

**A Correlation of
iLit 20 Grade 3**



To

**Minnesota Academic Standards
English Language Arts
Learning Standards
Grade 3**

**A Correlation of iLit 20, Grade 3
to the
Minnesota Academic Standards-English Language Arts, Grade 3**

Introduction

This document demonstrates how **iLit 20** meets Minnesota Academic Standards - English Language Arts. Correlation references are to the Student App and Teacher App and are cited by unit, 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 20** 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 20** has been carefully crafted to meet the rigors of the State Standards and prepare students for success on the new 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 20 engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K-5) [RL]	
Grade 3 students:	
Key Ideas and Details	
<p>3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 3: Which Words were Most Memorable? Prompt 17: What Is the Most Interesting Part of the Text? Prompt 19: What Passage or Dialogue was Most Meaningful?</p>
<p>3.1.2.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 9: Character, Setting, Plot, Theme – What would you Share with a Friend? Prompt 19: What Passage or Dialogue was Most Meaningful Prompt 20: Choose and Describe a Sensory Detail</p>

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<p>3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SA: Students can use their digital Notebook to create Class Notes highlighting the characters, setting, or events in the text.</p> <p>TA: Students have opportunities to examine the <i>iLit</i> library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 2: Which Character, Event, or Ideas was Most Confusing? Prompt 9: Character, Setting, Plot – What would you Share with a Friend? Prompt 10: Picture Setting of the Book Prompt 13: Which Character Is Similar to You? Prompt 14: Which Character Would Be a Friend? Prompt 28: Which Individual or Character Made the Strongest Impression on You? Prompt 29: Write About a Character, Idea, or Event in Your Book?</p>
Craft and Structure	
<p>3.1.4.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u> Prompt 1: Descriptive Words Prompt 3: Words and Phrases</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p>

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(Continued)	(Continued) <u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings
3.1.5.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<p>SA: Students have at their fingertips over 300 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 19: What Passage or Dialogue was Most Meaningful? Prompt 27: What Scene of Event Most Important to You?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) What a Vacation! A Family Play! (drama) The Prince and the Pauper (prose) The Jungle Book (Prose) Little Women (Prose) Little Bear and Other Native American Tales (Prose) The Fisherman and the Fish The Paper Shoes (Prose)</p>

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3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.	<p>TG: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p><u>iLit</u> Library (examples) How Coyote Gave Fire to the World Raven and Loon: An Inuit Tale The Crow and the Pitcher A Christmas Carol</p>
Integration of Knowledge and Ideas	
3.1.7.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>TG: <u>Library Response Prompt (examples)</u> Prompt 6: Book Make Good Movie? Prompt 10: Picture Setting of the Book Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>In addition, the iLit Library includes a number of titles that used for movies and TV shows. For examples, see:</p> <p><u>iLit</u> Library (examples) Hooray for Rhody! Little Bear Too Many Dogs The Three Pals The Art Shop A Pig Mystery</p>
3.1.8.8 (Not applicable to literature)	

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3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<p>TG: <u>Library Response Prompt (examples)</u> Prompt 8: Would You Read Another Book by Same Author? Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>In addition, the <i>iLit</i> Library allows students to search based on author, genre, or title. Students can compare and contrast similar books from different cultures and similar topics.</p>
Range of Reading and Level of Text Complexity	
3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><i>iLit</i> Library (examples)</u> The Jungle Book Mr. Small Snowflake: A Sled Dog Tad Lucas Cowgirl A Nest for Owl Flood and Famine A Box for Bobo Hooray for Rhody The Fisherman and the Fish Flood and Famine The Jungle Book The Case of the Missing Planet</p>

