

A Correlation of



**Savvas iLit ELL
Grade 4/Level A**

To the

**Alaska English/Language Arts
Standards**

A Correlation of iLit ELL ©2016, Grade 4/Level A To the Alaska English/Language Arts Standards

Introduction

This document demonstrates how **iLit ELL** meets the *Alaska English/Language Arts Standards*. Correlation alignments are to the Teacher App and are cited by Unit, Lesson and Feature title.

Savas iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency.

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 4/Level A
Reading Standards for Literature	
Grade 4	
Key Ideas and Details	
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences 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 Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 23: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lessons 22, 23: Read Aloud, Think Aloud</p>
<p>2. Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p>	<p><u>Explore Theme (example)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Introduce the Unit Theme</u> Unit 4 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Whole Group</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p>

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<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Describe a Character</u> Unit 3 Lesson 5: Small Group</p> <p><u>Plot</u> Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Story Structure</u> Unit 4 Lesson 10: Whole Group</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).</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>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 24: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Vocabulary Study Plan (examples)</u> Unit 4 Lessons 17–19, 28–29; Vocabulary</p>

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5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1–4: Work Time</p> <p><u>Introduce Genre: Novel</u> Unit 2 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 3 Lessons 1–10</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>
6. Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.	<p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group Unit 6 Lesson 40: Whole Group</p>
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<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>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time</p>
8. (Not applicable to literature)	Not applicable according to the Alaska English/ Language Arts Standards
9. Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	<p><u>Compare and Contrast; Theme</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p>

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Range of Reading and Level of Complexity	
<p>10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), 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>Because of Winn Dixie</i> (novel)</u> Unit 2 Lessons 2–32</p> <p><u><i>Night of the Twisters</i></u> Unit 4 Lessons 2–29</p> <p><u>"There Will Come Soft Rains (poetry)</u> Unit 1 Lesson 33</p> <p><u>"Remember" (poem)</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 7–9: Read Aloud, Think Aloud</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>1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p>	<p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time</p> <p><u>Summarize</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group</p>

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<p>3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><u>Recognize Cause and Effect (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time</p>

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Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<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>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Work Time Unit 4 Lesson 10: Work Time Unit 5 Lesson 5: Whole Group Unit 6 Lesson 10: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lessons 37-39: Vocabulary Unit 2 Lessons 42-44: Vocabulary Unit 4 Lessons 37-39: Vocabulary</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>
5. Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p><u>Introduce: Understand Autobiography</u> Unit 6 Lesson 33: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p>

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6. Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Hurricane Sandy</u> “Hurricane Sandy Survivor” (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud “Hurricane Sandy Aftermath: A Photo Essay” (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<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>Informational Text/ Fact Cards</u> Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Connect Visuals to Text</u> Unit 6 Lesson 38: Whole Group</p>
8. Explain how an author uses reasons and evidence to support particular points in a text.	<p><u>Support an Opinion & Plan an Opinion Paragraph</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Present an Opinion Essay</u> Unit 6 Lesson 38: Work Time</p>

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<p>9. Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>	<p><u>Information Text and Fact Cards</u> Unit 2 Lesson 37: "Living With Urban Wildlife" (informational text) Unit 2 Lesson 38: Read Aloud, Think Aloud "Animals in Our World" (fact cards) Unit 2 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Hurricane Sandy</u> "Hurricane Sandy Survivor" (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud "Hurricane Sandy Aftermath: A Photo Essay" (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>
<p>Range of Reading and Level of Complexity</p>	
<p>10. By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), 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>"Biomimicry: From Biology to Technology"</u> (academic text) Unit 2 Lesson 33</p> <p><u>"What Are Tornadoes?"</u> Unit 4 Lesson 37</p> <p><u>"A New Day" Introduce Genre: Autobiography</u> Unit 6 Lessons 33-34</p> <p><u>"The Chumash People of California"</u> (social studies text) Unit 6 Lessons 44-47</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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Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words;	<u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time <u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 5–6: Vocabulary <u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time <u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 5: Vocabulary <u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time <u>Prefixes and Suffixes (examples)</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 6 Lesson 36: Vocabulary; Work Time <u>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension;	<u>Read Fluently</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 6 Lesson 25: Whole Group <u>Use Phrasing to Read Fluently</u> Unit 4 Lesson 20: Whole Group

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a. Read on-level text with purpose and understanding;	<u>Fluency Practice (examples)</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 6 Lesson 25: Whole Group
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	<u>Read Fluently</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 4 Lesson 20: Whole Group Unit 6 Lesson 25: Whole Group
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time <u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues

