

A Correlation of



**Savvas iLit 90
Grade 7, ©2016**

To the

**Common Core Standards for
English Language Arts
Grade 7**

A Correlation of Savvas iLit 90 ©2016, Grade 7, 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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Grade 7	
Reading Literature	
Key Ideas and Details	
RL.7.1 Cite several pieces of 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 2: Read Aloud, Think Aloud; Work Time Unit 1 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lessons 1, 23: Whole Group; Work Time Unit 2 Lessons 11, 24: Read Aloud, Think Aloud; Work Time</p>
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p><u>Reading Strategy: Analyze Character and Theme</u> Unit 4 Lesson 16: Whole Group; Work Time</p> <p><u>Determine Main Idea (fiction/narrative)</u> Unit 1 Lesson 24: Whole Group Unit 4 Lesson 21: Whole Group</p> <p><u>Summarize Text (fiction/narrative)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase</u> Unit 4 Lesson 24: Read Aloud, Think Aloud</p>

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<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements: Character, Plot, Setting, & Theme</u> Unit 1 Lesson 15: Read Aloud, Think Aloud; Whole Group</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Unit 2 Lesson 7: Whole Group; Work Time Unit 2 Lesson 14: Whole Group; Work Time</p> <p><u>Analyze Setting and Plot</u> Unit 4 Lesson 15: Whole Group</p> <p><u>Analyze Theme</u> Unit 1 Lesson 10: Whole Group; Work Time Unit 1 Lessons 11, 21: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 10: Whole Group Unit 4 Lesson 16: Whole Group; Work Time</p>

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Craft and Structure	
<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</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 3 Lesson 4: Whole Group Unit 4 Lesson 13: Whole Group</p> <p><u>Vocabulary Activities Examples</u> Unit 1 Lesson 7: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 5 Lesson 23: Vocabulary</p> <p><u>Figurative Language</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 2 Lesson 19: Whole Group Unit 4 Lesson 7: Whole Group; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 3: Skill 3: Word Associations Unit 5 Lessons 11–15: Part 4: Skill 24: Words That Are Used Together (collocations)</p>
<p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 6: Read Aloud, Think Aloud Unit 2 Lesson 21: Read Aloud, Think Aloud Unit 4 Lesson 24: 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.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><u>Compare and Contrast Two Characters</u> Unit 1 Lesson 7: Work Time Unit 1 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 12: Read Aloud, Think Aloud</p>

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Integration of Knowledge and Ideas	
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following: <u>Comparing Different Mediums</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 19: Whole Group Unit 2 Lesson 21: Whole Group
RL.7.8. (Not applicable to literature)	Not applicable according to the Common Core State Standards for English Language Arts.
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Students explore immigration and bullying in the following selections. <u>Immigration Issues</u> <i>"The Circuit"</i> (short story) Unit 2 Lessons 22–24: Read Aloud, Think Aloud <i>"Immigration at Angel Island"</i> (informational article) Unit 2 Lesson 25: Read Aloud, Think Aloud <u>Bullying</u> <i>"Riding with Rosa"</i> (short story) Unit 5 Lesson 23: Read Aloud, Think Aloud <i>"Stepping Up Against Bullying"</i> (informational text) Unit 5 Lesson 24: Read Aloud, Think Aloud

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Range of Reading and Level of Text Complexity	
<p>RL.7.10. 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>“Virtual War”</i></u> (novel & historical fiction) Unit 1 Lessons 1-21</p> <p><u><i>“Trino’s Choice”</i></u> (novel & historical fiction) Unit 2 Lessons 1-5, 6-15</p> <p><u><i>“In the Shadows”</i></u> (short story) Unit 2 Lessons 17-18</p> <p><u><i>“Riding with Rosa”</i></u> (short story) Unit 5 Lesson 1-23</p> <p><u>Monitor Understanding</u> Unit 2 Lesson 10: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy</u> Unit 1 Lesson 1: Read Aloud, Think Aloud; Whole Group; Work Time Unit 4 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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Reading Informational Text	
Key Ideas and Details	
<p>RI.7.1 Cite several pieces of 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 <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 3 Lessons 12, 13: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 6: Read Aloud, Think Aloud Unit 5 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 3 Lesson 11: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 10: Read Aloud, Think Aloud Unit 5 Lesson 13: Read Aloud, Think Aloud</p>
<p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 20: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections Between Ideas in the Text</u> Unit 5 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 2 Lesson 20: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 10: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 17: Whole Group</p>