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Reading Benchmarks: Informational Text K-5 (Common Core Reading Standards for Informational Text K-5) [RI]	
Key Ideas and Details	
<p>3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p>TA: <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u> Week 2: Building Trust and Replacing Fear Week 5: The Ripple Effect Week 21: Laws That Work for Kids Who Work; Warning: Bugs at Work!</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 4: Cesar Chavez: Fighting for Fairness Week 6: All Together Now; They Never Gave Up; Striking It Rich Week 13: Outside Independence Hall Week 23: Searching for Justice; Bomb Dogs Week 28: Mary Seacole: Her Little-Known Story</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 10: Sowing the Seeds of Friendship Week 15: Technology to the Rescue! Week 21: Mahatma Gandhi: A Leader in Nonviolence Week 27: Invented by Love; New Languages, New Friends</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 8: When Tsunamis Strike; The Kindness of Strangers: Week 18: Traditional Native American Homes; Taking Sides on Time Week 23: Resolving Family Conflicts; Making Things Better</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>3.2.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 1: Making Peace with Competition Week 2: Awesome Ants; The Battle of the Sexes Week 13: Pay Days Week 18: Women’s Wage Gap Week 23: Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 10: Sowing the Seeds of Friendship Week 15: Technology to the Rescue! Week 21: Mahatma Gandhi: A Leader in Nonviolence Week 27: Invented by Love; New Languages, New Friends</p>
Craft and Structure	
<p>3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Word Parts; Base Words</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 8: Long e; Antonyms</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 9: Ancient Rome; National Symbols</p>

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3.2.5.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 1: Making Peace with Competition Week 6: Racing with the Wind; City Life for Birds Week 15: The Power of Music, Color, and Images Week 18: Women’s Wage Gap Week 23: Wonders of the Plant World; Growing Up with a Twin</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: Pablo Morales, Champion at Work; The Great Pacific Garbage Patch; How Smart Is Your Smartphone? Week 2: Saving the Colorado River Delta Week 4: Athletes as Role Models Week 8: A Good Friend Is Hard to Find Week 18: The Race into Space</p>
3.2.6.6 Distinguish their own point of view from that of the author of a text.	<p>TG: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 10: Biodiversity in Decline Chapter 30: An Ocean of Plastic; Energy All Around Us</p>
Integration of Knowledge and Ideas	
3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>TA: Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they’ll encounter on next-generation assessments.</p>

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(Continued)	<p>(Continued)</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u> Week 1: How Smart Is Your Smartphone? Week 2: Awesome Ants; The Battle of the Sexes Week 10: Social Media; Digital Creativity Week 27: Coyotes on the Go</p>
<p>3.2.8.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>TA: <u>Interactive Readers: Identify Author's Purpose (examples)</u> Week 4: The Nature Connection; Anne Frank: Taking a Stand for the Human Spirit Week 13: Social Media Week 28: High-Tech Animal Tracking</p> <p><u>Interactive Readers: Identify Author's Viewpoint (examples)</u> Week 10: Biodiversity in Decline Week 30: An Ocean of Plastic; Energy All Around Us</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyl: Freedom Fighter; Out of Many by Barack Obama</p>

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<p>3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>Space (examples)</u> Week 18: The Race into Space Week 21: Astronauts iLit Library: Almost Astronauts; Astronauts Take Flight; Book of Space</p> <p><u>Peace and Justice (examples)</u> Week 17: Wrongfully Accused; Fighting for Freedom: Harriet Tubman Week 18: Peace Activist Samantha Smith Week 21: Mahatma Gandhi: A Leader in Nonviolence Week 22: Choosing Peace: The Carter Center; The Christmas Truce Week 25: Peacekeepers iLit Library: Mahatma Gandhi</p> <p><u>Animals (Examples)</u> Week 6: City Life for Birds Week 10: Pets in the White House Week 17: Furry Friends and Feathered Friends Week 21: Raising Puppies, Raising Protectors; Warning: Bugs at Work! Week 27: Coyotes on the Go</p>

