A Correlation of

iLit45

Level C

To

Florida English Language Arts CPALMS Intensive Reading 1 Course 1000010 Standards Grade 6

An Alignment of iLit 45 Level C to the
Florida English Language Arts CPALMS Intensive Reading 1
Course 1000010Standards

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Strand: Communication	
Cluster: Communicating Through Writing	
ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.	Write a Narrative (examples) Unit 1 Lessons 4–5: Work Time Unit 2 Lessons 18-20: Work Time Unit 2 Lessons 28-37: Work Time Unit 3 Lessons 6-10: Extra Practice Unit 6 Lessons 3-5: Work Time Assignments (examples) Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 16–20: Plan a Narrative Paragraph Unit 2 Lessons 16–20: Write a Narrative Paragraph Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 2 Lessons 31–35: Write a Narrative Essay Unit 6 Lessons 1–5: Plan a Narrative Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph Supplemental Lessons (examples) Routine Cards Writing Routine
ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions.	Argumentative Writing (examples) Unit 4 Lesson 21, 31, 33: Whole Group Unit 4 Lesson 22-24, 27, 32-35, 37-38: Work Time Unit 6 Lessons 23-26: Work Time Assignments (examples) Unit 4 Lessons 21–25: Plan an Argumentative Paragraph Unit 4 Lessons 21–25: Write an Argumentative Paragraph Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 21–25: Plan an Argumentative Paragraph Unit 6 Lessons 21–25: Write an Argumentative Paragraph Supplemental Lessons (examples) Routine Cards Writing Routine

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ELA.6.C.1.4: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.	Informative Writing (example) Unit 2 Lessons 8-10: Work Time Write an Explanatory Paragraph (examples) Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time Unit 6 Lesson 31: Whole Group Unit 6 Lessons 33-34, 35, 37-38: Work Time Assignments Unit 2 Lessons 6–10: Plan an Informative Paragraph Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 16–20: Plan an Explanatory Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Informative Paragraph Unit 6 Lessons 11–15: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay Supplemental Lessons (examples) Routine Cards Writing Routine

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Standard: Communicating Orally	
ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Plan, Organize, and Create a Multimedia Presentation (examples) Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time Present an Opinion Essay Unit 4 Lessons 37: Work Time Present a Poem Unit 7 Lessons 4-5: Whole Group; Work Time Present Explanatory Essay Unit 6 Lessons 38: Work Time Present a Narrative Essay Unit 2 Lessons 37: Work Time Reading Fluency Presentations Unit 1 Lesson 4: Work Time Interview Presentations Unit 3 Lesson 9: Work Time Supplemental Lessons (examples) Active Listening Routines Peer Conferencing Routine Presenting Routine Rules for Conversation Routine Collaborative Conversation Routine

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ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Use Verbs and Helping Verbs Unit 2 Lesson 26: Whole Group Past Tense Verbs Unit 2 Lesson 26: Work Time Subject-Verb Agreement Unit 2 Lesson 28: Work Time Revising and Editing (examples) Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Activity: Spelling Study Plan Unit 2 Lesson 5: Work Time Unit 2 Lesson 41: Work Time Unit 4 Lesson 38: Work Time Every unit in iLit includes Spelling and Grammar assignments in which students receive assessment-driven instruction and practice on a wide range of spelling and grammar rules, skills, and strategies. For examples see: Assignments - Grammar Study Plan Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses Unit 6 Lessons 6–10: Part 3: Skill 23: Quotations and Quotation Marks Professional Learning Community Teacher Resources: See all Language Conventions practice.

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ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.	Research Activities Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time Take Notes Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Small Group: Ask Questions Evaluate Sources Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time Assignments Unit 5 Lessons 6-10: Research Project Library The Student Library includes broad range of titles that students can use as primary or secondary sources.
Strand: Reading	
Standard: Reading Prose and Poetry	
ELA.6.R.1.1: Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Analyze Character and Plot (examples) Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud Unit 6 Lesson 41: Whole Group
ELA.6.RI.1.2: Analyze the development of stated or implied theme(s) throughout a literary text.	Identify and Analyze Theme (examples) Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud Compare Theme Across Genres Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group