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<p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><u>Determine Main Idea (informative)</u> Unit 2 Lesson 20: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Make Connections Between Ideas in the Text</u> Unit 5 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 3 Lesson 2: Whole Group Unit 3 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time</p>
<p>Craft and Structure</p>	
<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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 3 Lesson 4: Whole Group Unit 4 Lesson 13: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 1 Lesson 17: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 15: Vocabulary</p> <p><u>Figurative Language</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 2 Lesson 19: Whole Group 2.19 Unit 4 Lesson 7: Whole Group; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 11–15: Part 3: Skill 3: Word Associations Unit 5 Lessons 11–15: Part 4: Skill 24: Words That Are Used Together (Collocations)</p>

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<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><u>Cause and Effect (informative examples)</u> Unit 3 Lesson 2: Whole Group Unit 3 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 16: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 12: Whole Group Unit 5 Lesson 2: Read Aloud, Think Aloud; Work Time</p>
<p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><u>Author’s Point of View</u> Unit 5 Lesson 19: Whole Group</p> <p><u>Author’s Purpose (informative examples)</u> Unit 3 Lesson 22: Whole Group Unit 3 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 23: Read Aloud, Think Aloud; Work Time</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>"War of the Worlds: Behind the 1938 Radio Show Panic"</u> Unit 1 Lesson 22: Read Aloud, Think Aloud</p> <p><u>"The Impact of Reality TV"</u> Unit 1 Lesson 25: Read Aloud, Think Aloud</p> <p><u>"Out of Many"</u> For related material see: Unit 2 Lesson 20: Read Aloud, Think Aloud</p>

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<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><u>Evaluate an Argument</u> Unit 1 Lesson 25: "<i>The Impact of Reality TV</i>"</p> <p><u>Reading Strategy: Evaluating Author's Viewpoint</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Cite Relevant Text Evidence</u> Unit 5 Lesson 12: Whole Group</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 3 Lesson 24: Whole Group</p>
<p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><u>Biography and Informational Texts (synthesizing viewpoints on a single subject)</u> "<i>The Greatest</i>" (Biography) Unit 5 Lessons 8, 10: Read Aloud, Think Aloud "<i>Taking Action</i>" (Informational Text) Unit 5 Lesson 20: Read Aloud, Think Aloud</p> <p><u>Bullying</u> "<i>Riding with Rosa</i>" (short story) Unit 5 Lesson 23: Read Aloud, Think Aloud "<i>Stepping Up Against Bullying</i>" (informational text) Unit 5 Lesson 24: Read Aloud, Think Aloud</p>

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<p>RI.7.10. 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>"Can You Believe it!"</i></u> (informational essay) Unit 1 Lesson 23</p> <p><u><i>"Many Worlds, One Team"</i></u> (article) Unit 2 Lesson 16</p> <p><u><i>"At the Edge: Daring Acts in Desperate Times"</i></u> (true stories) Unit 3 Lessons 1-20</p> <p><u><i>"The Greatest"</i></u> (biography) Unit 5 Lesson 1-19</p> <p><u>Monitor Understanding</u> Unit 1 Lesson 17: Work Time</p> <p><u>Reading Strategy (informative examples)</u> Unit 1 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 19: 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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Writing Standards	
Text Types and Purposes	
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	<u>Argumentative Writing (examples)</u> Unit 2 Lesson 14: Work Time Unit 4 Lesson 14: Whole Group Unit 5 Lesson 12: Work Time <u>Literary Review</u> Unit 5 Lesson 16: Work Time Unit 5 Lesson 17: Work Time
W.7.1.a. Introduce claim(s) and organize the reasons and evidence logically.	<u>Make a Claim for an Argument</u> Unit 3 Lesson 14: Whole Group <u>Plan an Argumentative Paragraph</u> Unit 3 Lesson 14: Work Time
W.7.1.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<u>Make a Claim for an Argument</u> Unit 3 Lesson 14: Whole Group <u>Cite Relevant Text Evidence</u> Unit 5 Lesson 12: Whole Group
W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<u>Plan Argumentative Writing</u> Unit 2 Lesson 13: Work Time Unit 3 Lesson 14: Work Time Unit 5 Lesson 11: Work Time
W.7.1.d. Establish and maintain a formal style.	<u>Argumentative Writing (examples)</u> Unit 2 Lesson 14: Work Time Unit 4 Lesson 14: Whole Group Unit 4 Lesson 15: Work Time Unit 5 Lesson 12: Work Time <u>Literary Review</u> Unit 5 Lesson 16: Work Time Unit 5 Lesson 17: Work Time
W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.	<u>Write an Argumentative Paragraph - Conclusion</u> Unit 4 Lesson 14: Whole Group Unit 5 Lesson 12: Work Time

