

**A Correlation of
Savvas**



**iLit 45
Grade 4, Level A, ©2017
To the
South Carolina
Core Content Connectors
Grade 4**

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Introduction

This document demonstrates how **Savvas iLit 45, ©2017** meets the objectives of the South Carolina Core Content Connectors. Correlation references are cited by unit and lesson number and feature title.

Savvas iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to prepare students for success on assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

iLit engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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| CCC: Habits and Dispositions | |
| E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry) | |
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| 4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text. | <p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and nonfiction texts. Examples include:</p> <p><u><i>Because of Winn Dixie (novel)</i></u> Unit 2 Lesson 19: Read Aloud, Think Aloud (Predict) Unit 2 Lesson 23: Read Aloud, Think Aloud (Predict)</p> <p><u>"Biomimicry: From Biology to Technology" (academic text)</u> Unit 2 Lesson 33: Read Aloud, Think Aloud: Recognize Cause and Effective</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 4: 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> |
| 4.HD.h2 Report out about two or more texts on the same self-selected topic. | <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> |

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| E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections) | |
| 4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. | <p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</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 Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 4: Partner Discussion</p> |
| 4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions. | <p><u>Discussion Opportunities (examples)</u> Unit 6 Lesson 12: Whole-Group Discussion Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 4: Partner Discussion</p> <p><u>Ask and Respond to Questions (examples)</u> Unit 2 Lesson 2: Work Time</p> |
| 4.HD.i3 Make appropriate comments that contribute to a collaborative discussion. | <p><u>Discussion Opportunities (examples)</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> |
| 4.HD.i4 Review the key ideas expressed within a collaborative discussion. | <p><u>Discussion Opportunities (examples)</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> |

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| E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension | |
| 4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). | <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> |
| E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences | |
| 4.HD.k1 Explain preferences for favorite authors, topics, and/or genres. | <p><u>Time to Read & Book Clubs(examples)</u> Unit 2 Lesson 6: Time to Read Unit 4 Lesson 6: Time to Read</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p> <p><u>Examples:</u> <i>Sports:</i> Claire; The Sixth Man; the Rivals <i>Science Fiction:</i> The Flavorist; The Spotter <i>Classics:</i> The Adventures of Tom Sawyer; The Three Musketeers; The Circuit</p> |

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| E.HD.I self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing) | |
| 4.HD.I1 Explain what information or strategy was used to help comprehend text. | <p>The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model reading strategies.</p> <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</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</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> |
| 4.HD.I2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text. | <p>The Conferencing with Individuals activity in Work Time allows teachers time to make sure students understand comprehension strategies.</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> |

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| 4.HD.I3 Describe process used to develop writing. | <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> |
| E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals | |
| 4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills. | <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></u> Unit 2 Lessons 2-29</p> <p><u><i>Night of the Twisters</i></u> Unit 4 Lessons 2-29</p> <p><u>"There Will Come Soft Rains"</u> Unit 4 Lesson 33</p> <p><u>Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lessons 3-4: Work Time</p> |

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| Informational Writing CCCs | |
| Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions) | |
| No CCCs developed for this PI at grade 4 | No CCCs developed for this PI at grade 4 according to the South Carolina Core Content Connections |
| Progress Indicator: E.WI.k locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources | |
| 4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. | <p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</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> |
| 4.WI.k2 Provide a list of sources that contributed to the content within a writing piece. | <p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction.</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> |

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| Progress Indicator: E.WI.I using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts | |
| 4.WI.I1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). | <u>Prewrite an Explanatory Essay</u> Unit 6 Lessons 28–29: Work Time |
| 4.WI.I2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. | <u>Prewrite an Explanatory Essay</u> Unit 6 Lessons 28–29: Work Time |
| 4.WI.I3 Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). | <u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time |
| 4.WI.I4 Sort evidence collected from print and/or digital sources into provided categories. | <u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time |
| 4.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). | 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. <u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group <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 |