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Range of Reading and Level of Text Complexity	
3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u><i>iLit</i> Library (examples)</u> Fins, Wings, and Legs We Need Insects! On the Farm Be On Time! Wetlands All About the Body Look Alikes Charting Your Course Crossing Borders Crossing the Atlantic Is It an Insect? Eva the Beekeeper Trees and Leaves Encyclopedia of Places All About Me</p>

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Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K-5) [RF])	
Phonics and Word Recognition	
3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	TA: <u>Smart Search: Spelling</u> Prefixes; Suffixes; Greek or Latin Word Parts <u>Smart Search: Vocabulary</u> Suffixes; Prefixes; Affixes and Word Roots <u>Word Study Practice (examples)</u> Week 5: Suffixes Week 11: Prefixes
b. Decode words with common Latin suffixes.	TA: <u>Smart Search: Spelling</u> Suffixes; Greek or Latin Word Parts <u>Smart Search: Vocabulary</u> Suffixes; Affixes and Word Roots <u>Word Study Practice (examples)</u> Weeks 5, 13, 14: Suffixes Weeks 7, 10, 11, 13: Latin Roots
c. Decode multisyllable words.	TA: <u>Smart Search: Spelling</u> Syllable Patterns; Multisyllabic Words <u>Word Study Practice (examples)</u> Weeks 2, 5, 7, 8, 13: Multisyllabic Words
d. Read grade-appropriate irregularly spelled words, including high-frequency words.	TA: <u>Smart Search: Spelling</u> Common Misspellings; Easily Confused Words <u>Word Study Practice (examples)</u> Week 1: Irregular Plurals

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Fluency	
3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	<p>TA: The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>See Word Study Readers, Weeks, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.</p>
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TA: The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>See Word Study Readers, Weeks, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TA: Smart Search: Vocabulary: Context Clues, Vocabulary Study Plan, 1A-1C, 2A-2C, 3A-3C, 4a-4C, 5A-5C</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p>
Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W]	
Text Types and Purposes	
3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	<p>TA: Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A & B Smart Search: Writing: Argumentative Writing: Opinion Essay C</p>
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<p>TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction</p>

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b. Provide reasons that support the opinion.	TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction & Body Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	TA: Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A & B: Drafting: Introduction, Body, and Conclusion; Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Introduction, Body, and Conclusion; Revising
d. Provide a concluding statement or section.	TA: Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A & B: Drafting: Conclusion; Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Conclusion
3.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Interactive Readers: Write a Summary (examples)</u> Week 2: Building Trust and Replacing Fear; Saving the Colorado River Delta Week 10: Heroes of 9/11; Ancient Sports History; Racing Tough Week 15: The Greed Game Week 27: Invented by Love; Coyotes on the Go
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction
b. Develop the topic with facts, definitions, and details.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction & Body

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c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion
d. Provide a concluding statement or section.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Conclusion
3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising
c. Use temporal words and phrases to signal event order.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & conclusion
d. Provide a sense of closure.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Conclusion

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Writing Process: Production and Distribution of Writing	
<p>3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
<p>3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)</p>	<p>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C</p> <p>Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C</p> <p>Smart Search: Writing: Argumentative Writing: Opinion Essay C</p> <p>Smart Search: Writing: Writing Opinion Pieces: Opinion Essay A, B</p>

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3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>Library Response Prompt 5: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
Research to Build and Present Knowledge	
3.6.7.7 Conduct short research projects that build knowledge about a topic.	TA: Teachers can encourage students to conduct research in the <i>iLit</i> Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.
3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TA: The <i>iLit</i> Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.
3.6.9.9 (Begins in grade 4)	

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Range of Writing	
3.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K-5) [SL]	
Comprehension and Collaboration	
3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p>

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<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 300 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 300 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
<p>e. Cooperate and compromise as appropriate for productive group discussion.</p>	<p>Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p>

