

A Correlation of



**Savvas iLit 90
Grade 9, ©2016**

To the

**Common Core Standards for
English Language Arts
Grade 9**

A Correlation of Savvas iLit 90 ©2016, Grade 9, 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**

Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 9, ©2016
Reading Standards for Literature	
Key Ideas and Details	
<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 7: Read Aloud, Think Aloud; Whole Group; Work Time Unit 2 Lesson 21: Whole Group; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Make Inferences (fiction/narrative examples)</u> Unit 1 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 6: Whole Group; Work Time Unit 3 Lesson 10: Read Aloud, Think Aloud; Work Time</p>
<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>Analyze Theme (examples)</u> Unit 1 Lesson 15: Whole Group; Work Time Unit 2 Lesson 22: Read Aloud, Think Aloud Unit 3 Lesson 20: Whole Group Unit 5 Lesson 23: Whole Group</p> <p><u>Summarize (examples)</u> Unit 3 Lesson 15: Work Time Unit 4 Lessons 13–14, 18: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 1 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 15: Whole Group</p>

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<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><u>Develop Characters</u> Unit 2 Lesson 14: Whole Group</p> <p><u>Compare and Contrast Two Characters</u> Unit 1 Lesson 5: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Analyze Character</u> Unit 1 Lessons 20–21: Whole Group Unit 3 Lesson 17: Whole Group; Work Time Unit 3 Lesson 22: Whole Group</p> <p><u>Understand Characterization</u> Unit 3 Lesson 3: Whole Group</p> <p><u>Make Connections in a Text; Between Characters and Events</u> Unit 3 Lesson 14: Whole Group</p> <p><u>Characters Motivation</u> Work Time: Read Aloud, Think Aloud</p>

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Craft and Structure	
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Vocabulary: Context Clues (examples)</u> Unit 1 Lesson 6: Vocabulary Unit 2 Lesson 16: Vocabulary Unit 4 Lesson 8: Vocabulary</p> <p><u>Figurative Language</u> Unit 1 Lesson 14: Whole Group; Work Time Unit 2 Lesson 20: Read Aloud, Think Aloud Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Similes and Metaphors</u> Unit 2 Lesson 8: Whole Group Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 2: Skill 7: Context Clues Unit 6 Lessons 11–15 Part 4: Skill 29: Word Associations</p>

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<p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><u>Evaluate Text Structure</u> Unit 4 Lesson 21: Whole Group</p> <p><u>Analyze Dialogue and Plot Incidents</u> Unit 5 Lesson 17: Whole Group</p> <p><u>Genre: Personal Narrative</u> Unit 1 Lesson 1: Read Aloud, Think Aloud Unit 1 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 1: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 1 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fiction/Novel Excerpt</u> Unit 4 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Make and Modify Predictions</u> Unit 1 Lesson 4: Whole Group; Work Time Unit 3 Lesson 5: Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Work Time</p>
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><u>"Brothers" (memoir)</u> Unit 2 Lesson 22</p> <p><u>"Haroon" (novel excerpt)</u> Unit 4 Lesson 24</p> <p><u>"Matoa's Mirror" from <i>An Island Like You</i> (short story collection)</u> Unit 5 Lesson 12</p> <p><u>"All Good People" (poem)</u> Unit 4 Lesson 2</p>

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Integration of Knowledge and Ideas	
<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Poetry & Photo Essay</u> Unit 4 Lesson 25: Read Aloud, Think Aloud</p> <p><u>Background Video</u> Unit 1 Lesson 2: Read Aloud, Think Aloud Unit 3 Lesson 7: Whole Group Unit 4 Lesson 3: Read Aloud, Think Aloud; Whole Group</p> <p><u>“Dear Birth Mother, Please Hit ‘Reply”</u> <u>(personal narrative) & “Sherman’s Lagoon”</u> <u>(comic strip)</u> Unit 1 Lesson 2</p> <p><u>Poetry/Graphic Text</u> Unit 5 Lesson 25: Read Aloud, Think Aloud</p> <p><u>Evaluate Graphics</u> Unit 4 Lesson 2: Work Time</p> <p><u>Use Songs to Develop Theme</u> Unit 3 Lesson 20: Whole Group</p>
<p>RL.9-10.8. (Not applicable to literature)</p>	<p>Not applicable according to Common Core State Standards for Language Arts</p>
<p>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><u>“Don Jose of La Mancha” from <i>An Island Like You</i></u> <u>(short story collection)</u> Unit 5 Lessons 14-15</p> <p><u>Use Songs to Develop Theme</u> Unit 3 Lesson 20: Whole Group</p>