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| 4.WI.16 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). | <u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time <u>Prewrite an Explanatory Essay</u> Unit 4 Lessons 28–29: Work Time |
| Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.") | |
| 4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections. | <u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time <u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time |
| Progress Indicator: E.WI.n selecting <i>relevant</i> facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary | |
| 4.WI.n1 Identify key details from an informational text. | <u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time <u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time |

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| 4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic. | <p><u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time</p> |
| Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types | |
| 4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <p><u>Prewrite an Explanatory Essay</u> Unit 6 Lessons 28–29: Work Time</p> <p><u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time</p> |
| Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing | |
| 4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic. | <p><u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time</p> |
| Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus. | |
| 4.WI.q1 Provide a concluding statement or section to support the information presented. | <p><u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time</p> |

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| Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types | |
| 4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning. | <u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time |
| Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components | |
| 4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising. | <u>Write an Explanatory Essay</u> Unit 4 Lesson 17: Work Time Unit 4 Lesson 18: Work Time Unit 4 Lessons 32–34: Work Time |
| 4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience. | <u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time |
| Literary Writing CCCs | |
| Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions) | |
| 4.WL.h1 Recall relevant information from experiences for use in writing. | <u>Plan a Narrative Paragraph</u> Unit 4 Lessons 3–4: Work Time Unit 6 Lessons 7–8: Work Time |
| 4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). | <u>Plan a Narrative Paragraph</u> Unit 4 Lessons 3–4: Work Time Unit 6 Lessons 7–8: Work Time <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 |

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| Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution) | |
| 4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources. | <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 |
| 4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources. | <u>Plan a Narrative Paragraph</u> Unit 4 Lessons 3-4:Work Time Unit 6 Lessons 7-8: Work Time <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 <u>Assignments</u> Unit 2 Lessons 26-30: Write a Narrative Essay |
| 4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). | <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 <u>Assignments</u> Unit 2 Lessons 26-30: Write a Narrative Essay – Drafting |
| Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue) | |
| 4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters. | <u>Narrative Writing</u> Unit 2 Lessons 8-9; Unit 4 Lessons 3-5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative <u>Assignments</u> Unit 2 Lessons 26-30: Write a Narrative Essay – Drafting |

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| 4.WL.j2 Sequence events in writing that unfold naturally. | <p><u>Narrative Writing</u> Unit 2 Lessons 8-9; Unit 4 Lessons 3-5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write a Narrative Essay - Drafting</p> |
| Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description | |
| 4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations. | <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 a Narrative Essay - Drafting</p> |
| 4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and 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 a Narrative Essay</p> |
| Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions | |
| 4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of 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 a Narrative Essay - Drafting - Body (Transitions or Time-Order Words)</p> |

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| Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned | |
| 4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. | <p><u>Narrative Writing</u> Unit 2 Lessons 8-9; Unit 4 Lessons 3-5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write a Narrative Essay - Drafting - Conclusion</p> |
| Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types | |
| 4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. | <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 a Narrative Essay - Editing</p> |
| Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity | |
| 4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience. | <p><u>Narrative Writing (examples)</u> Unit 2 Lessons 8-9; Unit 4 Lessons 3-5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative_</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26-30: Write a Narrative Essay</p> |
| 4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story). | <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 a Narrative Essay - Revising</p> |

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| Persuasive Writing CCCs | |
| Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor) | |
| 4.WP.i1 Recall relevant information from experiences for use in writing. | <p><u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42-43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24-25: Work Time Unit 6 Lessons 23-24, 27-29: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 41-45: Write an Opinion Paragraph Unit 6 Lessons 26-30: Write an Opinion Paragraph</p> |
| 4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument). | <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> |
| Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets) | |
| 4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. | <p><u>Plan an Opinion Paragraph</u> Unit 2 Lesson 41: Work Time Unit 4 Lessons 23-24: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 41-45: Write an Opinion Paragraph Unit 6 Lessons 26-30: Write an Opinion Paragraph</p> |
| 4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. | <p><u>Plan an Opinion Paragraph</u> Unit 2 Lesson 41: Work Time Unit 4 Lessons 23-24: Work Time</p> |