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ELA.6.RI.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Identify Point of View Unit 4 Lesson 30: Whole Group Also see: Compare and Contrast Characters (examples) Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud
ELA.6.RI.1.4: Describe the impact of various poetic forms on meaning and style.	Introduce Genre: Poetry Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud Characteristics and Language of Poetry Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time Reading Poems (examples) Unit 6 Lesson 34: "The King of the United States" Unit 7 Lesson 2: "My Computer Ate My Homework" (poem) Unit 7 Lesson 3: "I Want to Unplug" and "Computer" (poems) Unit 7 Lesson 4: "Gaming" and "What's Real?" (poems) iLit Library Students can further explore this skill through Independent Reading using the iLit Library. Examples of poetry include: The Song of Hiawatha The Charge of the Light Brigade Variations on a Theme by Rilke Dutiful by Margaret Atwood All Good People by Rudyard Kipling Million Man March by Maya Angelou Sonnet-To Science by Edgar Allen Poe The Tragedy of King Lear Twelfth Night

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Standard: Reading Informational Text	
ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.	Analyze Text Structure Unit 4 Lessons 44–45: Work Time Unit 4 Lessons 47–49: Read Aloud, Think Aloud Text Features Unit 4 Lesson 44: Read Aloud, Think Aloud Genre: Informational Text Unit 6 Lessons 37, 43: Read Aloud, Think Aloud Preview Text Unit 2 Lesson 38: Whole Group Unit 4 Lesson 36: Whole Group Unit 4 Lesson 39: Work Time Unit 6 Lesson 2: Read Aloud, Think Aloud
ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.	Main Idea and Supporting Details (examples) Unit 4 Lessons 44, 49: Read Aloud, Think Aloud Unit 6 Lesson 35: Read Aloud, Think Aloud; Whole Group; Work Time Unit 6 Lessons 37–38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time
ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic. .	Recognize Author's Purpose (examples) Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 30: Whole Group Unit 6 Lesson 33: Read Aloud, Think Aloud Preview a Text and Set a Purpose for Reading Unit 6 Lesson 1: Whole Group
ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.	Analyze Argument Unit 4 Lesson 20: Whole Group Supporting Opinions Unit 6 Lesson 27: Read Aloud, Think Aloud

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Standard: Reading Across Genres	
ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).	Figurative Language Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time Understand Similes Unit 2 Lesson 29: Read Aloud, Think Aloud Language of Poetry Unit 7 Lesson 1: Vocabulary Vocabulary - Idioms (examples) Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary Library – Drama *Romeo and Juliet* *Antigone* *A Midsummer Night's Dream*
ELA.6.R.3.2: Paraphrase content from grade-level texts.	Paraphrase and Summarize (examples) Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Paraphrase to Monitor Understanding Unit 6 Lesson 19: Work Time
Strand: Vocabulary	
Standard: Finding Meaning	
ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	Students learn new academic vocabulary every week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words. Academic Vocabulary (examples) Unit 2 Lesson 2-5, 12-14, 22-23, 27-29: Vocabulary Unit 4 Lessons 7, 9, 18-19, 27-29, 37-38, 47-49: Vocabulary Unit 6 Lessons 2-4, 7, 9, 12-14, 27-29, 37, 39: Vocabulary

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ELA.6.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Use Prefixes and Suffixes Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 11: Work Time Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 17: Work Time Use Greek and Latin Roots Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 30-31: Work Time Assignments - Spelling Study Plan Unit 6 Lessons 1–5: Part 2: Skill 17: Prefixes *dis-, in-, mis-, re-* Unit 6 Lessons 1–5: Part 3: Skill 18: Suffixes *–ful, -ly, -ion* Unit 6 Lessons 1–5: Part 4: Skill 19: Suffixes *– less, -ment, -ness*

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ELA.6.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	Reading Strategy: Use Context Clues (examples) Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group Use a Dictionary and Context to Clarify Word Meaning Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time Figurative Language (examples) Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time Vocabulary - Synonyms and Antonyms (examples) Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary Connotations (examples) Unit 2 Lessons 6–7: Work Time Unit 2 Lesson 10: Vocabulary Unit 2 Lesson 23: Whole Group Assignments: Vocabulary Study Plan (examples) Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Synonyms and Antonyms During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases

