

**A Correlation of  
Savvas**



**iLit 45  
Grade 5, Level B, ©2017  
To the  
South Carolina  
Core Content Connectors  
Grade 5**

# **A Correlation of iLit 45 ©2017, Level B To the South Carolina Core Content Connectors**

## **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.

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

**Table of Contents**

<b>CCC: Habits and Dispositions .....</b>	<b>4</b>
<b>Informational Writing CCCs .....</b>	<b>8</b>
<b>Literary Writing CCCs.....</b>	<b>12</b>
<b>Persuasive Writing CCCs.....</b>	<b>16</b>
<b>CCC: Reading Informational Text.....</b>	<b>19</b>
<b>CCC: Reading Literary Text.....</b>	<b>27</b>
<b>CCC: Reading at the Word Level.....</b>	<b>31</b>
<b>Writing: Across All Types CCCs.....</b>	<b>36</b>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>CCC: Habits and Dispositions</b>	
<b>M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)</b>	
Core Content Connectors: 5	Grade 5
<b>5.HD.a1 Read <u>or</u> be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels.</b>	<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>Alamo Wars (novel)</u> Unit 2 Lessons 2-4, 7-9, 12-14, 17-19, 22-24, 27-29, 32-33</p> <p><u>"People Equal" and "Inequality in America"</u> Unit 2 Lessons 42-43</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 Unit 4 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Interactive Reading</u> Unit 2 Lesson 29: Work Time Unit 2 Lesson 39: Work Time</p> <p><u>Analyze Literature</u> Unit 4 Lesson 41: Whole Group; Work Time Unit 4 Lesson 42: 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>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</b>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Lessons (examples)</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lesson 9, 14–15, 23–24: Work Time            Unit 2 Lessons 26, 28, 29: Whole Group            Unit 4 Lessons 4–5, 14–15: 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>
<b>M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("<i>I wonder...</i>", "<i>Now I know...so I think this means that...</i>")</b>	
<b>NO CCCs were written for this PI at this grade level.</b>	NO CCCs were written for this PI at this grade level according to the South Carolina Core Content Connectors
<b>M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks</b>	
<b>5.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.</b>	<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. Examples of strategies follow:</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            Unit 4 Lesson 27: Read Aloud, Think Aloud            Unit 4 Lesson 29: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs</b>	
<b>5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</b>	<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>
<b>M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions</b>	
<b>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</b>	<p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 5 Lesson 8: Classroom Conversation</p>
<b>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</b>	<p>The Classroom Conversation section throughout iLit encourages students to speak with each other in a socially appropriate manner.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Small-Group Discussion Unit 6 Lesson 7: Partner Discussion</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing</b>	
<b>5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.</b>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u>            Unit 2 Lesson 1: Whole Group            Unit 2 Lesson 3: Read Aloud, Think Aloud            Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time            Unit 2 Lesson 9: Read Aloud, Think Aloud; Work Time            Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time</p> <p><u>Vocabulary Activities (examples)</u>            Unit 2 Lesson 24: Vocabulary            Unit 4 Lesson 2: Vocabulary</p>
<b>5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.</b>	<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>
<b>5.HD.f3 Write notes during the reading or writing process.</b>	<p><u>Take Notes</u>            Unit 5 Lesson 3: Whole Group            Unit 5 Lesson 5: Work Time</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Informational Writing CCCs</b>	
<b>Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format</b>	
<b>5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.</b>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time</p> <p><u>Assignments (examples)</u> 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</p>
<b>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</b>	<p>For related material see:</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Research a Topic</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Organize Information</u> Unit 5 Lesson 8: Work Time</p>



**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics</b>	
<b>5.WI.b1 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).</b>	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  <u>Assignments</u> 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
<b>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.</b>	<u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time  <u>Research a Topic</u> Unit 4 Lesson 3: Whole Group  <u>Organize Information</u> Unit 5 Lesson 8: Work Time  <u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.
<b>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</b>	<u>Write an Explanatory Paragraph (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time  <u>Assignments</u> 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

