

A Correlation of



**Savvas iLit 90
Grade 8, ©2016**

**To the
Common Core Standards for
English Language Arts
Grade 8**

A Correlation of Savvas iLit 90 ©2016, Grade 8, 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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Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 8, ©2016
Grade 8	
Reading Literature	
Key Ideas and Details	
<p>RL.8.1. Cite the textual evidence that most strongly supports an 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 (examples)</u> Unit 1 Lesson 1: Read Aloud, Think Aloud; Whole Group; Work Time Unit 1 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 1: Whole Group</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 1: Whole Group; Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 1: Read Aloud, Think Aloud; Work Time</p>
<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><u>Analyze Theme (examples)</u> Unit 1 Lesson 10: Whole Group; Work Time Unit 4 Lesson 6: Whole Group; Work Time Unit 4 Lesson 10: Whole Group; Work Time</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Unit 2 Lesson 11: Whole Group; Work Time</p> <p><u>Summarize Text (examples)</u> Unit 4 Lesson 11: Whole Group; Work Time Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u>Paraphrase (examples)</u> Unit 1 Lesson 12: Read Aloud, Think Aloud; Work Time</p>

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<p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Connect Story Elements (Setting, Plot, Mood, Characters)</u> Unit 1 Lesson 6: Work Time Unit 1 Lesson 15: Whole Group Unit 2 Lesson 9: Whole Group Unit 2 Lesson 12: Whole Group</p> <p><u>Compare and Contrast Two Characters (examples)</u> Unit 1 Lesson 10: Read Aloud, Think Aloud Unit 3 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Analyze Character Development</u> Unit 1 Lesson 14: Whole Group Unit 2 Lesson 7: Whole Group; Work Time Unit 5 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Identify and Organize a Sequence of Events</u> Unit 1 Lesson 18: Whole Group; Work Time</p> <p><u>Retell Events to Clarify (examples)</u> Unit 1 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 16: Read Aloud, Think Aloud; Work Time</p>

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Craft and Structure	
<p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</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>Vocabulary: Context Clues (examples)</u> Unit 1 Lesson 1: Vocabulary Unit 2 Lesson 3: Vocabulary Unit 5 Lesson 21: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 11: Whole Group; Work Time</p> <p><u>Reading Strategy: Visualize Using Similes</u> Unit 4 Lesson 5: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 13: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 1: Skill 1: Context Clues Unit 5 Lessons 11–15: Part 4: Skill 9: Word Associations</p>

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<p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><u>Recognize Text Structure</u> Unit 1 Lesson 24: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 1 Lesson 25: Read Aloud, Think Aloud Unit 5 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 1 Lesson 24: Read Aloud, Think Aloud Unit 3 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Connect Story Elements (Setting, Plot, Mood)</u> Unit 1 Lesson 15: Whole Group</p> <p><u>Connect Themes to Characters and Plot</u> Unit 2 Lesson 12: Whole Group</p>
<p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><u>Reading Strategy: Analyze Different Points of View</u> Unit 3 Lesson 24: Whole Group</p> <p><u>Reading Strategy: Compare and Contrast Characters</u> Unit 3 Lesson 24: Read Aloud, Think Aloud; Work Time</p>

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Integration of Knowledge and Ideas	
<p>RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Background Video</u> Unit 1 Lesson 2: Whole Group Unit 1 Lesson 24: Whole Group Unit 2 Lesson 7: Whole Group</p> <p><u>Retell Events to Clarify</u> Unit 1 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 16: Read Aloud, Think Aloud; Work Time</p>
<p>RL.8.8. (Not applicable to literature)</p>	
<p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><u>Make Connections</u> Unit 1 Lesson 8: Read Aloud, Think Aloud Unit 4 Lesson 5: Whole Group</p>