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<p>f. Follow multi-step oral directions.</p>	<p>TA: Teachers guide students through the use of <i>iLit 20</i>. In addition, Smart Search Vocabulary, Spelling, Grammar, and Phonics activities include assignments where students watch videos highlighting specific skills.</p>
<p>3.8.2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 10: Sowing the Seeds of Friendship Week 27: Invented by Love; New Languages, New Friends</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u> Week 1: Regular Plurals; Related Words Week 13: Inflected Endings; Words with Schwa</p> <p><u>Word Reader (examples)</u> Week 14: The Long e Sound Spelled e Week 19: Sound for the Letters <i>ur</i></p>

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3.8.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 300 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p> <p><u>Interactive Readers: Ask Questions (examples)</u> Week 21: Laws That Work for Kids Who Work; Warning: Bugs at Work! Chapter 30: Teen Tech Inventors</p>
Presentation of Knowledge and Ideas	
3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>
3.8.5.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p>

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<p>3.8.6.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Also see: <u>Smart Search: Grammar Sentence Structure; Types of Sentences</u></p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>
Media Literacy	
3.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	
<p>a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</p>	<p>TA:</p> <p>Week 1: Check for Messages Week 1: How Smart Is Your Smartphone? Week 3: Text Talk Week 5: Blogs Week 11: Too Much Media? Week 11: Video Games: The Good and the Bad Week 13: Social Media: Law Enforcement’s New Friend Week 13: Digital Creativity Week 13: Binge TV Week 15: The Power of Music, Color, and Images Week 21: Hidden Ads Lesson 24: The Magic of Special Effects Week 28: An Online State of Mind Week 30: Teen Tech Inventors</p>

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b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.	TA: The <i>iLit</i> Library includes fiction and informational texts that can be used for research. The program includes Interactive Readers and Word Readers for each Level that includes valuable information for students to use in research activities.
c. Check for accuracy in pictures and images.	TA: Students can use the following Interactive Readers to examine this objective. Week 5: Blogs Week 11: Too Much Media? Week 21: Hidden Ads
d. Recognize safe practices in personal media communications.	TA: Students explore different aspects of personal media communications in the following material. Each selection includes comprehension questions that can be a starting point for discussion of safe practices in personal media communications. <u>Interactive Readers: (examples)</u> Week 1: Check for Messages Week 3: Text Talk Week 5: Blogs Week 13: Social Media: Law Enforcement’s New Friend Week 28: An Online State of Mind
3.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)	
a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.	TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces. The following Interactive readers can help students critique material under consideration. Week 13: Digital Creativity Week 15: The Power of Music, Color, and Images Lesson 24: The Magic of Special Effects

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b. Share the work with an audience.	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>The following Interactive readers can help students share their work with an audience. Week 13: Digital Creativity Week 15: The Power of Music, Color, and Images Lesson 24: The Magic of Special Effects</p>
Language Benchmarks K-5 (Common Core Language Standards K-5) [L]	
Conventions of Standard English	
3.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TA: <u>Smart Search: Grammar (examples)</u> Nouns; Pronouns; Verbs; Adjectives; Adverbs; Types of Sentences
b. Form and use regular and irregular plural nouns.	TA: <u>Smart Search: Phonics</u> Irregular Plurals; Regular and Irregular Plurals <u>Word Study Practice</u> Week 1: Regular Plurals; Irregular Plurals
c. Use abstract nouns (e.g., childhood).	TA: <u>Smart Search: Grammar</u> Nouns
d. Form and use regular and irregular verbs.	TA: <u>Smart Search: Grammar</u> Verbs (Regular and Irregular Verbs)