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| 4.WP.j3 With guidance and support from peers and adults, develop a plan for writing. | <u>Plan an Opinion Paragraph</u> Unit 2 Lesson 41: Work Time Unit 4 Lessons 23–24: Work Time |
| 4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion). | <u>Plan an Opinion Paragraph</u> Unit 2 Lesson 41: Work Time Unit 4 Lessons 23–24: Work Time |
| 4.WP.j5 Provide a list of sources that contributed to the content within a writing piece. | For related material see: <u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42–43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24–25: Work Time |
| Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text | |
| 4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion. | <u>Write an Opinion Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 27–29: Work Time Unit 5 Lessons 32–35, 38–39: Work Time |
| Progress Indicator: E.HD.I selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary | |
| 4.WP.I1 Provide reasons which include facts and details that support a stated opinion. | <u>Write an Opinion Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 27–29: Work Time Unit 5 Lessons 32–35, 38–39: Work Time |

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| Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.) | |
| 4.WP.m1 Create an organizational structure that lists reasons in a logical order. | <u>Write an Opinion Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 27–29: Work Time Unit 5 Lessons 32–35, 38–39: Work Time |
| 4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | <u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42–43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24-25: Work Time Unit 6 Lessons 23-24, 27-29: Work Time |
| 4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details. | <u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42–43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24-25: Work Time Unit 6 Lessons 23-24, 27-29: Work Time |
| Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons | |
| 4.WP.n1 Provide a concluding statement or section related to the opinion presented. | <u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42–43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24-25: Work Time Unit 6 Lessons 23-24, 27-29: Work Time |
| Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types. | |
| 4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning. | <u>Write an Opinion Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 27–29: Work Time Unit 5 Lessons 32–35, 38–39: Work Time |

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| Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback | |
| 4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience. | <p><u>Present an Opinion Essay</u> Unit 6 Lesson 38: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 41-45: Write an Opinion Paragraph Unit 6 Lessons 26-30: Write an Opinion Paragraph</p> |
| 4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing. | <p><u>Write an Opinion Essay</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 27-29: Work Time Unit 5 Lessons 32-35, 38-39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 41-45: Write an Opinion Paragraph Unit 6 Lessons 26-30: Write an Opinion Paragraph</p> |
| CCC: Reading Informational Text | |
| Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding | |
| 4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question. | <p><u>Analyze Text Features</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 44: Real Aloud; Think Aloud; Whole Group</p> |
| 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. | <p><u>Analyze Text Features</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 44: Real Aloud; Think Aloud; Whole Group</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> |

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| 4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions. | <p><u>Analyze Text Features</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 44: Real Aloud; Think Aloud; Whole Group</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> |
| 4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. | <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 Lesson 38: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lesson 42: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43 Whole Group</p> |
| 4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. | <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> |
| Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information | |
| 4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly. | <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p> |

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| 4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text. | <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> |
| 4.RI.i3 Determine the main idea of an informational text. | <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 Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p> |
| 4.RI.i4 Identify supporting details of an informational text. | <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 Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p> |
| 4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <p><u>Summarize & Paraphrasing (examples)</u> Unit 6 Lesson 12: Read Aloud, Think Aloud Unit 4 Lesson 31: Whole Group</p> |

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| Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect) | |
| 4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions). | <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 |
| 4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | <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 Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 14: Read Aloud, Think Aloud; Work Time |
| 4.RI.j3 Organize information presented in an informational text to demonstrate the text structure. | <u>Introduce: Understand Autobiography</u> Unit 6 Lesson 33: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud <u>Recognize Text Structure</u> Unit 6 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 47: Read Aloud, Think Aloud |
| Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts | |
| 4.RI.k1 Determine if information in a text is firsthand or secondhand. | <u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group <u>Compare News Article and Photo Essay</u> Unit 4 Lesson 43: Read Aloud, Think Aloud |

