

**A Correlation of
iLit 20, Level A**



To

**Minnesota Academic Standards
English Language Arts
Learning Standards
Grade 4**

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Minnesota Academic Standards-English Language Arts, Grade 4**

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 4 students:	
Key Ideas and Details	
4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<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>
4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<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>4.1.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</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></p> <p>Prompt 2: Which Character, Event, or Ideas was Most Confusing?</p> <p>Prompt 9: Character, Setting, Plot – What would you Share with a Friend?</p> <p>Prompt 10: Picture Setting of the Book</p> <p>Prompt 13: Which Character Is Similar to You?</p> <p>Prompt 14: Which Character Would Be a Friend?</p> <p>Prompt 28: Which Individual or Character Made the Strongest Impression on You?</p> <p>Prompt 29: Write About a Character, Idea, or Event in Your Book?</p>

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Craft and Structure	
<p>4.1.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</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> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings</p>

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<p>4.1.5.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>SA: Students have at their fingertips over 3000 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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4.1.6.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>TA: Students have opportunities to examine the <i>iLit</i> 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><i>iLit</i> Library (examples)</u> 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	
4.1.7.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<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 <i>iLit</i> Library includes a number of titles that used for movies and TV shows. For examples, see:</p> <p><u><i>iLit</i> Library (examples)</u> Hooray for Rhody! Little Bear Too Many Dogs The Jungle Book The Adventures of Tom Sawyer Little Women</p>
4.1.8.8 (Not applicable to literature)	

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<p>4.1.9.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.</p>	<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 iLit 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> <p><u>iLit Library (examples)</u> Little Bear and Other Native American Tales Folk Tales of Latin America Hare Rescues the Sun</p>

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Range of Reading and Level of Text Complexity	
4.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.	
<p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<p>TA: An essential component of iLit 20 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 iLit students.</p> <p><u>iLit 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>4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</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 11: Antarctica: The Last Wilderness</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: All Together Now; They Never Gave Up Week 11: My Brother and Sister Drive Me Crazy! 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>4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</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 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 23: Resolving Family Conflicts; Making Things Better Week 28: Buffalo Battles; More Than Words</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>
<p>4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</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 13: Digital Creativity Week 27: Invented by Love; New Languages, New Friends</p>

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Craft and Structure	
<p>4.2.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</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>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 Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 5: Irregular Plurals; Suffixes Week 10: Abbreviations; Compound Words; Syllable Patterns</p>

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<p>4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</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: 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: Friendly Opponents Week 6: Young People with Hope; Young Athletes of the World Unite Week 18: The Race into Space</p>
<p>4.2.6.6 Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p>	<p>TG: <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><u>iLit Library (examples)</u> Little Bear and Other Native American Tales Folk Tales of Latin America Hare Rescues the Sun</p>

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Integration of Knowledge and Ideas	
<p>4.2.7.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<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> <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: Is Age Just a Number?; Friendly Opponents; Awesome Ants; The Battle of the Sexes</p>

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<p>4.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>TA: <u>Interactive Readers: Identify Author’s Purpose (examples)</u> 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 Chapter 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>4.2.9.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>TA: The <i>iLit</i> Library includes over 3000 titles of fiction and informational text. Each level of <i>iLit</i> 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 <i>iLit</i> 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 <i>iLit</i> 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	
4.2.10.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	<p>TA: An essential component of iLit 20 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 iLit students.</p> <p><u>iLit 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	
4.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p>TA: <u>Smart Search: Spelling (examples)</u> Final Syllable Patterns</p> <p><u>Smart Search: Phonics (examples)</u> Syllable Patterns Final -le; Syllable Patterns VC/CCV, VC/CV; Syllable Patterns CVVC; Syllable Patterns V/CV, VC/V; Final Syllable Patterns</p> <p><u>Word Study Practice (examples)</u> Week 1: Open Syllable Patterns; Closed Syllable Patterns</p>
Fluency	
4.3.0.4 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>

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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	
4.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>TA: Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A & B Smart Search: Writing: Argumentative Writing: Opinion Essay C</p>
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	<p>TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction</p>
b. Provide reasons that are supported by facts and details.	<p>TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction & Body Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body</p>
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<p>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</p>
d. Provide a concluding statement or section related to the opinion presented.	<p>TA: Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A & B: Drafting: Conclusion Smart Search: Writing: Argumentative Writing: Opinion Essay C: Conclusion</p>

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4.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Interactive Readers: Write a Summary (examples)</u> Week 1: Make Peace with Competition; The Great Pacific Garbage Patch; Mentors Make a Difference Week 13: Pay Days; Digital Creativity Week 23: Who Grows Your Food?; Resolving Family Conflicts; Wonders of the Plant World Week 25: Being an Apprentice; In the Wake of an Earthquake; Growing Power</p>
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia 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, concrete details, quotations, or other information and examples related to the topic.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction & Body
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction, Body, & Conclusion
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>TA: Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p>
e. Provide a concluding statement or section related to the information or explanation presented.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Conclusion

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4.6.3.3 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. Orient the reader by establishing a situation and introducing 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 description to develop experiences and events or show the responses of characters to situations.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising
c. Use a variety of transitional words and phrases to manage the sequence of events.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Conclusion

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Writing Process: Production and Distribution of Writing	
<p>4.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>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>4.6.5.5 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 4 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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<p>4.6.6.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</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>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	
<p>4.6.7.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>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.</p>
<p>4.6.8.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>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.</p>

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<p>4.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</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>