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Range of Reading and Level of Text Complexity	
<p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>“Among the Hidden”</i></u> (novel) Unit 1 Lessons 1-21</p> <p><u><i>“The Movement”</i></u> (short story) Unit 1 Lesson 24</p> <p><u><i>“Million Man March”</i></u> (poem) Unit 5 Lesson 25</p> <p><u>Retell to Monitor Understanding</u> Unit 1 Lesson 17: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy (example)</u> Unit 1 Lesson 24: 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.8.1. Cite the textual evidence that most strongly supports an 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> <u>Ask Questions</u> Unit 2 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 3 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 23: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 13: Read Aloud, Think Aloud; Whole Group; Work Time</p>
<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><u>Determine Main Idea (informative/ nonfiction examples)</u> Unit 2 Lesson 19: Whole Group Unit 3 Lesson 11: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 9: Whole Group</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time</p>

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<p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><u>Determine Main Idea (nonfiction examples)</u> Unit 2 Lesson 19: Whole Group Unit 3 Lesson 9: Whole Group Unit 3 Lesson 11: Read Aloud, Think Aloud; Work Time</p> <p><u>Text Connections (examples)</u> Unit 3 Lesson 5: Whole Group Unit 5 Lesson 11: Work Time</p> <p><u>Make Cause-and-Effect Connections (examples)</u> Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time</p>
<p>Craft and Structure</p>	
<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</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>Vocabulary: Context Clues (examples)</u> Unit 2 Lesson 19: Vocabulary Unit 3 Lesson 1: Vocabulary Unit 5 Lesson 6: Vocabulary</p> <p><u>Analyze Word Choices</u> Unit 3 Lesson 4: Whole Group</p> <p><u>Foreign Terms; Terminology</u> Unit 5 Lesson 5: Read Aloud, Think Aloud</p> <p><u>Figurative Language</u> Unit 3 Lesson 11: Whole Group; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 1: Skill 11: Context Clues Unit 4 Lessons 11–15: Part 4: Skill 19: Word Associations</p>

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<p>RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><u>Analyze the Structure of a Paragraph</u> Unit 5 Lesson 5: Whole Group Unit 5 Lesson 15: Whole Group</p> <p><u>Cause and Effect (informative/nonfiction examples)</u> Unit 3 Lesson 4: Work Time Unit 4 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 24: Whole Group; Work Time</p> <p><u>Compare and Contrast (informative/nonfiction examples)</u> Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 10: Read Aloud, Think Aloud; Work Time</p>
<p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><u>Identify Author’s Viewpoint</u> Unit 3 Lesson 15: Whole Group</p> <p><u>Identify Claims and Evaluate Evidence</u> Unit 4 Lesson 23: Whole Group</p> <p><u>Author’s Purpose (informative/nonfiction examples)</u> Unit 1 Lesson 19: Whole Group Unit 2 Lesson 24: Read Aloud, Think Aloud; Whole Group; Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Whole Group</p>

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<p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</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>News Report/Blog Post</u> Unit 4 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/Radio Report</u> <i>"Homeless Teen Shares Her Story"</i> Unit 5 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Retell to Clarify Understanding</u> Unit 2 Lesson 21: Read Aloud, Think Aloud</p> <p><u>Analyze Photos</u> Unit 5 Lesson 6: Read Aloud, Think Aloud</p> <p><u>Background Video (examples)</u> Unit 1 Lesson 22: Whole Group Unit 2 Lesson 22: Whole Group</p>
<p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><u>Identify Author's Viewpoint</u> Unit 3 Lesson 15: Whole Group Unit 4 Lesson 24: Whole Group</p> <p><u>Identify Claims and Evaluate Evidence</u> Unit 4 Lesson 23: Whole Group</p> <p><u>Author's Purpose (informative/nonfiction examples)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 25: Whole Group; Work Time Unit 3 Lesson 2: Whole Group; Work Time Unit 5 Lesson 20: Read Aloud, Think Aloud</p>