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Range of Reading and Text Complexity	
<p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 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>“The Last Book in the Universe”</i></u> (science fiction) Unit 1 Lessons 4-11, 13-22</p> <p><u><i>“We Beat the Street”</i></u> (narrative) Unit 2 Lessons 3-10, 12-22</p> <p><u><i>“The Microscope”</i></u> (poem) Unit 3 Lesson 2</p> <p><u>Monitor and Clarify by Retelling</u> Unit 1 Lesson 9: Whole Group Unit 5 Lesson 1: Read Aloud, Think Aloud; Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 1 Lesson 15: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

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Reading Standards for Informational Text	
Key Ideas and Details	
<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions to Monitor Comprehension</u> Unit 2 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Make Generalizations and Draw Conclusions</u> Unit 5 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Retell to Check Understanding</u> Unit 1 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u>Previewing and Setting a Purpose for Reading</u> Unit 1 Lesson 24: Read Aloud, Think Aloud</p>
<p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>Main Idea (informative/ nonfiction examples)</u> Unit 5 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas</u> Unit 3 Lesson 11: Whole Group</p> <p><u>Ask Questions to Understand Ideas</u> Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Summarize (informative/nonfiction)</u> Unit 4 Lesson 12: Whole Group; Work Time</p> <p><u>Paraphrase to Clarify Understanding</u> Unit 1 Lesson 23: Read Aloud, Think Aloud; Work Time</p>

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<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><u>Make Connections Between Ideas</u> Unit 3 Lesson 11: Whole Group</p> <p><u>Ask Questions to Understand Ideas</u> Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Cause-and-Effect Relationships</u> Unit 4 Lesson 1: Read Aloud, Think Aloud Unit 2 Lessons 12, 14–15: Read Aloud, Think Aloud; Work Time</p> <p><u>Determine Text Structure</u> Unit 1 Lesson 24: Work Time</p>
<p>Craft and Structure</p>	
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Vocabulary: Context Clues (examples)</u> Unit 1 Lesson 12: Vocabulary Unit 2 Lesson 11: Vocabulary Unit 5 Lesson 13: Vocabulary</p> <p><u>Understand Domain-Specific Words</u> Unit 2 Lesson 15: Whole Group</p> <p><u>Figurative Language</u> Unit 2 Lesson 20: Read Aloud, Think Aloud</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 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.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><u>Identify Logical and Emotional Appeals</u> Unit 3 Lesson 11: Work Time</p> <p><u>Analyze an Argument</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Make Connections Between Ideas</u> Unit 3 Lesson 11: Whole Group</p> <p><u>Ask Questions to Understand Ideas</u> Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Cause-and-Effect Relationships</u> Unit 4 Lesson 1: Read Aloud, Think Aloud Unit 2 Lessons 12, 14–15: Read Aloud, Think Aloud; Work Time</p> <p><u>Determine Text Structure</u> Unit 1 Lesson 24: Work Time</p> <p><u>Author’s Purpose</u> Unit 2 Lesson 11: Whole Group; Work Time Unit 3 Lesson 23: Whole Group; Work Time Unit 4 Lesson 23: Whole Group; Work Time</p>
<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><u>Analyze Point of View and Rhetoric</u> Unit 4 Lesson 22: Whole Group; Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 3 Lesson 11: Work Time</p> <p><u>Author’s Purpose</u> Unit 2 Lesson 11: Whole Group; Work Time Unit 3 Lesson 23: Whole Group; Work Time Unit 4 Lesson 23: Whole Group; Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 3 Lesson 11: Work Time</p> <p><u>Author's Viewpoint</u> Unit 2 Lesson 23: Whole Group; Work Time</p>

