

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



To

**Minnesota Academic Standards
English Language Arts
Grade 5**

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Minnesota Academic Standards-English Language Arts, Grade 5**

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 5 students:	
Key Ideas and Details	
<p>5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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 <i>iLit</i> 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>5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize 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 text’s theme and details.</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, 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>5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</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>5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and 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> <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>5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</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) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>

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<p>5.1.6.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</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 25: What Question Would You Like to Ask the Author? Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>iLit Library (examples) How Do I Love Thee?/On Love (poetry) Famous (Poetry) Dutiful (Poetry) A Child’s Umbrella (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>
Integration of Knowledge and Ideas	
<p>5.1.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</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 5: Picture on Social Network Site that Describes Your Book Prompt 6: Would Your Book Make a 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>

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5.1.8.8 (Not applicable to literature)	
5.1.9.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<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><i>iLit</i> Library (examples)</u> Little Bear and Other Native American Tales Folk Tales of Latin America Hare Rescues the Sun Blizzard Twister The Case of the Missing Planet</p>
Range of Reading and Level of Text Complexity	
5.1.10.10 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 4–5 text complexity band proficiently and independently.	
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> Oliver Twist Little Women The Adventures of Tom Sawyer The Jungle Book Mr. Small Snowflake: A Sled Dog A Home for Nellie</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>5.2.1.1 Quote accurately from 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 5: The Ripple Effect: Ask Questions; Week 11: Antarctica: The Last Wilderness: Ask Questions & Check Your Understanding</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 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>5.2.2.2 Determine two or more main ideas of a text and explain how they are 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 13: Digital Creativity</p> <p><u>Interactive Readers: Summarize(examples)</u> Week 18: Traditional Native American Homes 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>5.2.3.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</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</p>

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Craft and Structure	
<p>5.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 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 4: Compound Words; Inflected Endings Week 10: Abbreviations; Compound Words; Syllable Patterns</p>

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<p>5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</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 2: Friendly Opponents; Saving the Colorado River Delta Week 6: Young People with Hope; Young Athletes of the World Unite Week 18: The Race into Space; The Amazing Butterfly Week 30: In the Path of Danger; Making the World a Better Place</p>
<p>5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.</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: Peace and Justice (examples)</u> Week 17: Wrongfully Accused; Fighting for Freedom: Harriet Tubman Week 18: Peace Activist Samantha Smith Week 22: Choosing Peace: The Carter Center; The Christmas Truce iLit Library: Mahatma Gandhi</p> <p><u>Interactive Readers: Animals (Examples)</u> Week 6: City Life for Birds Week 10: Pets in the White House Week 17: Furry Friends and Feathered Friends</p> <p>iLit Library (examples) 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>5.2.7.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</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 2: Is Age Just a Number?; Friendly Opponents; Awesome Ants; The Battle of the Sexes Week 8: When Tsunamis Strike; The Power of Perseverance Week 13: Social Media: Law Enforcement's New Friend; Digital Creativity; Binge TV</p>

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<p>5.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>TA: <u>Interactive Readers: Identify Author's Purpose (examples)</u> Week 13: Social Media: Law Enforcement's New Friend Week 18: Peace Activist Samantha Smith Week 28: High-Tech Animal Tracking Week 30: An Ocean of Plastic</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 Kyi: Freedom Fighter; Out of Many by Barack Obama</p>
<p>5.2.9.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</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 22: Choosing Peace: The Carter Center; The Christmas Truce 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</p>

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Range of Reading and Level of Text Complexity	
5.2.10.10 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 4–5 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> Empowering a Community The Future is Now We Need Insects Jane of the Jungle True Heroes of the Old West Remember the Removal Charting Your Course A Guide to Constellations Wetlands Recycling Rocks and Minerals</p>

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Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K-5) [RF])	
Phonics and Word Recognition	
5.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>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>	<p>TA: The teacher application includes over 30 phonics lessons which are introduced, taught, and practiced. Each week several of the 30 lessons are highlighted for teaching. For examples of the complete list located in Smart Search, see the following: Weeks 1–30: Long Vowels; Vowel Digraphs; Consonant Digraphs; Consonant Blends; Vowel Sound in Ball; r-Controlled Vowels; Short Vowels; Syllable Patterns; Consonant Patterns; Inflected Endings; Regular Plurals; Irregular Plurals</p> <p>The teacher application includes over 30 spelling lessons which are introduced, taught, and practiced. Each week several of the 30 lessons are highlighted for teaching. For examples of the complete list located in Smart Search, see the following: Weeks 1–30: Silent Consonants; Syllable Patterns; Compound Words; Possessives; Prefixes; Suffixes; Greek or Latin Words Parts; Related Words</p> <p>Word Study Practice in the Assignments column includes lessons for each week. For examples see: Week 7: Latin Roots; Negative Prefixes; Open Syllable Patterns; Week 11: Syllable Patterns V/CV; Contractions.</p> <p>In addition, the Word Readers for each week highlight letter sound correspondences and patterns. For examples see: Week 6: Word Reading 6 Word Reader: Words that Begin with <i>bl, fl, fr, gr, pl, and sp</i>; Week 10: Word Reading 10: Letter sound <i>g/j</i>; Week 23: Word Reading 23: Ending <i>-ed</i>.</p>