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<p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><u>Children’s Rights</u> <i>"Declaration of the Rights of the Child"</i> (information text/list) Unit 5 Lesson 20: Read Aloud, Think Aloud; Whole Group <i>"The Fight Against Child Marriage" and "Iqbal Masih"</i> (article and biography) Unit 5 Lesson 23: Read Aloud, Think Aloud; Whole Group</p> <p><u>Compare and Contrast Two Texts</u> (informative/nonfiction examples) Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 21: Read Aloud, Think Aloud</p>

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Range of Reading and Level of Text Complexity	
<p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>“We’ve Got a Job”</i></u> (nonfiction) Unit 3 Lessons 1-23</p> <p><u><i>“Fulfilling Teacher Expectations”</i></u> (academic text) Unit 4 Lesson 20</p> <p><u><i>“Four Perfect Pebbles”</i></u> (memoir, history) Unit 5 Lesson 1-18</p> <p><u>Reading Strategy</u> (informative/nonfiction examples) Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 4: 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	
Text Types and Purposes	
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.	<u>Argumentative Writing</u> Unit 2 Lesson 14: Work Time Unit 3 Lesson 15: Whole Group Unit 4 Lesson 9: Work Time Unit 5 Lessons 3, 5, 16: Whole Group
W.8.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<u>Organize Ideas and Plan an Argumentative Paragraph</u> Unit 2 Lesson 13: Whole Group; Work Time <u>Write an Argumentative Essay</u> Unit 5 Lesson 16: Whole Group; Work Time Unit 5 Lesson 21: Work Time <u>Organize Reasons and Evidence</u> Unit 5 Lesson 21: Whole Group
W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<u>Write an Argumentative Essay</u> Unit 5 Lesson 16: Whole Group; Work Time <u>Support a Claim with Logical Reasoning</u> Unit 5 Lesson 17: Whole Group; Work Time
W.8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<u>Organize Ideas and Use Transitions</u> Unit 2 Lesson 13: Whole Group <u>Support a Claim with Logical Reasoning</u> Unit 5 Lesson 17: Whole Group; Work Time
W.8.1.d. Establish and maintain a formal style.	<u>Argumentative Writing</u> Unit 3 Lesson 15: Whole Group Unit 4 Lesson 9: Work Time Unit 5 Lesson 3: Whole Group

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<p>W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>Write an Effective Conclusion</u> Unit 5 Lesson 22: Whole Group</p> <p><u>Finish Write an Argumentative Essay</u> Unit 5 Lesson 22: Work Time</p> <p><u>Assignments</u> Unit 3 Lesson 15: Write an Argumentative Paragraph</p>
<p>W.8.2. 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>Write an Informative Writing (examples)</u> Unit 1 Lesson 7: Whole Group Unit 1 Lesson 8: Work Time</p> <p><u>Write an Explanatory Writing (examples)</u> Unit 1 Lesson 5: Work Time Unit 3 Lesson 9: Work Time Unit 3 Lesson 18: Work Time Unit 5 Lesson 15: Work Time</p>
<p>W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><u>Plan a Presentation</u> Unit 2 Lesson 21: Whole Group</p> <p><u>Write an Introduction</u> Unit 3 Lesson 19: Whole Group; Work Time</p>
<p>W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><u>Write a Paragraph</u> Unit 1 Lesson 4: Whole Group</p> <p><u>Write an Informative Paragraph</u> Unit 3 Lesson 5: Work Time</p> <p><u>Assignments</u> Unit 3 Lesson 18: Write an Explanatory Essay (Drafting: Body)</p>

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<p>W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><u>Write an Introduction</u> Unit 3 Lesson 19: Work Time</p> <p><u>Assignments</u> Unit 3 Lesson 18: Write an Explanatory Essay (Drafting: Body) Unit 5 Lesson 10: Write an Explanatory Paragraph</p>
<p>W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><u>Use Precise Language and Domain-Specific Vocabulary</u> Unit 4 Lesson 18: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 3 Lesson 18: Write an Explanatory Essay (Revising)</p>
<p>W.8.2.e. Establish and maintain a formal style.</p>	<p><u>Write an Explanatory Writing (examples)</u> Unit 1 Lesson 5: Work Time Unit 3 Lesson 9: Work Time</p>
<p>W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><u>Write an Explanatory Paragraph</u> Unit 1 Lesson 5: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 1 Lesson 8: Work Time</p> <p><u>Assignments</u> Unit 1 Lesson 5: Write an Explanatory Paragraph Unit 2: Lesson 5: Write an Informative Paragraph Unit 3 Lesson 18: Write an Explanatory Essay (Drafting: Conclusion)</p>
<p>W.8.3. 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</u> Unit 1 Lessons 13, 16: Whole Group Unit 1 Lesson 14: Work Time Unit 1 Lessons 19–21: Work Time</p>