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>5.WI.b4 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).</b>	<p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Research a Topic</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Organize Information</u> Unit 5 Lesson 8: 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>
<b>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</b>	
<b>5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.</b>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
<b>Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea</b>	
<b>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>	<p><u>Write an Explanatory Essay</u> 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><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay</p>
<b>Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas</b>	
<b>5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</b>	<p><u>Write an Explanatory Essay</u> 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><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay – Draft: Body</p>
<b>Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning</b>	
<b>5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.</b>	<p><u>Revise an Explanatory Essay</u> 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>
<b>Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure</b>	
<b>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</b>	<p><u>Write an Effective Conclusion</u> 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><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay – Draft: Conclusion</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<p><b>Progress Indicator: E.WI.h applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/ visual/auditory components</b></p>	
<p><b>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>	<p><u>Revise an Explanatory Essay</u> 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><u>Assignments</u> Unit 6 Lessons 31-35: Write an Explanatory Essay – Editing</p>
<p><b>5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</b></p>	<p><u>Present an Explanatory Essay</u> 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><u>Assignments</u> Unit 6 Lessons 31-35: Write an Explanatory Essay – Publishing</p>
<p><b>Literary Writing CCCs</b></p>	
<p><b>Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme</b></p>	
<p><b>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p>	<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 6-10: Write a Narrative Essay (Prewriting)</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view</b>	
<b>5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.</b>	<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 6-10: Write a Narrative Essay (Prewriting)</p>
<b>Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing</b>	
<b>5.WL.c1 Organize ideas and events so that they unfold naturally.</b>	<p><u>Writing Activities</u> Unit 2 Lessons 26-29, 32-38: Students Plan, Write, and Revise a Narrative Essay</p>
<b>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</b>	<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 6-10: Write a Narrative Essay (Drafting: Introduction)</p>
<b>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</b>	<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 6-10: Write a Narrative Essay (Drafting)</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)</b>	
<b>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</b>	<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 6-10: Write a Narrative Essay (Revising)</p>
<b>Progress Indicator: M.WL.e developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes</b>	
<b>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</b>	<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</p>
<b>Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)</b>	
<b>5.WL.f1 Use figurative language in context, including similes and metaphors.</b>	<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</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure</b>	
<b>5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.</b>	<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</p>
<b>Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)</b>	
<b>5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</b>	<p><u>Presenting a Narrative</u> Unit 2 Lesson 38: Work Time Unit 2 Lesson 41: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 6-10: Write a Narrative Essay - Publish</p>
<b>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b>	<p><u>Write a Narrative Essay</u> Unit 2 Lessons 26-29, 32-38: Students Plan, Write, and Revise a Narrative Essay</p> <p><u>Assignments</u> Unit 1 Lessons 6-10: Write a Narrative Essay</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Persuasive Writing CCCs</b>	
<b>Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)</b>	
<b>5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</b>	<u>Persuasive Writing</u> Unit 4 Lessons 35–38: Work Time Unit 6 Lessons 18–20: Work Time  <u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay
<b>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</b>	<u>Supporting Opinions</u> Unit 6 Lesson 27: Read Aloud, Think Aloud  <u>Opinion Speech</u> Unit 4 Lesson 36: Work Time
<b>Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view</b>	
<b>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</b>	<u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)  <u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Prewriting
<b>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b>	<u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)  <u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Write an Opinion Essay: Prewriting



**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</b>	For related material see:  <u>Research a Topic</u> Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group Unit 5 Lessons 3–4: Work Time  <u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time
<b>Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented</b>	
<b>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</b>	<u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)  <u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Prewriting
<b>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.</b>	<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  <u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Prewriting
<b>Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience</b>	
<b>5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.</b>	<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  <u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers</b>	
<b>5.WP.e1 Links opinions and reasons using words, phrases and clauses.</b>	<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>
<b>5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.</b>	<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>
<b>Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims</b>	
<b>No CCCs written for this PI</b>	No CCCs written for this PI according to the South Carolina Core Content Connectors
<b>Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn</b>	
<b>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</b>	<p><u>Write an Opinion Essay</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay &amp; Write an Opinion Essay (Drafting: Introduction &amp; Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay – Draft: Conclusion</p>