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<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u><i>"No Place to Call Home"</i></u> (photo essay) and <u><i>"Zachary L. Bonner Fights Homelessness"</i></u> (informational text) Unit 4 Lesson 25</p> <p><u><i>"Weapons of the Spirit"</i></u> (argumentative text) and <u><i>"Empowering a Community"</i></u> (informational text) Unit 4 Lessons 22–23</p> <p><u><i>"Concussions Impact US Teen Athletes"</i></u> (report) and <u><i>"It Should Have Been Me"</i></u> (speech) Unit 5 Lesson 24</p> <p><u><i>"Healthy Choices"</i></u> (graphic text) Unit 5 Lesson 25</p> <p><u>Background Video (examples)</u> Unit 1 Lesson 12: Whole Group Unit 2 Lesson 1: Read Aloud, Think Aloud</p>
<p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><u>Introduce: Identify Reasons and Evidence</u> Unit 2 Lesson 7: Whole Group</p> <p><u>Analyze an Argument</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Debate an Issue</u> Unit 2 Lesson 24: Work Time</p> <p><u>Identify Logical and Emotional Appeals</u> Unit 3 Lesson 11: Work Time</p> <p><u>Analyze Point of View and Rhetoric</u> Unit 4 Lesson 22: Whole Group; Work Time</p> <p><u>Identify Author's Purpose</u> Unit 4 Lesson 23: Work Time</p>

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<p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><u><i>“Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center”</i></u> (academic text) Unit 3: Lesson 11: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Two Texts on Homelessness</u> Unit 4 Lesson 25: “No Place to Call Home” (photo essay) and “Zachary L. Bonner Fights Homelessness” (informational text)</p>
<p>Range of Reading and Text Complexity</p>	
<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 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>“The Fun They Had” & “Khan Academy: The School of the Future”</i></u> (informational text: article) Unit 1 Lesson 3</p> <p><u><i>“World Changers”</i></u> (nonfiction article) Unit 3 Lesson 2</p> <p><u><i>“Me and My Robot”</i></u> (informational article) Unit 3 Lesson 24</p> <p><u>Reading Strategy (informative/nonfiction examples)</u> Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 13: 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.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<u>Argumentative Writing (examples)</u> Unit 2 Lesson 7: Work Time Unit 2 Lesson 8: Work Time Unit 3 Lessons 13-14: Work Time
W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<u>Argumentative Writing</u> Unit 6 Lesson 18: Work Time <u>Identify Reasons and Evidence</u> Unit 2 Lesson 7: Whole Group <u>Write an Argumentative Paragraph</u> Unit 2 Lesson 8: Work Time <u>Assignments</u> Unit 6 Lesson 20: Write an Argumentative Paragraph (Drafting: Body; Revising)
W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	<u>Argumentative Writing</u> Unit 6 Lesson 17: Work Time Unit 6 Lesson 21: Work Time <u>Identify Reasons and Evidence</u> Unit 2 Lesson 7: Whole Group <u>Assignments</u> Unit 6 Lesson 20: Write an Argumentative Paragraph (Prewriting; Drafting: Body; Revising)
W.9-10.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<u>Argumentative Writing</u> Unit 6 Lesson 22: Work Time <u>Assignments</u> Unit 6 Lesson 20: Write an Argumentative Paragraph (Revising)
W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<u>Write an Argumentative Paragraph</u> Unit 2 Lesson 8: Work Time Unit 3 Lesson 14: Work Time

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<p>W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><u>Write an Argumentative Paragraph</u> Unit 2 Lesson 8: Work Time</p> <p><u>Assignments</u> Unit 6 Lesson 20: Write an Argumentative Paragraph (Drafting: Conclusion; Revising)</p>
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><u>Write an Informative Writing (examples)</u> Unit 2 Lesson 14: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Write an Explanatory Writing (examples)</u> Unit 1 Lesson 3: Work Time Unit 1 Lesson 12: Work Time Unit 4 Lesson 19: Work Time</p>
<p>W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><u>Plan an Expository Paragraph</u> Unit 4 Lesson 13: Work Time</p> <p><u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time</p> <p><u>Assignments</u> Unit 4 Lesson 18: Write an Explanatory Paragraph (Drafting: Introduction)</p>
<p>W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p><u>Write an Explanatory Essay</u> Unit 4 Lesson 20: Work Time</p> <p><u>Assignments</u> Unit 4 Lesson 18: Write an Explanatory Paragraph (Prewriting; Revising)</p>
<p>W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><u>Write an Explanatory Essay - Transitions</u> Unit 4 Lesson 18: Work Time</p> <p><u>Assignments</u> Unit 4 Lesson 18: Write an Explanatory Paragraph (Revising)</p>