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<p>W.8.3.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>Create a Sequence of Events</u> Unit 1 Lesson 18: Whole Group; Work Time</p> <p><u>Write a Personal Narrative</u> Unit 1 Lesson 19: Work Time</p> <p><u>Assignments</u> Unit 1 Lesson 9: Write a Narrative Essay (Introduction)</p>
<p>W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><u>Writer's Craft: Capture a Setting</u> Unit 1 Lesson 17: Whole Group; Work Time</p> <p><u>Create a Sequence of Events</u> Unit 1 Lesson 18: Whole Group; Work Time</p>
<p>W.8.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p><u>Introduce: Analyze Character</u> Unit 1 Lesson 14: Whole Group</p> <p><u>Create a Sequence of Events</u> Unit 1 Lesson 18: Whole Group; Work Time</p> <p><u>Revise and Edit: Types of Transitions</u> Unit 1 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 1 Lesson 9: Write a Narrative Essay (Drafting: Body)</p>
<p>W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><u>Writer's Craft: Capture a Setting</u> Unit 1 Lesson 17: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 1 Lesson 9: Write a Narrative Essay (Drafting: Body)</p>
<p>W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><u>Write a Personal Narrative</u> Unit 1 Lesson 14: Work Time Unit 1 Lesson 21: Work Time</p>

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Production and Distribution of Writing	
<p>W.8.4. 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 14: Work Time Unit 2 Lesson 14: Work Time Unit 3 Lesson 15: Whole Group Unit 5 Lesson 10: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 13, 14: Write a Narrative Essay Unit 3 Lessons 13, 14: Write an Argumentative Essay</p>
<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	<p><u>Writing Activities</u> Unit 1 Lessons 14–24: 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 an Argumentative Essay</p>

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<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 1 Lessons 4, 7: Work Time Unit 2 Lesson 4: Work Time Unit 3 Lesson 4: Work Time</p> <p><u>Revise (examples)</u> Unit 1 Lesson 22: Work Time Unit 3 Lesson 21: Whole Group; Work Time</p> <p><u>Organize a Multimedia Presentation</u> Unit 4 Lesson 21: Whole Group; Work Time</p> <p><u>Present Multimedia Presentation</u> Unit 2 Lesson 23: Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 13, 14: Write a Narrative Essay Unit 1 Lessons 4, 5: Write an Explanatory Essay</p>

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Research to Build and Present Knowledge	
<p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</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>Conduct Research; Types of Sources; Print and Online Sources</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 5 Lesson 19: Work Time</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Unit 2 Lesson 17: Whole Group</p> <p><u>Plan An Interview</u> Unit 2 Lesson 18: Whole Group; Work Time</p> <p><u>Gather Information for Presentations</u> Unit 2 Lesson 19: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lessons 17, 21: Whole Group; Work Time</p> <p><u>Informative Writing (examples)</u> Unit 1 Lesson 7: Whole Group Unit 2 Lesson 5: Work Time Unit 3 Lesson 5: Work Time</p>