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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<p><b>Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)</b></p>	
<p><b>5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.</b></p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay &amp; Write an Opinion Essay (Drafting: Introduction &amp; Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay</p>
<p><b>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>	<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: Write an Opinion Essay</p>
<p><b>CCC: Reading Informational Text</b></p>	
<p><b>Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts</b></p>	
<p><b>5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.</b></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>Use Context Clues</u> Unit 2 Lesson 20: Whole Group Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time</p>

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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information</b>	
<b>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</b>	<u>Recognize Cause and Effect</u> Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 2 Lesson 18: Read Aloud, Think Aloud; Whole Group Unit 2 Lesson 19: Read Aloud, Think Aloud Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 3 Lesson 4: Read Aloud, Think Aloud Unit 4 Lesson 13: Read Aloud, Think Aloud
<b>5.RI.b2 Use signal word to identify common types of text structure.</b>	<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 47: Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud  <u>Recognize Cause and Effect</u> Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 2 Lesson 18: Read Aloud, Think Aloud; Whole Group Unit 2 Lesson 19: Read Aloud, Think Aloud
<b>5.RI.b3 Use search tools or text features as a means of locating relevant information.</b>	<u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time  <u>Research a Topic</u> Unit 4 Lesson 3: Whole Group  <u>Organize Information</u> Unit 5 Lesson 8: Work Time

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To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.</b>	<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>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 13: Whole Group</p>
<b>Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details</b>	
<b>5.RI.c1 Identify prior knowledge of an event or topic.</b>	<p>Prior to reading each selection in the iLit program, students answer questions and complete activities in order to improve the reading experience. For examples see:</p> <p>Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<b>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</b>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time</p>

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.RI.c3 Quote accurately from a text to support inferences.</b>	<u>Make Inferences (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 Unit 4 Lesson 29: Read Aloud, Think Aloud
<b>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</b>	<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
<b>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</b>	<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
<b>5.RI.c6 Summarize the points a speaker makes.</b>	<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

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts</b>	
<b>5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</b>	<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>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>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p>
<b>5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</b>	<p><u>Connections in Historical Texts</u> Unit 2 Lesson 34: "Taking a Stand for Civil Rights" (academic text) Unit 2 Lesson 37: "We Need to Go to School" (personal account from former child laborers)</p>
<b>5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.</b>	<p><u>Connections in Historical Texts</u> Unit 2 Lesson 34: "Taking a Stand for Civil Rights" (academic text) Unit 2 Lesson 37: "We Need to Go to School" (personal account from former child laborers)</p>

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To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).</b>	<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 40: Work Time</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>
<b>5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</b>	<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>
<b>Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader</b>	
<b>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</b>	<p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 SportsKids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p>



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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud
<b>5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud
<b>5.RI.e4 Determine if there are any potential biases on the author's part.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud  <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud
<b>5.RI.e5 Identify the impact of the author's point of view on the reader.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud  <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud
<b>Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic</b>	
<b>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</b>	<u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14  <u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud  <u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 SportsKids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)  <u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time

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To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</b>	For related materials see: <u>"We Need to Go to School"</u> and <u>"Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud
<b>Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning</b>	
<b>5.RI.g1 Identify the author's stated thesis/claim/opinion.</b>	<u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud
<b>5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud  <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud
<b>5.RI.g3 Identify a speaker's points or claims.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud  <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud
<b>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</b>	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud  <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud

**A Correlation of iLit 45 ©2017, Level B  
To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>CCC: Reading Literary Text</b>	
<b>Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts</b>	
<b>5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</b>	<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>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>
<b>Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)</b>	
<b>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</b>	<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>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p>
<b>5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.</b>	<p><u>Make Inferences (narrative examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time</p>

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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme</b>	
<b>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</b>	<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
<b>5.RL.c2 Summarize a text from beginning to end in a few sentences.</b>	<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
<b>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</b>	<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  <u>Compare Themes</u> Unit 4 Lesson 40: Whole Group
<b>Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across text</b>	
<b>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</b>	Students have many opportunities to connect story elements, for examples see:  <u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15-16: Work Time  <u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time  <u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group

