

A Correlation of



**Savvas iLit ELL
Grade 5/Level B**

To the

**Alaska English/Language Arts
Standards**

A Correlation of iLit ELL ©2016, Grade 5/Level B 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 5/Level B
Reading Standards for Literature	
Grade 5	
Key Ideas and Details	
<p>1. Locate explicit information in the text to support inferences drawn from the text. Quote accurately from 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 Lessons 3, 4, 9: Read Aloud, Think Aloud Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time</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, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p>	<p><u>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</p>

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<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</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, analogies, hyperbole).</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>Reading Strategy: Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 4 Lesson 42: Vocabulary Unit 6 Lesson 32: Vocabulary</p> <p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 5/Level B</p>
<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><u>Introduce: Drama; Difference Between Drama, Novel, Poetry</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fable</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> <p><u>Library – Drama</u> <i>Little Women</i> <i>A Christmas Carol</i> <i>How Coyote Gave Fire to the People</i> <i>Don't Call Me Hero</i></p>
<p>6. Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p>	<p><u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p>

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Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<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>Reader's Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Background Video</u> Unit 6 Lesson 368: Whole Group</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p>
8. (Not applicable to literature)	Not applicable according to the Alaska English/Language Arts Standards
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	<p>Students explore choices in the following selections.</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Short Stories</u> Unit 4 Lesson 38: "The Hardest Lap" Unit 4 Lesson 39: "Shake It Off and Take a Step Up"</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 5 (from upper grade 4 to grade 6), 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>Alamo Wars</i> (novel)</u> Unit 2 Lessons 2-4, 7-9, 12-14, 17-19, 22-24, 27-29, 32-33</p> <p><u><i>Kickoff!</i> (memoir)</u> Unit 2 Lesson 41</p> <p><u>"Clutch Hitter" and "Winners" (poems)</u> Unit 4 Lesson 42</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 47: 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>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 (examples)</u> Unit 4 Lesson 28: 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 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p>
<p>2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p>	<p><u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 34: Read Aloud, Think Aloud</p>

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<p>3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Compare and Contrast</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea and Supporting Details</u> Unit 6 Lesson 35: Whole Group</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</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 Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group Unit 6 Lesson 15: Whole Group; Work Time Unit 6 Lesson 16: Work Time Unit 6 Lesson 27: Vocabulary</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 11–15: Skill 16: Context Clues Unit 5 Lessons 11–15: Skill 20: Word Associations</p>

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<p>5. Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p>
<p>6. Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).</p>	<p><u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 Sports Kids of the Year: Conner and Cayden Long” (blog post) Unit 6 Lesson 39: “Rudolph Ran and the World Went Wild” (online article)</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group</p>

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Integration of Knowledge and Ideas	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<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>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 Sports Kids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p> <p><u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud</p>
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	<p><u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud</p>
9. Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	<p><u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 Sports Kids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group</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 informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), 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>Tales of Famous Heroes (nonfiction)</i></u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 Sports Kids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p> <p><u>Reading Strategy (informative examples)</u> Unit 6 Lesson 17: 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>
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words;</p>	<p><u>Phonics (examples)</u> Unit 2 Lesson 16–49: Extra Practice</p> <p><u>Use Greek and Latin Roots (examples)</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p>

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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.	<p><u>Phonics (examples)</u> Unit 2 Lesson 16–49: Extra Practice</p> <p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group</p> <p><u>Read Multisyllabic Words</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time</p>
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension;	<p><u>Read Fluently (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p> <p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p>
a. Read on-level text with purpose and understanding;	<p><u>Fluency Practice (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p>
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings;	<p><u>Read Fluently with Expression</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><u>Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>

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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;	<p><u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Prewriting</p>
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose;	<p><u>Write an Opinion Essay</u> Unit 4 Lesson 26: Whole Group Unit 4 Lessons 28–29: Work Time</p> <p><u>Prewrite an Opinion Essay</u> Unit 4 Lesson 27: Whole Group</p>
b. Provide logically ordered reasons that are supported by facts and details;	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay</p>
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all);	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay</p>
d. Provide a concluding statement or section that reinforces or restates the opinion presented.	<p><u>Write an Opinion Essay</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay – Draft: Conclusion</p>

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<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly;</p>	<p><u>Informative Writing (example)</u> Unit 6 Lessons 12–14: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Informative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
<p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension;</p>	<p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph</p>

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b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic;	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p>
d. Use precise language and domain-specific vocabulary to inform about or explain the topic;	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Use Domain-Specific Words</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body; Revising)</p>
e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	<p><u>Write an Effective Conclusion</u> Unit 6 Lesson 11: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Conclusion)</p>

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<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>	<p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6–10: Write a Narrative Paragraph Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 16–20: Writing About Oneself</p>
<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>	<p><u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting: Introduction)</p>
<p>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;</p>	<p><u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting: Introduction)</p>

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c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events;	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting)</p>
d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely;	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Revising)</p>
e. Provide a conclusion that follows from the narrated experiences or events.	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting: Conclusion)</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 Lessons (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38 Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Essay Unit 4 Lessons 26–30: Write an Opinion Essay</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p><u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13–15; Unit 4 Lessons 3–5; Unit 6 Lessons 26, 28, 32–35, 37–38: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 5 Lessons 1–5, 7: Work Time: Students Plan, Write, and Revise an Multimedia Project</p>