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Writing Standards K-5	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___);	<p><u>Argumentative Writing (examples)</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p>
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;	<p><u>Write and Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 21–25, 26–30: Prewrite & Plan an Opinion Piece Unit 6 Lessons 31–35: Write an Opinion Paragraph</p>
b. Provide reasons that are supported by facts and details;	<p><u>Write and Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 21–25, 26–30: Prewrite & Plan an Opinion Piece</p>

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c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition);	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 23: Whole Group</p> <p><u>Write and Plan an Opinion Paragraph</u> Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Paragraph</p>
d. Provide a concluding statement or section that reinforces or restates the opinion presented.	<p><u>Write and Plan an Opinion Paragraph</u> Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Paragraph (Drafting: Conclusion)</p>
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly;	<p><u>Prewrite an Explanatory Essay</u> Unit 4 Lessons 28–29: Work Time Unit 6 Lessons 28–29: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2: Lessons 16–20: Write an Informative Paragraph Unit 3 Lessons 3, 4: Write an Explanatory Paragraph Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Prewriting)</p>
b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus;	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because);	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p>
d. Use precise language and domain-specific vocabulary to inform about or explain the topic;	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p>

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e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Drafting: Conclusion)</p>
3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology);	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Body - Transitions) Unit 2 Lessons 26–30: Plan a Narrative Paragraph</p>
a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 3: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Plan a Narrative Paragraph; Prewrite a Narrative Paragraph Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Introduction)</p>
b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;	<p><u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p>

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c. Use a variety of transitional words and phrases to develop the sequence of events;	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 3: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Write a Personal Narrative (sequence)</u> Unit 6 Lessons 6, 8-9: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write Narrative Essay (Drafting: Body - Transitions) Unit 2 Lessons 26-30: Plan a Narrative Paragraph</p>
d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely;	<p><u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write Narrative Essay (Drafting: Body)</p>
e. Provide a conclusion that follows from the narrated experiences or events.	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write Narrative Essay (Drafting: Conclusions)</p>

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Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development and organization 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 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 Activities</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p> <p>Unit 2 Lessons 8-9; Unit 4 Lessons 3–5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p><u>Writing Activities</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p> <p>Unit 2 Lessons 8-9; Unit 4 Lessons 3–5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise an Multimedia Project</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lesson 27: Work Time Unit 2 Lesson 41: Work Time Unit 4 Lessons 3–4: Work Time</p> <p><u>Revise Writing (examples)</u> Unit 2 Lessons 33-34: Work Time Unit 4 Lesson 34: Work Time Unit 6 Lessons 34-35: Work Time</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Whole Group</p> <p><u>Make a Presentation/Present Your Project</u> Unit 5 Lesson 10: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>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 a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: Work Time</p>

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<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research;</p>	<p><u>Interactive Reading and Explanatory Paragraph</u> Unit 4 Lesson 18: Work Time Unit 4 Lesson 29: Work Time</p> <p><u>Describe When, Where and How (Independent Reading)</u> Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>

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<p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”);</p>	<p><u>Interactive Reading and Explanatory Paragraph</u> Unit 4 Lesson 18: Work Time Unit 4 Lesson 29: Work Time</p> <p><u>Describe When, Where and How (Independent Reading)</u> Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p>
<p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p>	<p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Work Time</p>

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<p>Range of Writing</p>	
<p>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 Activities</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p> <p>Unit 2 Lessons 8-9; Unit 4 Lessons 3-5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p>Unit 5 Lessons 1-3, 8, 10: Work Time: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26-30: Write Narrative Essay Unit 4 Lessons 31-35: Write an Explanatory Essay</p>

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Speaking and Listening Standards K-5	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly;</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion Unit 6 Lesson 12: Whole-Group Discussion</p>
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p>	<p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 1-3: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 4/Level A</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles;</p>	<p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 1-3: Work Time</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>
<p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others;</p>	<p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud</p>
<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 7: Classroom Conversation</p> <p><u>Clarify Text by Paraphrasing (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time</p>

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<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Paraphrasing</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time Unit 6 Lessons 12–13: Read Aloud, Think Aloud</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).</p>	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>

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Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Present Writing</u> Unit 2 Lesson 38: Work Time Unit 4 Lesson 39: Work Time Unit 6 Lessons 38-39: Work Time</p>
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p>

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<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Present Writing</u> Unit 2 Lesson 38: Work Time Unit 4 Lesson 39: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Oral Reading Fluency & Presentations and Projects Presenting</u> Unit 1 Lesson 4: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p>