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W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p><u>Write an Explanatory Essay</u> Unit 4 Lesson 19: Work Time</p> <p><u>Assignments</u> Unit 4 Lesson 18: Write an Explanatory Paragraph (Drafting: Body)</p>
W.9-10.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p><u>Write an Explanatory Essay</u> Unit 4 Lesson 20: Work Time Unit 4 Lesson 21: Work Time</p>
W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<p><u>Assignments</u> Unit 2 Lesson 14: Informative Writing Unit 4 Lesson 18: Write an Explanatory Paragraph (Drafting: Conclusion)</p>
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p><u>Narrative Writing (examples)</u> Unit 2 Lesson 3: Work Time Unit 3 Lessons 3–4: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p>
W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p>Writer's Craft: Set the Scene for a Narrative Essay Unit 2 Lesson 19: Whole Group</p> <p><u>Assignments</u> Unit 2 Lesson 18: Write a Narrative Essay (Drafting: Conclusion)</p>
W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p><u>Develop Characters</u> Unit 2 Lesson 14: Whole Group</p> <p><u>Organize Events in Sequence</u> Unit 2 Lesson 17: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 18: Write a Narrative Essay (Drafting: Body - dialogue)</p>

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<p>W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p><u>Plan a Narrative Essay</u> Unit 2 Lesson 16: Work Time</p> <p><u>Organize Events in Sequence</u> Unit 2 Lesson 17: Whole Group; Work Time</p>
<p>W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><u>Use Descriptive Details</u> Unit 5 Lesson 8: Whole Group</p> <p><u>Assignments</u> Unit 2 Lesson 18: Write a Narrative Essay (Drafting: Body; Revising)</p>
<p>W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>Write a Satisfying Conclusion</u> Unit 2 Lesson 20: Whole Group</p> <p><u>Write a Narrative Paragraph</u> Unit 5 Lesson 4: Work Time</p> <p><u>Assignments</u> Unit 2 Lesson 18: Write a Narrative Essay (Drafting: Conclusion)</p>

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Production and Distribution of Writing	
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students write every day in iLit. 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 3: Work Time Unit 3 Lesson 14: Work Time Unit 4 Lesson 18: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 4, 18: Write a Narrative Essay Unit 4 Lessons 5, 14, 18: Write an Explanatory Essay Unit 6 Lessons 13, 20: Write an Argumentative Essay</p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 16–24: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 4 Lessons 16–24: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 6 Lessons 16–24: Students Plan, Write, and Revise an Argumentative Essay</p>

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<p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Revise (examples)</u> Unit 2 Lesson 20: Work Time Unit 2 Lesson 21: Work Time Unit 4 Lesson 21: Work Time</p> <p><u>Develop a Multimedia Presentation</u> Unit 1 Lesson 19: Whole Group; Work Time</p> <p><u>Make a Presentation</u> Unit 1 Lesson 22: Whole Group</p> <p><u>Present Multimedia Presentation</u> Unit 1 Lesson 24: Work Time Unit 3 Lessons 23–24: Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 4, 18: Write a Narrative Essay Unit 4 Lessons 5, 14, 18: Write an Explanatory Essay</p>

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Research to Build and Present Knowledge	
<p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Each of the Multimedia Projects that students complete in iLit 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 and Plan an Explanatory Paragraph</u> Unit 1 Lesson 11: Work Time</p> <p><u>Conducting Research</u> Unit 1 Lesson 17: Whole Group; Whole Group</p> <p><u>Plan An Interview</u> Unit 5 Lessons 18–19: Whole Group; Work Time</p> <p><u>Develop a Multimedia Presentation</u> Unit 1 Lesson 19: Whole Group; Work Time Unit 1 Lesson 21: Work Time Unit 3 Lessons 23–24: Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 1 Lesson 9: Work Time Unit 2 Lesson 14: Work Time Unit 3 Lesson 9: Work Time</p>
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>Research and Plan an Explanatory Paragraph</u> Unit 1 Lesson 11: Work Time</p> <p><u>Conducting Research</u> Unit 1 Lesson 17: Whole Group; Whole Group</p> <p><u>Plan An Interview</u> Unit 5 Lessons 18–19: Whole Group; Work Time</p> <p><u>Take Notes</u> Unit 5 Lesson 13: 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.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Take Notes About the Three Doctors</u> Unit 2 Lesson 6: Work Time</p> <p><u>Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>
<p>W.9-10.9.a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p><u>Analyze Character Development</u> Unit 3 Lesson 17: Whole Group; Work Time</p> <p><u>Draw Conclusions</u> Unit 3 Lesson 13: Whole Group</p> <p><u>Write an Argumentative Paragraph</u> Unit 3 Lessons 13–14: Whole Group</p> <p><u>Assignment: Summarize a Poem</u> Unit 5 Lesson 2: Work Time</p>
<p>W.9-10.9.b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><u>Identify Logical and Emotional Appeals</u> Unit 3 Lesson 11: Work Time</p> <p><u>Analyze an Argument</u> Unit 2 Lesson 24: Whole Group</p> <p><u>Recognizing Author's Purpose</u> Unit 2 Lesson 11: Whole Group; Work Time</p>