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<p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</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 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 23: Resolving Family Conflicts; Making Things Better Week 28: Buffalo Battles; More Than Words</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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Range of Writing	
4.6.10.10 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	
4.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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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b. Follow agreed-upon rules for discussions and carry out assigned roles.	<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. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<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>
d. Review the key ideas expressed and explain their own ideas and understanding in light of the 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. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p>
e. Cooperate and problem solve as appropriate for productive group discussion.	<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 <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>4.8.2.2 Paraphrase portions 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 (examples)</u> Week 13: Social Media: Law Enforcement’s New Friend Week 18: The Race into Space; Samuel Morse Week 28: An Online State of Mind; High-Tech Animal Tracking</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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<p>4.8.3.3 Identify the reasons and evidence a speaker provides to support particular points.</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 (examples)</u> Week 6: Young People with Hope; Young Athletes of the World Unite Week 18: Women’s Wage Gap; Traditional Native American Homes Week 28: An Online State of Mind; High-Tech Animal Tracking</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Purpose (examples)</u> 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 Chapter 30: An Ocean of Plastic; Energy All Around Us</p>
Presentation of Knowledge and Ideas	
<p>4.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<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>

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<p>4.8.5.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<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>4.8.6.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 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: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing; Writing Opinion Pieces.</p> <p>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>

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Media Literacy	
4.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	
a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).	TA: 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
b. Locate and use information in print, non-print, and digital resources using a variety of strategies.	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 of information between two different sources.	TA: Students can use the following Interactive Readers to examine this objective. Week 5: Blogs Week 11: Too Much Media? Week 21: Hidden Ads

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d. Recognize safe practices in social and personal media communications.	<p>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.</p> <p><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</p> <p><u>iLit Library</u> In the Digital Age Privacy Is Hard to Come By Cyberbullying</p>
4.8.8.8 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. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.	<p>TA: The iLit 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.</p> <p>TA: Week 11: Too Much Media? Week 15: The Power of Music, Color, and Images Week 21: Hidden Ads Lesson 24: The Magic of Special Effects</p>

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<p>b. Publish the work and share it with an audience.</p>	<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>
<p>Language Benchmarks K-5 (Common Core Language Standards K-5) [L]</p>	
<p>Conventions of Standard English</p>	
<p>4.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>

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a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	TA: For supporting content please see the following: <u>Smart Search: Grammar</u> Pronouns: Grammar Study Plan 3C (Pronouns; Pronouns and Antecedents)
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	TA: For supporting content please see the following: <u>Smart Search: Grammar</u> Verbs: Grammar Study Plan 2B (Consistent Verb Tense; Regular and Irregular Verbs)
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	TA: For supporting content please see the following: <u>Smart Search: Grammar</u> Verbs: Grammar Study Plan 2B (Main and Helping Verbs)
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	TA: <u>Smart Search: Grammar (examples)</u> Adjectives: Grammar Study Plan 3C (Adjectives and Articles); Adjectives and Adverbs
e. Form and use prepositional phrases.	TA: <u>Smart Search: Grammar</u> Prepositions: Grammar Study Plan 5C (Prepositions and Prepositional Phrases)
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	TA: <u>Smart Search: Grammar</u> Sentence Structure: Grammar Study Plan 3A; Types of Sentences
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	TA: <u>Smart Search: Spelling</u> Easily Confused Words: Spelling Study Plan 5C
4.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use correct capitalization.	TA: <u>Smart Search: Grammar</u> Capitalization: Grammar Study Plan 5A (Capitalization); Grammar Study Plan 5B (Capitalization; Quotations and Titles of Works)

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b. Use commas and quotation marks to mark direct speech and quotations from a text.	TA: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas; Quotations and Quotation Marks)
c. Use a comma before a coordinating conjunction in a compound sentence.	TA: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas; Quotations and Quotation Marks)
d. Spell grade-appropriate words correctly, consulting references as needed.	<p>TA: <i>iLit 20</i> also offers spelling instruction during all 30 weeks of the <i>iLit 20</i> program. Smart Search Spelling lessons and Word Study Practice reinforce decoding and fluency skills, and help build a foundation for knowledge of spelling conventions.</p> <p><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> <p><u>Word Study Practice (examples)</u> Week 1: Open Syllable Patterns; Closed Syllable Patterns Week 11: Contractions; Inflected Endings</p>

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Knowledge of Language	
4.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.*	<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. Choose punctuation for effect.*	<p>TA: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C; Types of Sentences: Grammar Study Plans 3A; Usage</p>
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing; Writing Opinion Pieces.</p> <p>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>

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Vocabulary Acquisition and Use	
4.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<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>
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p>TA: Smart Search: Vocabulary: Context Clues, Vocabulary Study Plan, 1A–1C, 2A–2C, 3A–3C, 4a–4C, 5A–5C</p> <p><u>Smart Search: Vocabulary</u> Roots; Affixes and Word Roots</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>
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and 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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4.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.	
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p>TA: For supporting content please see the following:</p> <p><u>Smart Search: Spelling</u> Comparative Endings</p> <p><u>Library Response Prompt (examples)</u> Prompt 20: Choose and Describe a Sensory Detail</p>
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>TA: For supporting content please see the following:</p> <p><u>Smart Search: Spelling</u> Easily Confused Words; Abbreviations; One Word or Two; Common Misspellings; Words From Many Cultures; Related Words</p>
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p><u>Smart Search: Vocabulary (examples)</u> Synonyms; Antonyms; Antonyms and Synonyms</p> <p><u>Word Study Practice (examples)</u> Week 8: Antonyms</p>

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<p>4.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</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; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 4: Compound Words; Inflected Endings</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>