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 4/Level A
Language Standards K-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time</p> <p><u>Prepositional Phrases</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary</p> <p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Adjectives And Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 4/Level A
<p>a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English;</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time</p> <p><u>Prepositional Phrases</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary</p> <p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Adjectives And Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Edit</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;</p>	<p><u>Progressive Tense</u> Unit 2 Lesson 46: Whole Group Unit 2 Lesson 48: Work Time Unit 6 Lesson 16: Vocabulary Unit 6 Lesson 18: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Recognizing the Progressive Tense of Verbs, 43; Using the Progressive Tense of Verbs, 44</p>

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c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions;	<p><u>Edit</u> Unit 2 Lesson 33: Whole Group</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Auxiliary Verbs that Express the Subjunctive Mood, 61</p>
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);	<p><u>Adjectives</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comparative and Superlative Adjectives, 83; Adjective Order, 84–87</p>
e. Form and use prepositional phrases;	<p><u>Prepositions</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lessons 31, 36: Vocabulary Unit 6 Lesson 33: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions, 97–99</p>
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*;	<p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>

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<p>g. Correctly use frequently confused words (e.g., to, too, two, there, their)*.</p>	<p><u>Revise & Edit Writing</u> Unit 2 Lessons 33–34, 38: Work Time Unit 6 Lessons 37–38: Whole Group; work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Who and Whom, 23; This, That, These, Those, 24; Avoiding Common Usage Problems, 145; Avoiding Problems with Number and Gender, 152</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p>	<p><u>Edit Writing</u> Unit 2 Lessons 33–34, 38: Work Time Unit 6 Lessons 37–38: Whole Group; work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions Unit 6 Lessons 11–15: Part 3: Skill 23: Punctuation</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 4/Level A</p>
<p>a. Use correct capitalization;</p>	<p><u>Proper Nouns</u> Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 33: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 4: Skill 24: Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Capital Letters, 113–114</p>
<p>b. Use commas and quotation marks to mark direct speech and quotations from a text;</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 5: Skill 25: Quotations and Titles of Works</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>
<p>c. Use a comma before a coordinating conjunction in a compound sentence;</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124</p>

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<p>d. Spell grade-appropriate words correctly, consulting references as needed.</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>Language Conventions: Spelling</u> Unit 2 Lesson 19: Work Time</p> <p><u>Spelling Patterns and Rules</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 2 Lesson 27: Work Time Unit 2 Lesson 30: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p>

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Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	<p><u>Oral Reading Fluency & Presentations and Projects Presenting</u> Unit 1 Lesson 4: Work Time</p> <p><u>Related Words</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 7: Work Time</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 9: Work Time Unit 2 Lesson 26: Whole Group Unit 4 Lesson 17: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Unit 6 Lessons 31–35: Write an Opinion Essay</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion</p>
a. Choose words and phrases to convey ideas precisely*;	<p><u>Analyze and Evaluate Language Choices</u> Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 18: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p><u>Revise Writing (examples)</u> Unit 2 Lessons 33-34: Work Time Unit 4 Lesson 34: Work Time Unit 6 Lessons 34-35: Work Time</p>
b. Choose punctuation for effect*;	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Choose Punctuation for Effect, 132–135</p>
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: Work Time</p>

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Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies;	<p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 2 Lessons 22, 37, 38: Vocabulary Unit 3 Lesson 6: Vocabulary; Work Time</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Word Associations Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning</p>
a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;	<p><u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues</p>

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<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph);</p>	<p><u>Prefixes and Suffixes (examples)</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 6 Lesson 36: Vocabulary; Work Time</p> <p><u>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time Unit 6 Lesson 15: Vocabulary Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><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>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p>	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time</p> <p><u>Synonyms and Antonyms</u> Unit 2 Lesson 15: Whole Group; Work Time Unit 4 Lessons 7, 11: Work Time</p>
<p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;</p>	<p><u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs;</p>	<p><u>Understand Idioms</u> Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 6: Lesson 20: Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 2 Lessons 18, 23: Vocabulary</p>

**A Correlation of iLit ELL ©2016, Grade 4/Level A
To the Alaska English/Language Arts Standards**

<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 4/Level A</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><u>Synonyms and Antonyms</u> Unit 2 Lesson 15: Whole Group; Work Time Unit 4 Lessons 7, 11: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 7: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15: Synonyms Unit 2 Lessons 21–25: Part 3: Skill 13: Synonyms and Antonyms</p>
<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Students learn new vocabulary week 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 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Word Associations Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>