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Range of Writing	
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Lessons (examples)</u> Unit 1 Lesson 14: Work Time Unit 2 Lesson 14: Work Time Unit 5 Lesson 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>
Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Guidelines for Group Discussions</u> Unit 3 Lesson 18: 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.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><u>Work on a Group Multimedia Presentation</u> Unit 5 Lesson 16: Whole Group; Work Time Unit 5 Lesson 20: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 3 Lesson 2: Classroom Conversation Unit 4 Lesson 15: Classroom Conversation Unit 5 Lesson 19: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 3 Lesson 5: Classroom Conversation Unit 4 Lesson 18: Classroom Conversation</p>
<p>SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p><u>Guidelines for Group Discussions</u> Unit 3 Lesson 18: Whole Group; Work Time</p> <p><u>Interview</u> Unit 5 Lesson 18: Whole Group; Work Time Unit 5 Lesson 19: Whole Group; Work Time</p> <p><u>Work in a Group on a Multimedia Presentation</u> Unit 1 Lesson 16: Whole Group; Work Time</p> <p><u>Partner Discussion (examples)</u> Unit 3 Lesson 20: Classroom Conversation Unit 5 Lesson 3: Classroom Conversation</p> <p><u>Small Group Discussion (examples)</u> Unit 1 Lesson 8: Classroom Conversation Unit 5 Lesson 22: Classroom Conversation</p>

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<p>SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><u>Connect Text to Experience and Knowledge</u> Unit 1 Lesson 1: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Assignment: Talk About an Influential Adult</u> Unit 2 Lesson 5: Work Time</p> <p><u>Assignment: Role-Play a Scene</u> Unit 2 Lesson 10: Work Time Unit 2 Lesson 15: Work Time</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</p>
<p>SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><u>Assignment: Discuss and Summarize</u> Unit 3 Lesson 15: Work Time</p> <p><u>Determine Author's Viewpoint</u> Unit 4 Lesson 11: Whole Group; Work Time</p> <p><u>Assignment: Debate an Issue</u> Unit 2 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>

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<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>Prepare a Visual</u> Unit 1 Lesson 20: Work Time Unit 3 Lesson 19: Work Time</p> <p><u>Finalize Photo Choices</u> Unit 3 Lesson 21: Work Time</p> <p><u>Plan a Group Multimedia Project</u> Unit 5 Lessons 16–17: Work Time</p> <p><u>Evaluate and Present a Multimedia Project</u> Unit 3 Lesson 24: Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Background Video (examples)</u> Unit 1 Lesson 20: Whole Group Unit 2 Lesson 17: Whole Group</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>Make Decisions in a Group</u> Unit 3 Lesson 21: Work Time</p> <p><u>Analyze Point of View and Rhetoric</u> Unit 4 Lesson 22: Whole Group; Work Time</p> <p><u>Debate an Issue</u> Unit 2 Lesson 24: Work Time</p> <p><u>Interview</u> Unit 5 Lessons 18–19: Whole Group; Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 3 Lesson 1: Classroom Conversation</p>