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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>5.RL.d2 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).</b>	<u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time
<b>5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</b>	Students explore choices in the following selections.  <u>Short Stories</u> Unit 4 Lesson 38: “The Hardest Lap” Unit 4 Lesson 39: “Shake It Off and Take a Step Up”
<b>Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style</b>	
<b>5.RL.e1 Use signal words to identify common types of text structure within a text.</b>	<u>Introduce Genre: Poetry</u> Unit 4 Lesson 42: Read Aloud, Think Aloud  <u>Introduce Genre: Short Story</u> Unit 6 Lesson 32: Read Aloud, Think Aloud  <u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time
<b>5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.</b>	Students can explore this objective as they complete the following activities:  <u>Introduce Genre: Plays and Novels</u> Unit 3 Lesson 1–7: Read Aloud, Think Aloud

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To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</b>	<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>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>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 13: Whole Group</p>
<b>Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation</b>	
<b>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</b>	<p>All stories in iLit include a audio component.</p> <p><u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time</p>
<b>5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.</b>	<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>
<b>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</b>	<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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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text</b>	
<b>5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.</b>	<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>
<b>5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.</b>	<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>
<b>CCC: Reading at the Word Level</b>	
<b>Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words</b>	
<b>5.RWL.a1 Use context to confirm or self-correct word recognition.</b>	<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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<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</b>	<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>
<b>5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Vocabulary 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 Unit 6 Lesson 15: Whole Group; Work Time Unit 6 Lesson 16: Work Time Unit 6 Lesson 27: Vocabulary</p>



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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context</b>	
<b>5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</b>	<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>Multisyllabic Words</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 45: Whole Group; Work Time</p>
<b>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</b>	<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 &amp; Roots</u> Unit 4 Lesson 4: Vocabulary Unit 4 Lesson 11: Vocabulary</p>

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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking</b>	
<b>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</b>	<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            Unit 6 Lesson 15: Whole Group; Work Time            Unit 6 Lesson 16: Work Time            Unit 6 Lesson 27: 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>

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Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary</b>	
<b>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b>	<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>
<b>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b>	<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>

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To the South Carolina Core Content Connectors**

Core Content Connectors: Grade 5	iLit 45 Level B ©2017
<b>Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)</b>	
<b>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</b>	<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>5.RWL.e2 Identify the meaning of common idioms or proverbs.</b>	<p><u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud &amp; Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 4 Lesson 47: Vocabulary Unit 6 Lesson 13: Vocabulary</p>
<b>Writing: Across All Types CCCs</b>	
<b>5.WA.1 Develop keyboarding skills.</b>	<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>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>Present Writing</u> Unit 4 Lessons 37–38: Work Time Unit 5 Lesson 10: Work Time Unit 6 Lessons 38–39: Work Time</p>

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To the South Carolina Core Content Connectors**

<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</b>	<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>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>Multimedia Presentation</u> Unit 5 Lesson 7: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p>
<b>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</b>	<p><u>Multimedia Presentation</u> Unit 5 Lesson 7: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p>
<b>5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</b>	<p><u>Multimedia Presentation</u> Unit 5 Lesson 7: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p>
<b>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</b>	<p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 8: Whole Group</p>

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<b>Core Content Connectors: Grade 5</b>	<b>iLit 45 Level B ©2017</b>
<b>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</b>	<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>
<b>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</b>	<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>

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To the South Carolina Core Content Connectors**

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<b>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</b>	<p><u>Prepositions</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: 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>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions and Prepositional Phrases, 97-99; Conjunctions, 100-102</p>
<b>5.WA.9 Use punctuation to separate items in a series.</b>	<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 in a Series, 122</p>
<b>5.WA.10 Use commas accurately in writing.</b>	<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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<b>5.WA.11 Spell words correctly in writing, consulting references as needed.</b>	<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>
<b>5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</b>	<p><u>Revise Writing</u> Unit 2 Lesson 33: Whole Group Unit 2 Lessons 34–35: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Grammar Study Plan: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Grammar Study Plan: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Grammar Study Plan: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5</p>



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<p><b>5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</b></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            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>
<p><b>5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b></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>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>