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W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<u>Explanatory Writing (examples)</u> Unit 1 Lesson 9: Whole Group Unit 3 Lessons 18, 20: Work Time Unit 4 Lesson 3: Whole Group Unit 5 Lesson 7: Work Time
W.7.2.a. Introduce a topic clearly, previewing what is to follow; 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.	<u>Planning Writing</u> Unit 1 Lesson 4: Work Time Unit 4 Lesson 3: Whole Group <u>Main Idea/Supporting Details</u> Unit 1 Lesson 8: Whole Group
W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<u>Develop a Topic</u> Unit 1 Lesson 5: Work Time Unit 4 Lesson 3: Whole Group; Work Time Unit 4 Lesson 4: Whole Group Unit 5 Lesson 7: Whole Group; Work Time <u>Examples to Support Argument</u> Unit 1 Lesson 8: Work Time
W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<u>Time/Order and Cause/Effect Words</u> Unit 1 Lesson 9: Work Time <u>Use Transitions</u> Unit 3 Lesson 18: Whole Group
W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>Use Domain-Specific Words and Precise Language</u> Unit 4 Lesson 4: Whole Group; Work Time Unit 5 Lesson 7: Whole Group; Work Time
W.7.2.e. Establish and maintain a formal style.	<u>Explanatory Writing (examples)</u> Unit 1 Lesson 9: Whole Group Unit 3 Lesson 18: Work Time Unit 4 Lesson 3: Whole Group Unit 5 Lesson 7: Work Time
W.7.2.f. Provide a concluding statement or section that follows from the information or explanation presented.	<u>Paragraph Structure (conclusion)</u> Unit 1 Lesson 4: Work Time Unit 1 Lesson 9: Whole Group

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<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><u>Narrative Writing (examples)</u> Unit 1 Lesson 13: Whole Group Unit 1 Lessons 14, 22: Work Time Unit 1 Lesson 23: Whole Group; Work Time Unit 5 Lesson 3: Whole Group</p>
<p>W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><u>Plan Narrative Writing</u> Unit 1 Lesson 13: Whole Group; Work Time</p> <p><u>Sequence of Events</u> Unit 1 Lesson 18: Whole Group; Work Time Unit 1 Lesson 19: Work Time Unit 3 Lesson 3: Whole Group; Work Time</p>
<p>W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><u>Use Narrative Techniques</u> Unit 1 Lesson 14: Work Time Unit 1 Lesson 15: Whole Group Unit 1 Lesson 18: Whole Group; Work Time Unit 1 Lesson 20: Whole Group; Work Time</p>
<p>W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><u>Transitions to Convey a Sequence of Events</u> Unit 1 Lesson 18: Whole Group; Work Time Unit 1 Lesson 19: Work Time Unit 3 Lesson 3: Whole Group; Work Time</p>
<p>W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><u>Writing a Narrative</u> Unit 1 Lesson 17: Whole Group; Work Time Unit 2 Lesson 3: Work Time Unit 2 Lesson 4: Work Time</p>
<p>W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><u>Narrative Conclusion</u> Unit 1 Lesson 13: Whole Group; Work Time</p>

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Production and Distribution of Writing	
<p>W.7.4. 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 4: Whole Group Unit 2 Lesson 9: Whole Group; Work Time Unit 5 Lesson 4: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 4, 5: Write an Informative Essay Unit 2 Lessons 3, 4: Write a Narrative Essay Unit 5 Lessons 11, 12: Write an Argumentative Essay</p>
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</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 5 Lessons 16–24: Students Plan, Write, and Revise a Literary Review</p>