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<p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>Conduct Research; Types of Sources; Print and Online Sources</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 5 Lesson 19: Work Time</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Unit 2 Lesson 17: Whole Group</p> <p><u>Take Notes for Multimedia Presentation (online or library research)</u> Unit 4 Lesson 17: Work Time</p> <p><u>Reading Strategy: Paraphrase & Avoiding Plagiarism</u> Unit 5 Lesson 19: Whole Group</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.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Visualize</u> Unit 1 Lesson 3: Read Aloud, Think Aloud; Whole Group</p> <p><u>Personal Connections to the Text</u> Unit 1 Lesson 6: Whole Group; Work Time</p> <p><u>Reading Strategy: Retelling to Monitor and Clarify Understanding</u> Unit 2 Lesson 6: Read Aloud, Think Aloud; Whole Group</p> <p><u>Make Connections</u> Unit 2 Lesson 15: Read Aloud, Think Aloud; Whole Group</p> <p><u>Assignments - Interactive Reader (examples)</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<p>W.8.9.a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p><u>Reading Strategy: Make Inferences & Write an Informative Paragraph</u> Unit 2 Lesson 5: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Write a Summary</u> Unit 4 Lesson 11: Work Time</p>
<p>W.8.9.b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><u>Reading Strategy: Identify Arguments</u> Unit 5 Lesson 3: Work Time</p> <p><u>Summarize</u> Unit 5 Lesson 9: Whole Group; Work Time</p>

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Range of Writing	
<p>W.8.10. 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 14: Work Time Unit 1 Lesson 16: Whole Group Unit 3 Lesson 15: Whole Group Unit 5 Lessons 10, 15: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 13, 14: Write a Narrative Essay Unit 1 Lessons 4, 5: Write an Explanatory Essay Unit 3 Lessons 13, 14: Write an Argumentative Essay</p>

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Speaking and Listening	
Comprehension and Collaboration	
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , 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>Practice Presenting and Giving Feedback</u> Unit 3 Lesson 22: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 2 Lesson 7: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation</p>
SL.8.1.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><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 6: Classroom Conversation Unit 1 Lesson 23: Classroom Conversation Unit 4 Lesson 10: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 1 Lesson 21: Classroom Conversation Unit 2 Lesson 16: Classroom Conversation Unit 5 Lesson 3: Classroom Conversation</p>
SL.8.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p><u>Partner Interview (examples)</u> Unit 1 Lesson 5: Classroom Conversation Unit 1 Lesson 16: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 2 Lesson 16: Classroom Conversation Unit 5 Lesson 12: Classroom Conversation</p> <p><u>Small Group Discussion (examples)</u> Unit 1 Lesson 23: Classroom Conversation Unit 2 Lesson 8: Classroom Conversation Unit 3 Lesson 16: Classroom Conversation</p> <p><u>Discuss the Essential Question</u> Unit 1 Lesson 2: Read Aloud, Think Aloud</p>

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<p>SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 1 Lesson 11: Classroom Conversation Unit 2 Lesson 19: Classroom Conversation</p> <p><u>Conferencing with Individuals (examples)</u> Unit 1 Lesson 4: Work Time Unit 2 Lesson 10: Work Time Unit 3 Lesson 22: Work Time Unit 4 Lesson 23: Work Time</p>
<p>SL.8.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><u>Practice Presenting and Giving Feedback</u> Unit 3 Lesson 22: Work Time</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 5 Lesson 24: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 1 Lesson 6: Classroom Conversation Unit 3 Lesson 19: Classroom Conversation Unit 4 Lesson 10: Classroom Conversation</p>
<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lessons 22– 24: Work Time Unit 4 Lessons 22–24: Work Time</p> <p><u>Background Video</u> Unit 1 Lesson 2: Whole Group Unit 1 Lesson 15: Whole Group Unit 2 Lesson 7: Whole Group</p>
<p>SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><u>Present and Evaluate Argumentative Essays</u> Unit 5 Lesson 24: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 4 Lesson 2: Classroom Conversation Unit 5 Lesson 24: Classroom Conversation</p>