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Common Core State Standards for English Language Arts	Savvas iLit 90 Grade 9, ©2016
Presentation of Knowledge and Ideas	
<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><u>Fluency (examples)</u> Unit 1 Lesson 10: Whole Group Unit 2 Lesson 10: Whole Group; Work Time</p> <p><u>Assignment: Role-Play a Scene</u> Unit 2 Lessons 9, 15: Work Time Unit 4 Lesson 11: Work Time</p> <p><u>Evaluate and Present a Multimedia Project (Examples)</u> Unit 3 Lessons 23–24: Work Time Unit 5 Lesson 23: 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.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><u>Develop a Multimedia Presentation</u> Unit 1 Lesson 19: Whole Group; Work Time Unit 1 Lesson 20: Work Time Unit 3 Lesson 16: Whole Group Unit 5 Lesson 16: Whole Group</p> <p><u>Rehearse the Multimedia Presentation</u> Unit 1 Lesson 22: Work Time Unit 3 Lesson 22: Work Time</p> <p><u>Give a Multimedia Presentation</u> Unit 1 Lessons 23–24: Work Time Unit 3 Lesson 23: Work Time Unit 3 Lesson 24: Work Time Unit 5 Lessons 23–24: Work Time</p>

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<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><u>Give a Multimedia Presentation</u> Unit 1 Lesson 24: Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Fluency (examples)</u> Unit 1 Lesson 10: Whole Group Unit 2 Lesson 10: Whole Group; Work Time</p> <p><u>Role-Play a Scene</u> Unit 2 Lesson 9: Work Time Unit 2 Lesson 15: Work Time Unit 4 Lesson 11: Work Time</p> <p><u>Talk About an Influential Adult</u> Unit 2 Lesson 5: Work Time</p> <p><u>Debate an Issue</u> Unit 2 Lesson 24: Work Time</p> <p><u>Interview</u> Unit 5 Lessons 18–19: Whole Group; Work Time</p> <p><u>Conferencing with Individuals (examples)</u> Unit 1 Lesson 22: Work Time Unit 5 Lesson 8: Work Time</p>

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Standards for Language	
Conventions of Standard English	
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Informative Writing (examples)</u> Unit 2 Lesson 14: Work Time Unit 3 Lesson 9: Work Time Unit 4 Lesson 9: Work Time</p> <p><u>Narrative Writing (examples)</u> Unit 3 Lesson 4: Work Time Unit 5 Lesson 4: Work Time</p> <p><u>Present Multimedia Presentation</u> Unit 3 Lesson 24: Work Time Unit 5 Lesson 23: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 7: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 3: Skill 8: Irregular Verbs Unit 4 Lessons 1–5: Part 2: Skill 17: Combining Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>L.9-10.1.a. Use parallel structure.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 2: Skill 22: Parallelism</p>

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<p>L.9-10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 3 Lessons 1–5 Part 5: Skill 15: Prepositional Phrases Unit 4 Lessons 1–5 Part 1: Skill 16: Clauses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><u>Revise (examples)</u> Unit 2 Lesson 20: Work Time Unit 2 Lesson 21: Work Time Unit 4 Lesson 21: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 6: Verb Tenses 1 Unit 3 Lessons 1–5 Part 4: Skill 14: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 6–10 Part 4: Skill 9: Vowels in Unstressed Syllables Unit 5 Lessons 6–10 Part 5: Skill 25: Multisyllabic Words</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>L.9-10.2.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p><u>Assignments – Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 3: Skill 23: Commas in Sentences Unit 5 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation A & B, 116–117</p>

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<p>L.9-10.2.b. Use a colon to introduce a list or quotation.</p>	<p><u>Assignments – Grammar Study Plan</u> Unit 5 Lessons 1–5 Part 5: Skill 25: Semicolons and Colons</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation B, 117</p>
<p>L.9-10.2.c. Spell correctly.</p>	<p>Every unit in iLit includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Edit</u> Unit 2 Lesson 22: Work Time Unit 4 Lesson 22: Work Time Unit 5 Lesson 22: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 1 Lessons 6–10: Part 3: Skill 3: Single or Double Consonant? Unit 5 Lessons 6–10: Part 5: Skill 24: Latin Word Roots, Part 3</p>