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<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Lessons (examples)</u> Unit 1 Lesson 4: Whole Group Unit 2 Lesson 9: Whole Group; Work Time Unit 5 Lesson 4: Work Time</p> <p><u>Plan Writing (examples)</u> Unit 1 Lesson 13: Work Time Unit 2 Lesson 9: Work Time Unit 3 Lesson 17: Work Time</p> <p><u>Revise (examples)</u> Unit 1 Lesson 23: Whole Group Unit 2 Lesson 23: Work Time Unit 5 Lesson 20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 3, 4: Write a Narrative Essay Unit 5 Lessons 11, 12: Write an Argumentative Essay</p>

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Research to Build and Present Knowledge	
<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and 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 Plan</u> Unit 4 Lesson 18: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 2 Lessons 19, 23: Whole Group; Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 22, 24: Whole Group; Work Time</p> <p><u>Informative Writing (examples)</u> Unit 1 Lesson 4: Whole Group Unit 1 Lesson 5: Work Time Unit 2 Lesson 9: Whole Group; Work Time Unit 2 Lesson 13: Whole Group; Work Time</p>
<p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>Print and Online Sources</u> Unit 4 Lesson 4: Whole Group</p> <p><u>Introduce: Identify Reliable Sources</u> Unit 4 Lesson 18: Whole Group</p> <p><u>Gather Information from Sources</u> Unit 4 Lesson 19: Whole Group; Work Time Unit 4 Lesson 20: 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.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Literary Review</u> Unit 5 Lessons 15–24: Work Time</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.7.9.a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p><u>Literary Review</u> Unit 5 Lesson 16: Work Time Unit 5 Lesson 17: Work Time</p> <p><u>Immigration Issues</u> “The Circuit” (short story) Unit 2 Lessons 22–24: Read Aloud, Think Aloud “Immigration at Angel Island” (informational article) Unit 2 Lesson 25: Read Aloud, Think Aloud</p>
<p>W.7.9.b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><u>Evaluate an Argument</u> Unit 1 Lesson 25: “The Impact of Reality TV”</p> <p><u>Reading Strategy: Evaluating Author’s Viewpoint</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Cite Relevant Text Evidence</u> Unit 5 Lesson 12: Whole Group</p> <p><u>Introduce: Make a Claim for an Argument</u> Unit 3 Lesson 24: Whole Group</p>

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Range of Writing	
<p>W.7.10. 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 9: Whole Group; Work Time Unit 4 Lesson 14: Whole Group Unit 5 Lesson 12: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 4, 5: Write an Informative Essay Unit 2 Lessons 3, 4: Write a Narrative Essay Unit 5 Lessons 11, 12: Write an Argumentative Essay</p>
Speaking and Listening	
Comprehension and Collaboration	
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</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>Listening and Speaking: Giving Feedback to Writer</u> Unit 5 Lesson 21: Whole Group Unit 5 Lesson 22: Whole Group</p> <p><u>Present a Multimedia Presentation</u> Unit 2 Lesson 24: Work Time</p> <p><u>Introduce: Oral Presentation Skills</u> Unit 4 Lesson 23: Whole Group; Work Time</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>

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<p>SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 12: Classroom Conversation Unit 4 Lesson 23: Classroom Conversation Unit 5 Lesson 19: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 1 Lesson 4: Classroom Conversation Unit 3 Lesson 1: Classroom Conversation Unit 4 Lesson 11: Classroom Conversation</p>
<p>SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><u>Discussion Opportunities</u> Unit 1 Lesson 13: Classroom Conversation; Work Time Unit 1 Lesson 18 Classroom Conversation; Work Time</p>
<p>SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p><u>Discussion Opportunities</u> Unit 1 Lesson 22 Classroom Conversation; Work Time</p>
<p>SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><u>Discussion Opportunities</u> Unit 4 Lesson 2 Classroom Conversation; Work Time</p>
<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><u>Listening and Speaking Activities</u> Unit 4 Lesson 17 Classroom Conversation; Work Time Unit 4 Lesson 18 Classroom Conversation; Work Time Unit 5 Lesson 2 Classroom Conversation; Work Time</p>
<p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><u>Listening and Speaking: Giving Feedback to Writer</u> Unit 5 Lesson 21: Whole Group Unit 5 Lesson 22: Whole Group</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 Unit 5 Lesson 19: Classroom Conversation</p>