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<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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 6-7, 13-14, 22-23, 28-29: Work Time Unit 4 Lesson 3-4: Work Time</p> <p><u>Revise Writing (example)</u> Unit 4 Lesson 33: Whole Group; Work Time</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Present Writing</u> Unit 4 Lessons 37-38: Work Time Unit 5 Lesson 10: Work Time Unit 6 Lessons 38-39: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Essay Unit 4 Lessons 26-30: Write an Opinion Essay</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 5/Level B</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Each of the two 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 3: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group</p>

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<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3-4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: 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>Write an Explanatory Paragraph</u> Unit 2 Lessons 14-15: Work Time</p> <p><u>Assignment: Why Did That Happen?</u> Unit 2 Lessons 19-20: Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 2 Lessons 23-24: 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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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 5/Level B
a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”);	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time</p> <p><u>Compare and Contrast Fables</u> Unit 4 Lesson 39: Work Time</p> <p><u>Compare and Contrast Two Characters; Characters</u> Unit 2 Lesson 15: Work Time</p>
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).	<p><u>Summarizing</u> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 2 Lessons 23–24: Work Time</p>
Range of Writing	
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>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 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38 Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 4 Lessons 26–30: Write an Opinion Essay (Drafting: Introduction) Unit 6 Lessons 6–10: Write a Narrative Paragraph</p>

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 5/Level B
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 5 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>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</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>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 5 Lesson 7: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation</p>

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 5/Level B
b. Follow agreed-upon rules for discussions and carry out assigned roles;	<p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p>
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others;	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Ask and Respond to Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time</p>
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Make Inferences (examples)</u> Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 5/Level B</p>
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p>	<p><u>Identify Main Idea and Supporting Details</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 42: Classroom Conversation Unit 4 Lesson 34: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation</p>

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 5/Level B
Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>	<p><u>Plan and Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 8: Whole Group</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 5/Level B</p>
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	<p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Read Fluently (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Presenting a Narrative</u> Unit 2 Lesson 38: Work Time Unit 2 Lesson 41: Work Time</p>

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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>Nouns and Pronouns (examples)</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p> <p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Prepositions (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Classroom Conversation Unit 4 Lesson 42: Classroom Conversation</p> <p><u>Assignments - Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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<p>a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English;</p>	<p><u>Nouns and Pronouns (examples)</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p> <p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Prepositions (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 5: Skill 20: Conjunctions Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses;</p>	<p><u>Perfect Tense (examples)</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Perfect Tenses, 45–49</p>

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Alaska English/Language Arts Standards	iLit ELL ©2016 Grade 5/Level B
c. Use verb tense to convey various times, sequences, states, and conditions;	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44</p>
d. Recognize and correct inappropriate shifts in verb tense*; e. Use correlative conjunctions (e.g., either/or, neither/nor).	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44; Subject-Verb Agreement, 67–69</p>

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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p>	<p><u>Language Conventions: Capitalization, Punctuation, Spelling</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Conventional Spelling</u> Unit 2 Lessons 32–33: Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Commas Unit 6 Lessons 11–15: Part 4: Skill 24: Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>
<p>a. Use punctuation to separate items in a series*;</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Commas</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 5/Level B</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence;</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>
<p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?);</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works;</p>	<p><u>Italics and Quotation Marks</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 5: Skill 25: Quotations</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Quotations and Quotation Marks, 126–127</p>

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<p>e. 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: Capitalization, Punctuation, Spelling</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Conventional Spelling</u> Unit 2 Lessons 32–33: Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Spelling Hint (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 6 Lesson 4: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part1: Skill 11: Forming Plurals</p>

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Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening;	<p><u>Read Fluently (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p> <p><u>Related Words and References</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Essay Unit 4 Lessons 26–30: Write an Opinion Essay</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Classroom Conversation Unit 4 Lesson 42: Classroom Conversation</p>
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style;	<p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound 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>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share</p>
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies;</p>	<p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 6 Lesson 43: Vocabulary</p>

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<p align="center">Alaska English/Language Arts Standards</p>	<p align="center">iLit ELL ©2016 Grade 5/Level B</p>
<p>a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;</p>	<p><u>Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Affixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 15: Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 40: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis);</p>	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p> <p><u>Vocabulary – Affixes & Roots</u> Unit 4 Lesson 4: Vocabulary Unit 4 Lesson 11: Vocabulary</p> <p><u>Assignments - Vocabulary</u> Unit 4 Lessons 11–15: Use Prefixes and Suffixes</p>

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<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><u>Related Words and References</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group</p> <p><u>Use a Dictionary or Glossary</u> Unit 2 Lesson 48–49: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <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>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p>	<p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Whole Group Unit 2 Lesson 33: Work Time Unit 4 Lesson 6: Whole Group</p>

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a. Interpret figurative language, including similes and metaphors, in context;	<p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
b. Recognize and explain the meaning of common idioms, adages, and proverbs;	<p><u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 4 Lesson 47: Vocabulary Unit 6 Lesson 13: Vocabulary</p>
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Whole Group Unit 2 Lesson 33: Work Time Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Work Time Unit 4 Lesson 21: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Homographs</u> Unit 6 Lesson 36: Vocabulary; Work Time Unit 6 Lesson 37: Work Time Unit 6 Lesson 40: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan (example)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms</p>

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<p>6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</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 Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: 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>