u>Discussion Opportunities (examples)</u> Unit 4 Lesson 15: Classroom Conversation; Work Time Unit 5 Lesson 5: Classroom Conversation; Work Time</p>

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<p>SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 3 Lesson 17: Classroom Conversation Unit 4 Lesson 15: Classroom Conversation; Work Time</p>
<p>SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 3 Lesson 24: Classroom Conversation; Work Time Unit 4 Lesson 8: Classroom Conversation</p> <p><u>Paraphrasing</u> Unit 5 Lesson 5: Read Aloud, Think Aloud</p>
<p>SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lessons 23, 24: Work Time Unit 4 Lessons 23, 24: Work Time</p> <p><u>Background Video</u> Unit 1 Lesson 17: Whole Group Unit 2 Lesson 12: Whole Group Unit 3 Lesson 21: Whole Group</p>
<p>SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><u>Writing an Argument: Peer Review</u> Unit 5 Lesson 21: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 12: Classroom Conversation Unit 2 Lesson 8: Classroom Conversation Unit 4 Lesson 1: Classroom Conversation</p>

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<p><b>Presentation of Knowledge and Ideas</b></p> <p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>Practice Listening and Speaking</u> Unit 2 Lesson 22: Whole Group</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lessons 23, 24: Work Time Unit 4 Lessons 23, 24: Work Time</p> <p><u>Paraphrasing (examples)</u> Unit 1 Lesson 10: Read Aloud, Think Aloud; Work Time Unit 1 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 5: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 2 Lesson 7: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p>
<p>SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><u>Planning a Multimedia Presentation</u> Unit 4 Lesson 19: Whole Group; Work Time</p> <p><u>Writing a Multimedia Presentation</u> Unit 4 Lesson 21: Work Time Unit 4 Lesson 22: Work Time</p> <p><u>Multimedia Presentation - Rehearse</u> Unit 2 Lesson 22: Work Time</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lessons 23, 24: Work Time Unit 4 Lessons 23, 24: Work Time</p>

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<p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 4: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lessons 23, 24: Work Time Unit 4 Lessons 23, 24: Work Time</p> <p><u>Practice Listening and Speaking</u> Unit 2 Lesson 22: Whole Group</p> <p><u>Conferencing with Individuals (examples)</u> Unit 2 Lesson 20: Work Time Unit 5 Lesson 16: Work Time</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 19: Whole Group; Work Time Unit 3 Lesson 10: Whole Group; Work Time</p> <p><u>Present an Essay (expository &amp; argumentative)</u> Unit 3 Lesson 24: Work Time Unit 5 Lesson 24: Work Time</p>



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<b>Language</b>	
<b>Conventions of Standard English</b>	
L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<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>Write an Informative Writing</u> Unit 1 Lesson 9: Work Time Unit 3 Lesson 19: Work Time</p> <p><u>Narrative Writing</u> Unit 1 Lesson 20: Work Time Unit 5 Lesson 4: Work Time</p> <p><u>Present a Multimedia Presentation</u> Unit 2 Lesson 23: 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</u> Unit 2 Lessons 1–5: Part 4: Skill 9: Using Verbs in Sentences Unit 4 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).	<p>Assignments Unit 3 Lessons 1–5: Part 2: Skill 12: Grammar Study Plan: Pronouns</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28</p>

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L.6.1b: Use intensive pronouns (e.g., myself, ourselves).	<p><u>Assignments</u> Unit 3 Lessons 1–5: Part 2: Skill 12: Grammar Study Plan: Pronouns</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28</p>
L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.*	<p><u>Assignments</u> Unit 3 Lessons 1–5: Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronoun Agreement, 77–78</p>
L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<p><u>Assignments</u> Unit 3 Lessons 1–5: Part 2: Skill 12: Grammar Study Plan: Pronouns</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28</p>
L.6.1e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	<p>Students can recognize variations from standard English with the following:</p> <p><u>Idioms</u> Unit 3 Lesson 2: Vocabulary Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Use Formal Style</u> Unit 3 Lesson 14: Whole Group</p> <p><u>Narrative Writing (examples)</u> Unit 1 Lesson 20: Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 14, 19, 20, 21: Write a Narrative Essay Unit 3 Lessons 9, 18, 19, 20, 22: Write an Explanatory Essay</p>

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<p>L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Revise (examples)</u>            Unit 1 Lesson 23: Whole Group; Work Time            Unit 3 Lesson 22: Whole Group            Unit 4 Lesson 21: Work Time            Unit 5 Lesson 22: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u>            Unit 2 Lessons 1–5: Part 1: Skill 6: Verbs: Action and Linking Unit 4 Lessons 1–5: Part Unit 4 Lessons 1–5: Part 1: Skill 16: Comparative and Superlative Adjectives            Unit 4 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 1 Lessons 6–10: Part 4: Skill 4: Silent Consonants            Unit 2 Lessons 6–10: Part 3: Skill 8: Special Vowel Sounds</p> <p><u>Professional Learning Community</u>            Teacher Resources: Language Conventions            Practice: all activities</p>
<p>L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	<p><u>Assignments: Grammar Study Plan</u>            Unit 5 Lessons 1–5: Part 2: Skill 22: Commas            Unit 5 Lessons 1–5: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u>            Teacher Resources: Language Conventions            Practice: Punctuation, 116–129</p>