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Presentation of Knowledge and Ideas	
<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>Introduce: Oral Presentation Skills</u> Unit 4 Lesson 23: Whole Group</p> <p><u>Oral Presentation</u> Unit 4 Lesson 23: Work Time</p> <p><u>Present a Multimedia Project</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 24: Work Time</p> <p><u>Reading Strategy: Synthesize Ideas and Information</u> Unit 4 Lesson 15: Read Aloud, Think Aloud; Work Time</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.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><u>Plan and Organize a Multimedia Presentation</u> Unit 2 Lesson 19: Whole Group; Work Time Unit 2: Lesson 20: Work Time Unit 4 Lesson 18: Whole Group; Work Time Unit 4 Lesson 21: Whole Group; Work Time</p> <p><u>My Ideas and Images</u> Unit 2: Lesson 21: Work Time</p> <p><u>Create a Visual</u> Unit 4 Lesson 20: Work Time</p> <p><u>Revise and Edit a Multimedia Presentation</u> Unit 2: Lesson 23: Work Time</p> <p><u>Presentation Summary</u> Unit 4 Lesson 23: Work Time</p> <p><u>Present a Multimedia Project</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 24: Work Time</p>

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<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 ©2016, Grade 7</p>
<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p> <p><u>Present a Multimedia Project</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 24: Work Time</p> <p><u>Oral Presentation Skills</u> Unit 4 Lesson 23: Whole Group Unit 4 Lesson 23: Work Time</p> <p><u>Conferencing with Individuals (examples)</u> Unit 2 Lesson 1: Work Time Unit 3 Lesson 3: Work Time</p> <p><u>Fluency (examples)</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 3 Lesson 5: Whole Group; Work Time</p> <p><u>Present an Essay (expository & argumentative)</u> Unit 3 Lesson 23: Work Time Unit 5 Lesson 24: Work Time</p>

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Language	
Conventions of Standard English	
L.7.1 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 2 Lesson 9: Whole Group; Work Time Unit 2 Lesson 10: Work Time</p> <p><u>Introduce: Narrative Writing</u> Unit 1 Lesson 21: Work Time Unit 1 Lesson 23: Whole Group; Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 17: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses Unit 5 Lessons 1–5: Part 1: Skill 21: Avoiding Fragments and Run-ons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.	<p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 4: Skill 19: Conjunctions: Using Conjunctions to Build Compound 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: Phrases and Clauses, 88, 96–99, 103–105</p>

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<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 ©2016, Grade 7</p>
<p>L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentences Unit 4 Lessons 1–5: Part 4: Skill 19: Conjunctions: Using Conjunctions to Build Compound Sentences Unit 4 Lessons 1–5: Part 5: Skill 20: Conjunctions and Complex Sentences</p> <p><u>Revise (examples)</u> Unit 1 Lesson 23: Whole Group Unit 5 Lesson 20: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–108</p>
<p>L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 2: Skill 17: Adjectives: Comparative and Superlative Unit 4 Lessons 1–5: Part 3: Skill 18: Adverbs: Comparative and Superlative Unit 4 Lessons 1–5: Part 4: Skill 19: Conjunctions: Using Conjunctions to Build Compound 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: Phrases and Clauses, 88, 96–99, 103–105</p>

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<p>L.7.2 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 Unit 2 Lesson 23: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentences 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.7.2.a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 2: Skill 22: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–121</p>
<p>L.7.2.b. 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 1 Lesson 23: Whole Group Unit 5 Lesson 22: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 1 Lessons 6–10: Part 4: Skill 4: Silent Consonants Unit 5 Lessons 6–10: Part 5: Skill 25: Easily Confused Words</p>