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Knowledge of Language	
<p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><u>Writing Lessons (examples)</u> Unit 2 Lesson 1: Work Time Unit 2 Lesson 2: Work Time Unit 6 Lesson 9: Whole Group; Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 5, 14, 18: Explanatory Writing Unit 5 Lessons 4, 9, 15: Narrative Writing Unit 6 Lessons 13, 20: Argumentative Writing</p> <p><u>Present Multimedia Presentation or Documentary</u> Unit 1 Lessons 22–24: Work Time Unit 3 Lessons 23–24: Work Time Unit 5 Lessons 23–25: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 3 Lesson 9: Classroom Conversation Unit 4 Lesson 13: Classroom Conversation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice</p>
<p>L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p><u>Edit</u> Unit 2 Lesson 22: Work Time Unit 4 Lesson 22: Work Time Unit 5 Lesson 22: Whole Group; Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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Vocabulary Acquisition and Use	
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p><u>Vocabulary (examples)</u> Unit 1 Lesson 5: Vocabulary Unit 2 Lesson 13: Vocabulary Unit 5 Lesson 19: Vocabulary</p> <p><u>Understand Connotation and Denotation</u> Unit 3 Lesson 15: Whole Group</p> <p><u>Reading Strategy: Use a Dictionary and Context to Clarify Word Meaning</u> Unit 5 Lesson 4: Whole Group</p> <p><u>Identify Context Clues</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Related Words</u> Unit 1 Lesson 18: Whole Group</p> <p><u>Understand Prefixes and Suffixes</u> Unit 2 Lesson 13: Whole Group Unit 3 Lesson 19: Whole Group</p>
<p>L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><u>Reading Strategy: Use a Dictionary and Context to Clarify Word Meaning</u> Unit 5 Lesson 4: Whole Group</p> <p><u>Identify Context Clues</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Using Context Clues (examples)</u> Unit 1 Lesson 7: Vocabulary Unit 4 Lesson 14: 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.9-10.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><u>Understand Related Words</u> Unit 1 Lesson 18: Whole Group</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 3 Lesson 1: Whole Group; Work Time</p> <p><u>Understand Prefixes and Suffixes</u> Unit 3 Lesson 19: Whole Group Unit 3 Lesson 24: Whole Group</p> <p><u>Analyze Nouns with Suffixes</u> Unit 4 Lesson 14: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 4 Lessons 11–15 Part 4: Skill 19: Word Associations</p>
<p>L.9-10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 3 Lesson 1: Whole Group; Work Time</p> <p><u>Reading Strategy: Use a Dictionary and Context to Clarify Word Meaning</u> Unit 5 Lesson 4: Whole Group</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.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 1 Lesson 9: Vocabulary Unit 2 Lesson 4: Vocabulary Unit 3 Lesson 19: Vocabulary Unit 5 Lesson 4: Vocabulary</p> <p><u>Use Latin Roots to Determine Meaning</u> Unit 3 Lesson 1: Whole Group; Work Time</p> <p><u>Reading Strategy: Use a Dictionary and Context to Clarify Word Meaning</u> Unit 5 Lesson 4: 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><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>

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<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>Figurative Language</u> Unit 1 Lesson 14: Whole Group; Work Time Unit 2 Lesson 20: Read Aloud, Think Aloud Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Understand Expressions and Sayings</u> Unit 3 Lesson 10: Whole Group; Work Time</p> <p><u>Understand Similes and Metaphors</u> Unit 4 Lesson 5: Whole Group; Work Time</p> <p><u>Related Words</u> Unit 1 Lesson 18: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 4: Skill 9: Analogies Unit 5 Lessons 11–15 Part 4: Skill 24: Word Associations</p>
<p>L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><u>Figurative Language</u> Unit 1 Lesson 14: Whole Group; Work Time Unit 2 Lesson 22: Whole Group Unit 3 Lesson 7: Whole Group; Work Time</p> <p><u>Understand Expressions and Sayings</u> Unit 3 Lesson 10: Whole Group; Work Time</p> <p><u>Understand Similes and Metaphors</u> Unit 4 Lesson 5: Whole Group; Work Time</p>
<p>L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><u>Related Words</u> Unit 1 Lesson 18: Whole Group</p> <p><u>Understand Connotation and Denotation</u> Unit 6 Lesson 14: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 1 Lessons 11–15 Part 4: Skill 4: Word Associations Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies</p>

**A Correlation of Savvas iLit 90 ©2016, Grade 9, to the
Common Core State Standards for English Language Arts**

<p align="center">Common Core State Standards for English Language Arts</p>	<p align="center">Savvas iLit 90 Grade 9, ©2016</p>
<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 1 Lesson 11: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 4 Lesson 11: Vocabulary</p> <p><u>Assignments Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15 Part 1: Skill 6: Words That Are Used Together (Collocations) Unit 3 Lessons 11–15 Part 3: Skill 13: Word Associations Unit 5 Lessons 11–15 Part 3: Skill 23: Analogies Unit 6 Lessons 11–15 Part 5: Skill 30: Synonyms and Antonyms</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>