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Presentation of Knowledge and Ideas	
<p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><u>Practice Presenting and Giving Feedback</u> Unit 3 Lesson 22: Work Time</p> <p><u>Present Explanatory Essay</u> Unit 3 Lesson 24: Work Time</p> <p><u>Present and Evaluate Argumentative Essays</u> Unit 5 Lesson 24: Work Time</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 2 Lessons 22– 24: Work Time Unit 4 Lessons 22–24: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 1 Lesson 16: Classroom Conversation Unit 3 Lesson 18: Classroom Conversation Unit 5 Lesson 23: Classroom Conversation</p>
<p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><u>Rehearse a Multimedia Presentation</u> Unit 2 Lesson 22: Work Time</p> <p><u>Plan a Multimedia Presentation</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 17: Work Time Unit 4 Lesson 17: Whole Group; Work Time</p> <p><u>Give a Multimedia Presentation</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 20: Work Time Unit 4 Lesson 23: Work Time</p>

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<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Give a Multimedia Presentation</u> Unit 2 Lesson 24: Work Time Unit 4 Lesson 23: Work Time Unit 4 Lesson 24: Work Time</p> <p><u>Practice Presenting and Giving Feedback</u> Unit 3 Lesson 22: Work Time</p> <p><u>Conferencing with Individuals (examples)</u> Unit 1 Lesson 22: Work Time Unit 2 Lesson 12: Work Time Unit 5 Lesson 8: Work Time</p> <p><u>Fluency (examples)</u> Unit 1 Lesson 5: Whole Group Unit 2 Lesson 10: Whole Group; Work Time</p> <p><u>Make a Presentation</u> Unit 2 Lesson 22: Whole Group; Work Time</p> <p><u>Present Explanatory Essay</u> Unit 3 Lesson 24: Work Time</p>

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Language	
Conventions of Standard English	
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Many opportunities exist in <i>iLit</i> for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Write an Informative Writing (examples)</u> Unit 1 Lesson 8: Work Time Unit 2 Lesson 5: Work Time Unit 3 Lesson 5: Work Time</p> <p><u>Present Multimedia Presentation</u> Unit 2 Lesson 23: Work Time Unit 2 Lesson 24: 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 3: Skill 8: Consistent Verb Tenses Unit 4 Lessons 1–5: Part 2: Skill 17: Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>L.8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p><u>Edit (related material)</u> Unit 1 Lesson 22: Whole Group Unit 1 Lesson 23: Whole Group; Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Verbals, 65–66</p>
<p>L.8.1.b. Form and use verbs in the active and passive voice.</p>	<p><u>Assignments</u> Unit 2 Lessons 1–5: Grammar Study Plan: Part 4: Skill 9: Active and Passive Voice, 56–58</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58</p>

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<p>L.8.1.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p><u>Assignments (related material)</u> Unit 2 Lessons 1–5: Grammar Study Plan: Part 1: Skill 6: Verb Tenses Unit 2 Lessons 1–5: Grammar Study Plan: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Mood, 62–63</p>
<p>L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><u>Assignments (related material)</u> Unit 2 Lessons 1–5: Grammar Study Plan: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Use Voice and Mood, 63–64</p>
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Revise (examples)</u> Unit 1 Lesson 22: Work Time Unit 3 Lesson 23: Whole Group; Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 6: Verb Tenses Unit 4 Lessons 1–5: Part 1: Skill 16: Adjectives Unit 4 Lessons 1–5: Part 5: Skill 20: Fragments and Run-ons</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 1 Lessons 6–10: Part 4: Skill 4: Vowels in Final Syllables Unit 2 Lessons 6–10: Part 3: Skill 8: Vowel Sounds in <i>rule</i> and <i>view</i></p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<p>L.8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><u>Edit</u> Unit 1 Lesson 22: Whole Group Unit 1 Lesson 23: Whole Group; Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 1: Skill 21: Commas, Semicolons, and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–134</p>
<p>L.8.2.b. Use an ellipsis to indicate an omission.</p>	<p><u>Edit (examples)</u> Unit 1 Lesson 22: Whole Group Unit 5 Lesson 23: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using the Ellipses, 131</p>
<p>L.8.2.c. Spell correctly.</p>	<p>Every unit in <i>iLit</i> includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Edit</u> Unit 1 Lesson 22: Whole Group Unit 1 Lesson 23: Whole Group; Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 1 Lessons 6–10: Part 4: Skill 4: Vowels in Final Syllables Unit 2 Lessons 6–10: Part 3: Skill 8: Part 3: Skill 8: Vowel Sounds in <i>rule</i> and <i>view</i> Unit 5 Lessons 6–10: Part 5: Skill 25: Words from Greek and Latin</p>