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Knowledge of Language	
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><u>Writing Lessons (examples)</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 9: Whole Group; Work Time Unit 3 Lesson 18: Work Time Unit 5 Lesson 12: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 4, 5: Write an Informative Essay Unit 5 Lessons 11, 12: Write an Argumentative Essay</p> <p><u>Present a Multimedia Presentation</u> Unit 2 Lesson 24: Work Time</p> <p><u>Introduce: Oral Presentation Skills</u> Unit 4 Lesson 23: Whole Group; Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 2 Lesson 7: Classroom Conversation</p>
<p>L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><u>Using Domain-Specific Words</u> Unit 1 Lesson 12: Work Time Unit 3 Lesson 19: Whole Group Unit 4 Lesson 4: Whole Group</p> <p><u>Precise Words</u> Unit 3 Lesson 6: Work Time</p> <p><u>Write a Poem, Song, or Rap</u> Unit 2 Lesson 2: Work Time</p> <p><u>Understand Metaphors and Similes</u> Unit 2 Lesson 20: Whole Group Unit 5 Lesson 1: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 2: Skill 17: Adjectives: Comparative and Superlative Unit 4 Lessons 1–5: Part 3: Skill 18: Adverbs: Comparative and Superlative</p>

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<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p><u>Vocabulary (examples)</u> Unit 1 Lesson 5: Vocabulary Unit 3 Lesson 12: Vocabulary Unit 4 Lesson 8: Vocabulary Unit 5 Lesson 20: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 1 Lesson 12: Vocabulary Unit 3 Lesson 21: Vocabulary</p>
<p>L.7.4.a. 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.</p>	<p><u>Reading Strategy: Use Context Clues</u> Unit 3 Lesson 4: Whole Group Unit 4 Lesson 13: Whole Group</p> <p><u>Using Context Clues (examples)</u> Unit 1 Lesson 7: Vocabulary Unit 1 Lesson 18: Vocabulary Unit 2 Lesson 8: 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>

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<p>L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p><u>Reading Strategy: Use Prefixes and Suffixes As Clues to Word Meaning</u> Unit 3 Lesson 9: Whole Group</p> <p><u>Affixes (examples)</u> Unit 1 Lesson 19: Vocabulary Unit 4 Lesson 24: Vocabulary</p> <p><u>Roots</u> Unit 5 Lesson 14: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 2: Skill 7: Prefixes and Suffixes Unit 5 Lessons 11–15: Part 2: Skill 22: Prefixes, Suffixes and Word Roots</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 6–10: Spelling Study Plan: Part 1: Skill 16: Prefixes Unit 4 Lessons 6–10: Spelling Study Plan: Part 2: Skill 17: Suffixes</p>
<p>L.7.4.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 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.7.4.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 3 Lesson 19: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p><u>Use Known Words to Determine Meaning</u> Unit 5 Lesson 14: 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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 2 Lesson 19: Whole Group Unit 4 Lesson 7: Whole Group, Work Time</p> <p><u>Figurative Expressions</u> Unit 4 Lesson 5: Read Aloud, Think Aloud</p> <p><u>Understand Metaphors and Similes</u> Unit 2 Lesson 20: Whole Group 2.20 Unit 5 Lesson 1: Whole Group, Work Time</p>
<p>L.7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><u>Figurative Language</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 2 Lesson 19: Whole Group Unit 4 Lesson 7: Whole Group, Work Time</p> <p><u>Figurative Expressions</u> Unit 4 Lesson 5: Read Aloud, Think Aloud</p>

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<p>L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p><u>Synonyms and Antonyms (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>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 3: Skill 3: Word Associations Unit 2 Lessons 11–15: Part 3: Skill 8: Analogies Unit 2 Lessons 11–15: Part 5: Skill 10: Synonyms and Antonyms Unit 3 Lessons 11–15: Part 3: Skill 13: Analogies</p>
<p>L.7.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p><i>Connotations</i> <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 3: Skill 3: Word Associations Unit 4 Lessons 11–15: Part 4: Skill 19: Word Associations</p> <p><i>Denotations</i> <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 4: Skill 4: Synonyms Unit 4 Lessons 11–15: Part 5: Skill 20: Synonyms and Antonyms</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 1 Lesson 9: Vocabulary Unit 1 Lesson 18: Vocabulary</p>

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<p>L.7.6. 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 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>