Florida English Language Arts CPALMS Intensive Reading 1 Course 1000010 Standards	iLit 45 Level C
Strand: Foundational Skills	
Standard: Applying Foundational Reading Skills for Secondary	
ELA.612.F.2.1 Demonstrate an understanding of spoken words, syllables, and sounds.	
ELA.612.F.2.1.a: Orally produce single-syllable and multisyllabic words by accurately blending sounds.	Multisyllabic Words Unit 2 Lesson 16: Vocabulary; Work Time Unit 2 Lesson 17: Work Time Unit 2 Lesson 20: Vocabulary Syllables Patterns Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Assignments Unit 2 Lessons 16-20: Multisyllabic Words Unit 4 Lessons 1-5: Syllable Patterns Unit 6 Lessons 6-10: Open Syllable Patterns Supplemental Lessons (examples) Phonological Awareness Lesson 1: Count Sounds in Single-Syllable Words Lesson 2: Isolate the Initial Sound in Single-Syllable Words Lesson 3: Isolate the Final Sound in Single-Syllable Words
ELA.612.F.2.1.b: Accurately segment single-syllable and multisyllabic words.	Multisyllabic Words Unit 2 Lesson 16: Vocabulary; Work Time Unit 2 Lesson 17: Work Time Unit 2 Lesson 20: Vocabulary Syllables Patterns Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Open Syllables Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 10: Vocabulary Unit 6 Lesson 11: Work Time Supplemental Lessons (examples) Phonological Awareness Lesson 17–20: Segment Single-Syllable Words into Their Sounds

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ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.	
ELA.612.F.2.2.a: Use an array of strategies to decode single-syllable and multisyllabic words.	Multisyllabic Words Unit 2 Lesson 16: Vocabulary; Work Time Unit 2 Lesson 17: Work Time Unit 2 Lesson 20: Vocabulary Syllables Patterns Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Closed Syllables Unit 4 Lesson 5: Vocabulary Open Syllables Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 10: Vocabulary Unit 6 Lesson 11: Work Time Assignments Unit 2 Lessons 16-20: Multisyllabic Words Unit 4 Lessons 1-5: Syllable Patterns Unit 6 Lessons 6-10: Open Syllable Patterns Supplemental Lessons (examples) Phonological Awareness Lesson 1: Count Sounds in Single-Syllable Words Lesson 2: Isolate the Initial Sound in Single-Syllable Words Lesson 3: Isolate the Final Sound in Single-Syllable Words Lesson 5: Isolate the Medial Vowel Sound in Single-Syllable Words Lesson 23: Read Words with Consonant Blends Lessons 25–26: Read Words with Diphthongs Lesson 27: Read Words with Consonant Digraphs

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ELA.612.F.2.2.b: Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.	Multisyllabic Words Unit 2 Lesson 16: Vocabulary; Work Time Unit 2 Lesson 17: Work Time Unit 2 Lesson 20: Vocabulary Syllables Patterns Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Closed Syllables Unit 4 Lesson 5: Vocabulary Open Syllables Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 10: Vocabulary Unit 6 Lesson 11: Work Time
ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.	
ELA.612.F.2.3.a: Use an array of strategies to accurately encode single-syllable and multisyllabic words.	Multisyllabic Words Unit 2 Lesson 16: Vocabulary; Work Time Unit 2 Lesson 17: Work Time Unit 2 Lesson 20: Vocabulary Syllables Patterns Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Closed Syllables Unit 4 Lesson 5: Vocabulary Open Syllables Unit 6 Lesson 6: Vocabulary; Work Time Unit 6 Lesson 10: Vocabulary Unit 6 Lesson 11: Work Time Supplemental Lessons (examples) Phonological Awareness Lesson 1: Count Sounds in Single-Syllable Words Lesson 2: Isolate the Initial Sound in Single-Syllable Words Lesson 3: Isolate the Final Sound in Single-Syllable Words Lesson 5: Isolate the Medial Vowel Sound in Single-Syllable Words Lessons 11–15: Blend Sounds to Make Single-Syllable Words Lesson 17–20: Segment Single-Syllable Words into Their Sounds Lesson 23: Read Words with Consonant Blends Lessons 25–26: Read Words with Diphthongs Lesson 27: Read Words with Consonant Digraphs