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Knowledge of Language	
<p>L.8.3. 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: Work Time Unit 5 Lesson 3: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 13, 14: Write a Narrative Essay Unit 3 Lessons 13, 14: Write an Argumentative Essay</p> <p><u>Speaking and Listening</u> Unit 3 Lesson 22: Whole Group</p> <p><u>Present Multimedia Presentation</u> Unit 2 Lesson 23: Work Time Unit 2 Lesson 24: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 3 Lesson 9: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
<p>L.8.3.a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><u>Assignments Grammar Study Plan - Verbs</u> Unit 2 Lessons 1–5: Part 1: Skill 6: Verb Tenses Unit 2 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses Unit 2 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>

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Vocabulary Acquisition and Use	
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	<p><u>Vocabulary (examples)</u> Unit 1 Lesson 5: Vocabulary Unit 3 Lesson 12: Vocabulary Unit 5 Lesson 20: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 2 Lesson 1: Vocabulary Unit 4 Lesson 3: Vocabulary</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 20: Whole Group</p>
L.8.4.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><u>Using Context Clues (examples)</u> Unit 1 Lesson 7: 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.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p><u>Reading Strategy: Related Words; Base Words</u> Unit 1 Lesson 11: Whole Group; Work Time Unit 2 Lesson 14: Whole Group</p> <p><u>Understand Prefixes and Suffixes</u> Unit 2 Lesson 5: Whole Group</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 2: Skill 7: Suffixes Unit 4 Lessons 11–15: Part 2: Skill 17: Word Parts: Prefixes and Suffixes</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 6–10: Spelling Study Plan: Part 2: Skill 17: Prefixes Unit 4 Lessons 6–10: Spelling Study Plan: Part 3: Skill 18: Suffixes <i>-ation</i>, <i>-ion</i>, <i>-tion</i></p>
<p>L.8.4.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><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p>Independent Reading—Every lesson</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 1 Lesson 9: Vocabulary Unit 2 Lesson 4: Vocabulary Unit 3 Lesson 19: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p><u>Reading Strategy: Use Strategies to Determine Meaning</u> Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Use Reference Materials</u> Unit 4 Lesson 20: Whole Group</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.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u> Unit 3 Lesson 11: Whole Group; Work Time</p> <p><u>Reading Strategy: Visualize Using Similes</u> Unit 4 Lesson 5: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 13: Whole Group</p>
<p>L.8.5.a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<p><u>Figurative Language</u> Unit 3 Lesson 11: Whole Group; Work Time</p> <p><u>Reading Strategy: Visualize Using Similes</u> Unit 4 Lesson 5: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 13: Whole Group</p>

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<p>L.8.5.b. Use the relationship between particular words to better understand each of the words.</p>	<p><u>Reading Strategy: Understand Related Words</u> Unit 3 Lesson 6: Whole Group; Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 1 Lesson 3: Vocabulary Unit 2 Lesson 3: Vocabulary Unit 3 Lesson 9: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15: Part 3: Skill 3: Word Associations Unit 3 Lessons 11–15: Part 5: Skill 15: Synonyms and Antonyms Unit 5 Lessons 11–15: Part 3: Skill 23: Analogies</p>
<p>L.8.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><u>Reading Strategy: Use Precise Language: General Words; Precise Words</u> Unit 2 Lesson 4: Whole Group</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 1 Lesson 3: Vocabulary Unit 2 Lesson 3: Vocabulary</p> <p><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>

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<p>L.8.6. 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>