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| 4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic. | <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Compare News Article and Photo Essay</u> Unit 4 Lesson 43: Read Aloud, Think Aloud</p> |
| 4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts. | <p><u>Support an Opinion & Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group</p> |
| 4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points. | <p><u>Support an Opinion</u> Unit 4 Lesson 23: Whole Group</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> |
| 4. RI.k5 Identify reasons that the author uses to support ideas in an informational text. | <p><u>Support an Opinion & Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group</p> |
| Progress Indicator: E.RI.I using evidence to show how graphics/visuals support central ideas | |
| 4.RI.I1 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 Lesson 38: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lesson 42: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43 Whole Group</p> |

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| Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts | |
| 4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. | <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> |
| Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning | |
| 4. RI.n1 Identify facts that an author uses to support a specific point or opinion. | <p><u>Opinion Poll</u> Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Write an Opinion Piece</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lesson 42: Work Time Unit 2 Lesson 43: Work Time Unit 4 Lessons 23–25: Work Time</p> |
| CCC: Reading Literary Text | |
| Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts | |
| 4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). | <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>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p> |

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| Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions | |
| 4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. | <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>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time</p> |
| 4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. | <p><u>Make Inferences (narrative examples)</u> Unit 6 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 32: Read Aloud, Think Aloud</p> |
| 4.RL.i3 Use evidence from the text to summarize a story, poem or drama. | <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> |
| 4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. | <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>Comparing Different Mediums (listen to audio version)</u> Unit 6 Lesson 27: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</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> |

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| 4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <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>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</p> |
| Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective | |
| 4.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents). | <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1: Whole Group</p> <p><u>Genre: Novel Excerpt</u> Unit 2 Lesson 34: Read Aloud, Think Aloud</p> |
| 4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph). | <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1: Whole Group</p> <p><u>Genre: Novel Excerpt</u> Unit 2 Lesson 34: Read Aloud, Think Aloud</p> |
| 4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter). | <p><u>Explore Genre: Drama (examples)</u> Unit 3 Lesson 1–7: All activities</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> |

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| Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme | |
| 4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?). | <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>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>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud</p> |
| 4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer. | <p><u>Explore Theme (examples)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast; Theme</u> Unit 2 Lesson 24: Whole Group</p> <p>Introduce the Unit Theme Unit 4 Lesson 2: Read Aloud, Think Aloud</p> |
| 4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points. | <p><u>Make Connections</u> Unit 1 Lesson 4: Whole Group Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud; Whole Group</p> |

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| Progress Indicator: E.RL.I using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions) | |
| 4.RL.I1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. | <u>Describe a Character</u> Unit 3 Lesson 5: Small Group |
| 4.RL.I2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. | <u>Describe a Character</u> Unit 3 Lesson 5: Small Group |
| Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts | |
| 4.RL.m1 Determine the author's point of view (first- or third- person). | <u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time |
| 4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | <u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time |
| 4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. | 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: <u>Comparing Different Mediums (listen to audio version)</u> Unit 6 Lesson 27: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud <u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time |

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| 4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer. | <p><u>Explore Genre: Drama (examples)</u> Unit 3 Lesson 1–7: All activities</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> |
| 4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. | <p><u>Theme (talk about big concepts)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Unit Theme) Unit 4 Lesson 19: Work Time</p> <p><u>Compare and Contrast; Theme</u> Unit 2 Lesson 24: Whole Group</p> |
| 4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | <p>Students explore choices in the following selections.</p> <p><u>Reading Myths and Traditional Tales from Different Cultures</u> Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Time to Read</p> |