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Fluency	
5.3.0.4 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	
5.6.1.1 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> <p><u>Library Response Prompt (examples)</u> Prompt 24: Write a Review and Rate It with Stars? Explain</p>

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a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction
b. Provide logically ordered reasons that are supported by facts and details.	TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction & Body Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	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 <u>Library Response Prompt (examples)</u> Prompt 24: Write a Review and Rate It with Stars? Explain
d. Provide a concluding statement or section related to the opinion presented.	TA: Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A & B: Drafting: Conclusion; Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Conclusion <u>Library Response Prompt (examples)</u> Prompt 24: Write a Review and Rate It with Stars? Explain

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5.6.2.2 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>Write a Summary (examples)</u> Week 2: Is Age Just a Number?; The Battle of the Sexes Week 13: Pay Days; Digital Creativity Week 23: Who Grows Your Food?; Resolving Family Conflicts; Wonders of the Plant World</p>
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction</p>
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body</p>
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion</p>
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.	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Conclusion</p>
5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p>

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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 literary and narrative techniques, such as dialogue, description, and pacing, 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, phrases, and clauses 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: Drafting: Introduction, Body, and Conclusion; Revising
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>5.6.4.4 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>5.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 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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5.6.6.6 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 two pages in a single sitting.	<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	
5.6.7.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<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>
5.6.8.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<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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5.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</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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<p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</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	
5.6.10.10 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	
5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 iLit 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 by making comments that contribute to the discussion and elaborate on 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 iLit 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 draw conclusions in light of information and knowledge gained from the discussions.	<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.</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 to make decisions 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 iLit 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>5.8.2.2 Summarize a written 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>5.8.3.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker’s opinions and verifiable facts.</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>5.8.4.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; 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>5.8.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in 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>5.8.6.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 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	
5.8.7.7 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).	<p>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</p>
b. Locate and use information in print, non-print, and digital resources using a variety of strategies.	<p>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.</p>
c. Evaluate the accuracy and credibility of information found in digital sources.	<p>TA: Students can use the following Interactive Readers to examine this objective.</p> <p>Week 5: Blogs Week 11: Too Much Media? Week 21: Hidden Ads</p>

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<p>d. Recognize ethical standards and safe practices in social and personal media communications.</p>	<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>
<p>5.8.8.8 Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</p>	
<p>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>	<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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b. Publish the work and share it 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	
5.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<p>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); Prepositions: Grammar Study Plan 5C (Prepositions and Prepositional Phrases)</p>
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<p>TA: <u>Smart Search: Grammar</u> Verbs: Grammar Study Plan 2B (Consistent Verb Tense; Regular and Irregular Verbs)</p>
c. Use verb tense to convey various times, sequences, states, and conditions.	<p>TA: <u>Smart Search: Grammar</u> Verbs: Grammar Study Plan 2B (Consistent Verb Tense; Regular and Irregular Verbs)</p>

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d. Recognize and correct inappropriate shifts in verb tense.*	TA: <u>Smart Search: Grammar</u> Verbs: Grammar Study Plan 2B (Subject-Verb Agreement)
e. Use correlative conjunctions (e.g., either/or, neither/nor).	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)
5.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation to separate items in a series.*	TA: For supporting content please see the following: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas)
b. Use a comma to separate an introductory element from the rest of the sentence.	TA: For supporting content please see the following: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas)
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	TA: For supporting content please see the following: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Commas)
d. Use underlining, quotation marks, or italics to indicate titles of works.	TA: <u>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Quotations and Quotation Marks); Capitalization: Grammar Study Plan 5B (Capitalization; Quotations and Titles of Works)

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<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>TA: iLit 20 also offers spelling instruction during all 30 weeks of the iLit 20 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>
<p>Knowledge of Language</p>	
<p>5.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>TA: Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p>

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<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</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>Smart Search: Grammar</u> Punctuation: Grammar Study Plan 5C (Quotations and Quotation Marks); Capitalization: Grammar Study Plan 5B (Capitalization; Quotations and Titles of Works)</p> <p><u>Library Response Prompt (examples)</u> Prompt 19: What Passage or Dialogue was Most Meaningful?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) The Prince and the Pauper (prose) The Time Machine (Prose) Raven and Loon (Prose)</p>

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Vocabulary Acquisition and Use	
5.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<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>
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p>TA: Smart Search: Spelling Suffixes; Greek or Latin Word Parts</p> <p><u>Smart Search: Vocabulary</u> Suffixes; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u> Weeks 5, 13, 14: Suffixes Weeks 7, 10, 11, 13: Latin Roots</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>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p>
5.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.	
a. Interpret figurative language, including similes and metaphors, in context.	<p>TA: For supporting content please see the following: <u>Smart Search: Spelling</u> Comparative Endings</p> <p><u>Library Response Prompt (examples)</u> Prompt 20: Choose and Describe a Sensory Detail</p>

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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. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p><u>Smart Search: Vocabulary (examples)</u> Synonyms; Antonyms; Antonyms and Synonyms</p> <p><u>Word Study Practice (examples)</u> Week 8: Antonyms</p>
5.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>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> <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>