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ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	In each unit students have multiple opportunities to practice this skill in the Read Aloud, Think Aloud activities. The program includes a flexible approach for reading aloud or reading privately. In addition, students can hear modeled oral readings, and can make their own recordings to submit to the teacher. Fluency (examples) Unit 2 Lesson 5: Whole Group Unit 4 Lessons 36, 40: Work Time (Practice Fluent Reading) Unit 4 Lesson 38: Whole Group (Practice Fluent Reading) Unit 6 Lessons 5, 15-16: Work Time Unit 6 Lesson 5, 15: Whole Group Oral Reading Presentations and Projects Unit 1 Lesson 4: Work Time Plan, Organize, and Create a Multimedia Presentation (examples) Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time Present an Opinion Essay Unit 4 Lessons 37: Work Time Present a Poem Unit 7 Lessons 4-5: Whole Group; Work Time Present Explanatory Essay Unit 6 Lessons 38: Work Time Present a Narrative Essay Unit 2 Lessons 37: Work Time Assignments (examples) Unit 2 Lessons 36-40 Present a Narrative Essay Unit 4 Lessons 36-40: Present an Argumentative Essay Unit 6 Lessons 36-40: Present an Explanatory Essay

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(Continued) ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	(Continued) Supplemental Lessons (examples) Read Aloud Teachers can use the Read Aloud Section either to supplement the Read Aloud, Think Aloud titles in the core lessons or in place of one or more of the titles. Moving Forward Speaking Out Prometheus and the Gift of Fire iLit Library Time to Read: In order to promote oral language proficiency, the Time to Read lesson segment includes literature circle suggestions, as well as collaborative conversation activities where students discuss a common text.
Strand: Expectations	
ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	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. Ask Questions (informative/nonfiction examples) Unit 2 Lesson 1: Whole Group Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Make Inferences (informative/nonfiction examples) Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time Unit 5 Lesson 9: Read Aloud, Think Aloud Draw Conclusions (informative/nonfiction examples) Unit 6 Lesson 28: Read Aloud, Think Aloud

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(Continued) ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	(Continued) Assignments Throughout the Interactive Readers, Reading Checkpoints encourage students to understand and use newly acquired vocabulary. Instant feedback is provided for these activities. Unit 2 Lesson 11-15: Animal Expressions; Earthquake!; Phobias: Beyond Fear Unit 4 Lessons 26-30: Raising Baby Animals; Wilderness Learning; Too Much Media? Unit 6 Lessons 1-5: Being an Apprentice; Technology is Golden
ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include: *"Saint Luis Armstrong Beach"* (novel) Unit 1 Lessons 2-32 *"Waikiki's Story"* (short story) Unit 2 Lesson 39 Unit 2 Lesson 42 *"Don't Call Me Hero"* (novel; realistic fiction) Unit 4 Lessons 2–33 *"I Want to Unplug"* (poem) Unit 7 Lesson 3 *"Kids on Strike!"* (nonfiction) Unit 3 Lessons 1-19 *"A Gesture of Comradeship"* (autobiography) Unit 4 Lesson 22 *"Heroes of the Environment"* (informational text) Unit 5 Lesson 1-14 Reading Strategy (informative examples) Unit 1 Lesson 21: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time

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(Continued) ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	(Continued) Library The iLit Student Library includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents. Examples of the iLit Library Almost Astronauts Ellen Ochoa Life After the Olympics Hunger to Be Free Inaugural Addresses for various presidents Babes in the Woods On Global Warming 40 Famous Women Extraordinary Athletes Supplemental Lessons (examples) Book Club A Day for Love Crash Test Abraham Lincoln Movie Magic No Home Red Planet
ELA.K12.EE.3.1: Make inferences to support comprehension.	Make Inferences (informative/nonfiction examples) Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 23: Whole Group Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lessons 25, 26: Work Time Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 9: Read Aloud, Think Aloud Unit 6 Lesson 11: Whole Group Unit 6 Lesson 12: Read Aloud, Think Aloud; Work Time Draw Conclusions (informative/nonfiction examples) Unit 6 Lesson 28: Read Aloud, Think Aloud

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ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Collaborative Conversation Routine Unit 1 Lesson 2: Classroom Conversation Evaluating Classroom Conversation Unit 1 Lesson 2: Classroom Conversation Writing Routine: Feedback Unit 1 Lesson 5: Work Time Peer Conference Unit 1 Lesson 5: Work Time Classroom Conversation (examples) Unit 2: Lesson 4: Small-Group Discussion Unit 4: Lesson 2: Partner Conversation Unit 4: Lesson 14: Small Group Conversation Unit 5: Lesson 4: Partner Conversation Unit 6: Lesson 17: Partner Conversation Supplemental Lessons (examples) Routine Cards Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Projects Routine Collaborative Conversation Routine