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| CCC: Reading at the Word Level | |
| Progress Indicator: E.RWL.g applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning | |
| 4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words. | <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 |
| Progress Indicator: E.RWL.h reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words | |
| 4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled 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 5: Vocabulary <u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time |
| 4.RWL.h2 Identify grade level words with accuracy and on successive attempts. | <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>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes |

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| 4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. | <u>Read Fluently (examples)</u> Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 4 Lesson 20: Whole Group Unit 6 Lesson 25: Whole Group |
| Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary) | |
| 4.RWL.i1 Use context to confirm or self-correct word recognition. | <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 Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues |

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| <p>4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</p> | <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>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> |
| <p>4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</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> |

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| 4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word. | <p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group Unit 4 Lesson 46: Whole Group</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>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> |
| 4.RWL.i5 Relate words to their opposites (antonyms). | <p><u>Synonyms and Antonyms</u> Unit 4 Lesson 6: Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 11: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 38: Vocabulary Unit 3 Lesson 7: Vocabulary</p> |
| 4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms). | <p><u>Synonyms and Antonyms</u> Unit 4 Lesson 6: Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 11: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 38: Vocabulary Unit 3 Lesson 7: Vocabulary</p> |

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| Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed | |
| 4.RWL.j1 Use general academic and domain specific words and phrases accurately. | <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> |

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| 4.RWL.j2 Determine the meaning of general academic and domain-specific words and 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 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> |
| Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts | |
| 4.RWL.k1 Identify simple similes in context. | <u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group |
| 4.RWL.k2 Identify simple metaphors in context. | <u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group |
| 4.RWL.k3 Identify the meaning of common idioms. | <p><u>Understand Idioms</u> Unit 6 Lesson 20: Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 2 Lesson 18: Vocabulary Unit 2 Lesson 23: Vocabulary</p> |

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| 4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text. | <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> |
| Writing: Across All Types CCCs | |
| 4.WA.1 Develop keyboarding skills. | <p>All lessons and activities in Savvas iLit helps students develop keyboarding skills. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Lessons (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> <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><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Conclusions) Unit 4 Lessons 31–35: Write an Explanatory Essay (Drafting: Introduction)</p> |

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| <p>4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</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>Planning and Presenting a Personal Narrative (examples)</u> Unit 6 Lessons 6: Whole Group Unit 6 Lessons 8-9: Work Time Unit 7 Lesson 5: Whole Group</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>4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details</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>4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</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>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> |
| <p>4.WA.5 Use relative pronouns and relative adverbs in writing.</p> | <p><u>Adverbs</u> Unit 4 Lesson 4: Vocabulary Unit 7 Lesson 1: Vocabulary Unit 7 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 3: Skill 18: Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Relative Adverbs, 94; Using Relative Pronouns, 26</p> |

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| 4.WA.6 Use prepositional phrases in writing. | <p><u>Prepositions</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Vocabulary Unit 6 Lesson 38: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions and Prepositional Phrases, 97-99</p> |
| 4.WA.7 Produce simple, compound, and complex sentences in writing. | <p><u>Sentences</u> Unit 7 Lesson 1: Vocabulary Unit 7 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 5: Skill 15: Compound Sentences</p> |
| 4.WA.8 Recognize and correct inappropriate fragments and run-on sentences. | <p><u>Edit Writing</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Fragments and Run-ons, 138–140</p> |

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| 4.WA.9 Use correct capitalization in writing. | <p><u>Edit Writing</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Capitalization, 113-115</p> |
| 4.WA.10 Use commas and quotation marks in writing. | <p><u>Edit Writing</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118-125; Quotations and Quotation Marks, 126-127; Dialogue, 128</p> |

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| 4.WA.11 Spell words correctly in writing, consulting references as needed. | <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> |
| 4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing. | <p><u>Related Words</u> Unit 2 Lesson 6: Whole Group Unit 2 Lessons 7–8: Work Time</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 8: Whole Group</p> |

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| <p>4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</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> |