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e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	TA: <u>Smart Search: Grammar</u> Verbs: Grammar Study Plan 2B (Verb Tenses; Consistent Verb Tenses; Subject-Verb Agreement)
f. Ensure subject-verb and pronoun-antecedent agreement.*	TA: <u>Smart Search: Grammar</u> Pronouns: Grammar Study Plan 3C (Subject-Verb Agreement); Verbs: Grammar Study Plan 2B (Subject-Verb Agreement)
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TA: <u>Smart Search: Grammar</u> Adverbs: Grammar Study Plan 4C (Comparative and Superlative Adjectives; Comparative and Superlative Adverbs)
h. Use coordinating and subordinating conjunctions.	TA: <u>Smart Search: Grammar</u> Conjunctions: Grammar Study Plan 4A (Conjunctions); Grammar Study Plan 4B (Conjunctions); Grammar Study Plan 4C (Conjunctions with Compounds; Conjunctions and Complex Sentences)
i. Produce simple, compound, and complex sentences.	TA: <u>Smart Search: Grammar</u> Sentence Structure: Grammar Study Plan 3A
3.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize appropriate words in titles.	TA: <u>Smart Search: Grammar</u> Capitalization: Grammar Study Plan 5A (Capitalization); Grammar Study Plan 5B (Capitalization; Quotations and Titles of Works)
b. Use commas in addresses.	TA: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas)
c. Use commas and quotation marks in dialogue.	TA: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas; Quotations and Quotation Marks)

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d. Form and use possessives.	<p>TA: <u>Smart Search: Spelling (examples)</u> Plural or Possessive; Possessives</p> <p><u>Smart Search: Grammar</u> Possessives</p> <p><u>Word Study Practice (examples)</u> Week 4: Possessives</p>
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<p>TA: <u>Smart Search: Spelling</u> Prefixes; Suffixes; Common Misspellings</p> <p><u>Word Reader</u> See all Word Readers Weeks 1–30</p>
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p>TA: <u>Smart Search: Spelling</u> Short Vowels; Long Vowels; Final Syllable Patterns; Vowel Sounds; Diphthongs; Vowel Patterns; Schwas; R-Controlled Vowels; Consonant Patterns; Consonant Blends; Silent Consonants; Consonant Digraphs; Double Consonants; Syllable Patterns; Multisyllabic Words; Compound Words; Inflected Endings; Plurals; Irregular Plurals; Possessives; Prefixes; Suffixes; Comparative Endings; Contractions; Homophones; Common Misspellings</p>
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>TA: <u>Smart Search: Spelling</u> Common Misspellings</p> <p><u>Word Reader</u> See all Word Readers Weeks 1–30 Easily Confused Words</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p>

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Knowledge of Language	
3.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases for effect.*	<p>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C Smart Search: Writing: Argumentative Writing: Opinion Essay C Smart Search: Writing: Writing Opinion Pieces: Opinion Essay A, B</p>
b. Recognize and observe differences between the conventions of spoken and written standard English.	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Also see: <u>Smart Search: Grammar</u> Sentence Structure; Types of Sentences</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>

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Vocabulary Acquisition and Use	
3.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TA: <u>Smart Search: Vocabulary</u> Context Clues, Vocabulary Study Plan, 1A-1C, 2A-2C, 3A-3C, 4a-4C, 5A-5C</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p>
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<p>TA: <u>Smart Search: Spelling</u> Prefixes; Suffixes; Greek or Latin Word Parts</p> <p><u>Smart Search: Vocabulary</u> Suffixes; Prefixes; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u> Week 5: Suffixes Week 11: Prefixes</p>
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<p>TA: <u>Smart Search: Vocabulary</u> Roots; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u> Weeks 7, 10, 11, 13: Latin Roots</p>
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p>TA: Teachers encourage students to use reference materials to identify the meaning of unknown words.</p> <p><u>Smart Search: Spelling</u> Easily Confused Words</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p>

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3.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	<p>TA: <u>Smart Search: Spelling</u> Related Words</p> <p><u>Smart Search: Vocabulary</u> Context Clues; Shades of Meaning: Word Study Practice (Connotations); Word Study Practice (Connotations and Denotations)</p>
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the <i>iLit 20</i> program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p>
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<p>TA: <u>Smart Search: Spelling</u> Related Words</p> <p><u>Smart Search: Vocabulary</u> Shades of Meaning; Word Associations; Related Words</p>

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<p>3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: iLit 20 also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings</p>