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ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.	The iLit program includes composition opportunities in all formats of the writing spectrum. For examples see: Writing Activities (examples) Unit 2 Lessons 13-15: Work Time Unit 2 Lessons 18–20, 28-37: Work Time Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: Work Time Plan, Organize, and Create a Multimedia Presentation (examples) Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time Assignments Unit 2 Lessons 31–35: Write a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Essay Supplemental Lessons (examples) Routine Cards Writing Routine

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ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.	Peer Conference Unit 1 Lesson 5: Work Time Unit 4 Lesson 28: Work Time Plan, Organize, and Create a Multimedia Presentation (examples) Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time Present an Opinion Essay Unit 4 Lessons 37: Work Time Present a Poem Unit 7 Lessons 4-5: Whole Group; Work Time Present Explanatory Essay Unit 6 Lessons 38: Work Time Present a Narrative Essay Unit 2 Lessons 37: Work Time Classroom Conversation (examples) Unit 2: Lesson 4: Small-Group Discussion Unit 4: Lesson 2: Partner Conversation Unit 4: Lesson 14: Small Group Conversation Unit 5: Lesson 4: Partner Conversation Unit 6: Lesson 17: Partner Conversation Assignments - Grammar Study Plan Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses Supplemental Lessons (examples) Read Aloud Teachers can use the Read Aloud Section either to supplement the Read Aloud, Think Aloud titles in the core lessons or in place of one or more of the titles. The Choice Extraordinary Athletes Training Winners Routine Cards Presenting Routine Rules for Conversation Routine

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English Language Learners	
ELD.K12.ELL.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	Classroom Conversation (examples) Unit 4: Lesson 2: Partner Conversation Unit 4: Lesson 14: Small Group Conversation Unit 5: Lesson 4: Partner Conversation Unit 6: Lesson 17: Partner Conversation Plan, Organize, and Create a Multimedia Presentation (examples) Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time Writing Lessons (examples) Unit 2 Lessons 13-15: Work Time Unit 2 Lessons 18–20, 28-37: Work Time Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: Work Time Peer Conference Unit 1 Lesson 5: Work Time Unit 4 Lesson 28: Work Time Academic Language (examples) Unit 2 Lessons 2, 3, 4, 13, 14, 27-29: Vocabulary Unit 4 Lessons 12-14, 27-29: Vocabulary Assignments (examples) Unit 2 Lessons 31–35: Write a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 31–35: Write an Explanatory Essay Supplemental Lessons (examples) Book Club A Day for Love Folk Tales of Latin America Trickster Stand Routine Cards Active Listening Routines Time to Read Routine Collaborative Conversation Routine

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ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.	Classroom Conversation (examples) Unit 2: Lessons 4, 7, 14, 19, 29, 42: Small-Group Discussion Unit 4: Lessons 2, 17, 24, 34: Partner Conversation Unit 4: Lesson 14: Small Group Conversation Unit 5: Lesson 4: Partner Conversation Unit 5: Lesson 7: Small-Group Discussion Unit 6: Lesson 17: Partner Conversation Plan, Organize, and Create a Multimedia Presentation (examples) Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time Fluency (examples) Unit 2 Lesson 5: Whole Group Unit 4 Lessons 36, 40: Work Time (Practice Fluent Reading) Unit 4 Lesson 38: Whole Group (Practice Fluent Reading) Unit 6 Lessons 5, 15-16: Work Time Unit 6 Lesson 5, 15: Whole Group Presenting Writing Activities (examples Unit 2 Lessons 18–20, 28-37: Work Time Unit 4 Lesson 31, 33: Whole Group Unit 4 Lesson 27, 32-35, 37-38: Work Time Unit 6 Lessons 31: Whole Group Unit 6 Lessons: 33-35, 37-38: Work Time Presentations and Projects Presenting Routine Unit 1 Lesson 4: Work Time Supplemental Lessons (examples) Routine Cards Active Listening Routines Rules for Conversation Routine Collaborative Conversation Routine