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L.6.2b: Spell correctly.	<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>Editing</u>            Unit 1 Lesson 23: Whole Group; Work Time            Unit 3 Lesson 22: Whole Group; Work Time            Unit 5 Lesson 22: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 1 Lessons 6–10: art 3: Skill 3: Silent Consonants            Unit 2 Lessons 6–10: Part 4: Skill 9: R-Controlled Vowels            Unit 3 Lessons 6–10: Part 1: Skill 11: Getting Letters in the Correct Order            Unit 5 Lessons 6–10: Part 5: Skill 25: Easily Confused Words</p>
<b>Knowledge of Language</b>	
L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><u>Writing Lessons (examples)</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lesson 9: Whole Group; Work Time            Unit 5 Lesson 13: Whole Group; Work Time</p> <p><u>Assignments (examples)</u>            Unit 1 Lessons 14, 19, 20, 21: Write a Narrative Essay            Unit 5 Lessons 17, 18, 19: Write an Argumentative Essay</p> <p><u>Present a Multimedia Presentation</u>            Unit 2 Lesson 23: Work Time</p> <p><u>Practice Listening and Speaking</u>            Unit 2 Lesson 22: Whole Group</p> <p><u>Classroom Conversation (examples)</u>            Unit 3 Lesson 9: Classroom Conversation            Unit 4 Lesson 13: Classroom Conversation</p>

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L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.*	<u>Four Kinds of Sentences</u> Assignments: Unit 3 Lessons 1–5: Grammar Study Plan: Part 1: Skill 11: Four Kinds of Sentence
L.6.3b: Maintain consistency in style and tone.*	<u>Use Formal Style</u> Unit 3 Lesson 14: Whole Group  <u>Four Kinds of Sentences</u> Assignments: Unit 3 Lessons 1–5: Grammar Study Plan: Part 1: Skill 11: Four Kinds of Sentence
<b>Vocabulary Acquisition and Use</b>	
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	<u>Vocabulary (examples)</u> Unit 1 Lesson 5: Vocabulary Unit 2 Lesson 13: Vocabulary Unit 5 Lesson 20: Vocabulary  <u>Multiple Meanings (examples)</u> Unit 2 Lesson 19: Vocabulary Unit 4 Lesson 2: Vocabulary Unit 4 Lesson 3: Read Aloud, Think Aloud
L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<u>Reading Strategy: Use Context Clues</u> Unit 3 Lesson 4: Whole Group Unit 4 Lesson 7: Whole Group; Work Time  <u>Using Context Clues (examples)</u> Unit 1 Lesson 7: Vocabulary Unit 3 Lesson 21: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 5 Lesson 21: Vocabulary  <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

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<p>L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p><u>Use Prefixes Suffixes</u> Unit 5 Lesson 17: Whole Group</p> <p><u>Affixes</u> Unit 3 Lesson 24: Vocabulary Unit 4 Lesson 24: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 2: Skill 2: Word Parts: Prefixes, Suffixes, and Word Roots Unit 5 Lessons 11–15: Part 2: Skill 22: Word Parts: Prefixes, Suffixes, and Word Roots</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 6–10: Part 2: Skill 17: Prefixes Unit 4 Lessons 6–10: Part 4: Skill 19: Suffixes</p>
<p>L.6.4c: Consult 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 or its part of speech.</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><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>

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<p>L.6.4d: 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 3 Lesson 19: Vocabulary            Unit 4 Lesson 11: Vocabulary            Unit 5 Lesson 4: Vocabulary</p> <p><u>Use Context to Determine Meaning</u>            Unit 4 Lesson 17: Whole Group; 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>
<p>L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u>            Unit 4 Lesson 1: Whole Group; Work Time            Unit 4 Lesson 2: Read Aloud, Think Aloud; Work Time            Unit 4 Lessons 11, 12: Whole Group            Unit 4 Lesson 20: Whole Group</p>
<p>L.6.5a: Interpret figures of speech (e.g., personification) in context.</p>	<p><u>Figurative Language</u>            Unit 4 Lesson 1: Whole Group; Work Time            Unit 4 Lesson 2: Read Aloud, Think Aloud; Work Time            Unit 4 Lessons 11, 12: Whole Group            Unit 4 Lesson 12: Whole Group            Unit 4 Lesson 20: Whole Group</p>

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<p>L.6.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><u>Synonyms and Antonyms (examples)</u>            Unit 1 Lesson 2: Vocabulary            Unit 2 Lesson 23: Vocabulary            Unit 3 Lesson 9: Vocabulary            Unit 5 Lesson 1: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 1 Lessons 11–15: Part 4: Skill 4: Word Associations            Unit 2 Lessons 11–15: Part 3: Skill 8: Analogies            Unit 3 Lessons 11–15: Part 5: Skill 15: Synonyms and Antonyms</p>
<p>L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p><i>Connotations</i>  <u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 1 Lessons 11–15: Part 4: Skill 4: Word Associations            Unit 3 Lessons 11–15: Part 4: Skill 14: Word Associations</p> <p><i>Denotations</i>  <u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 1 Lessons 11–15: Part 5: Skill 5: Synonyms and Antonyms            Unit 4 Lessons 11–15: Part 5: Skill 20: Synonyms and Antonyms</p> <p><u>Synonyms and Antonyms (examples)</u>            Unit 1 Lesson 2: Vocabulary            Unit 2 Lesson 23: Vocabulary            Unit 5 Lesson 1: Vocabulary</p>



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<p>L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 4 Lesson 11: Vocabulary            Unit 5 Lesson 14: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>