

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



To

**Minnesota Academic Standards
English Language Arts
Grade 6**

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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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| (R) Reading | |
| (RL) Literature | |
| Key Ideas and Details | |
| <p>(RL.6.4.1.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn 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 23: What Is the Most Important Statement or Idea You Read Today? Prompt 24: What Scene of Event was Most Important to You? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable? Prompt 30: Did Any Parts of Your Reading Today Make You Feel Angry, Pleased, or Surprised?</p> |

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| <p>(RL.6.4.2.2) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the <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 1: Choose Three Words That Describe the Book You are Reading Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 21: Write a Review and Rate It with Stars? Explain. Prompt 23: What Is the Most Important Statement or Idea You Read Today?</p> |
| <p>(RL.6.4.3.3) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> | <p>TA: <u>Library Response Prompt (examples)</u> Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 24: What Scene of Event was Most Important to You? Prompt 26: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books. Prompt 28: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand?</p> |

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| Craft and Structure | |
| <p>(RL.6.4.4.4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</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 50 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 17: Choose and Describe a Sensory Detail Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable?</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 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |

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| <p>(RL.6.4.5.5) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</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 7: Picture Setting of the Book. Would You Like to Live There? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable? Prompt 24: What Scene of Event was Most Important to You?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (poetry) Dirge of Love (poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama) Twelfth Night (drama)</p> |

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| <p>(RL.6.4.6.6) Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.</p> | <p>TA: <u>Library Response Prompt (examples)</u> Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 22: What Question Would You Like to Ask the Author?</p> <p><u>iLit Library (examples)</u> Macbeth Hamlet Othello Twelfth Night Lewis and Clark</p> |
| <p style="text-align: center;">Integration of Knowledge and Ideas</p> | |
| <p>(RL.6.4.7.7) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</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 2: Picture on Social Network Site that Describes Your Book Prompt 3: Would the Book You Read Make Good Movie? Prompt 7: Picture Setting of the Book. Would You Like to Live There? Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show?</p> <p><u>iLit Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama) Hamlet (drama) Julius Caesar (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p> |

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| (RL.6.4.8.8) (Not applicable to literature) | |
| (RL.6.4.9.9) Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of 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> 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) Hamlet (drama)</p> |
| Range of Reading and Level of Text Complexity | |
| (RL.6.4.10.10) By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. | |
| (RL.6.4.10.10.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 A Midsummer Night’s Dream Little Women Welcome to Skull Canyon The Adventures of Tom Sawyer David Copperfield The Jungle Book Snowflake: A Sled Dog</p> |

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| <p>(RL.6.4.10.10.b) Read widely to understand multiple perspectives and pluralistic viewpoints.</p> | <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.</p> <p><u>iLit Library (examples)</u> Persuasion Jane Eyre Sense and Sensibility Adventures of Tom Sawyer Lord Jim Hamlet Silas Marner Up From Slavery</p> |
| <p>(RI) Informational Text</p> | |
| <p>Key Ideas and Details</p> | |
| <p>(RI.6.5.1.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn 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 11: Laws That Work for Kids Who Work Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: They Never Gave Up; All Together Now Week 42: The Possibility of Peace Week 45: Sonia Sotomayor: A Justice for All; E-cycling:</p> <p><u>Interactive Readers: Make Generalizations (examples)</u> Week 13: Who Grows Your Food? Week 27: A Heated Debate Week 32: South Africa's Peacemaker Week 37: Handwriting on the Wall; The World's Water Woes</p> |

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| (Continued) | <p>(Continued)</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>(RI.6.5.2.2) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</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></p> <p>Week 13: Digital Creativity; Binge TV Week 21: Separate Justice Week 27: Invented by Love; New Language, New Friends Week 42: Mahatma Gandhi: A Leader in Nonviolence</p> <p><u>Interactive Readers: Summarize (examples)</u></p> <p>Week 18: Traditional Native American Homes; Taking Sides on Time Week 23: The Kindness of Strangers Week 31: Growing an Urban Garden Week 49: Campers Give Peace a Chance</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>(RI.6.5.3.3) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> | <p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: Awesome Ants Week 11: Kids Saving the Rain Forest; A Trip to Mars Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World Week 48: Manatees: Endangered Species; Choosing Peace: The Carter Center</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 13: Digital Creativity; Binge TV Week 21: Separate Justice Week 27: Invented by Love; New Language, New Friends</p> |
| Craft and Structure | |
| <p>(RI.6.5.4.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</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 Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths; Cars Then and Now Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 13: Inflected Endings; Contractions</p> |

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| <p>(RI.6.5.5.5) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> | <p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: Awesome Ants Week 11: Kids Saving the Rain Forest; A Trip to Mars Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: The Great Pacific Garbage Patch; Pablo Morales, Champion at Work Week 8: A Good Friend Is Hard to Find; The Power of Perseverance Week 16: Astronauts; Wilderness Learning; Champion of the Rocks</p> <p><u>iLit Library (examples)</u> Empowering a Community The Future is Now We Need Insects</p> |
| <p>(RI.6.5.6.6) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> | <p>TA: <u>Interactive Readers: Identify Author's Viewpoint (examples)</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline Week 42: The Youngest Heroes Week 49: The Legacy of the Olympic Truce</p> <p><u>Interactive Readers: Identify Author's Purpose (examples)</u> Week 1: Statistics Don't Lie Week 4: Anne Frank: Taking a Stand for the Human Spirit; The Nature Connection; Superman's Sister: The Life of Babe Didrikson Zaharias Week 6: Mentors Make a Difference Week 20: Peacekeepers; When Disaster Strikes; Speaking for the Wolves Week 40: Texting on Trial; Learning from Mistakes: Two 1853 Train Wrecks Week 49: Chasing Danger</p> |

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| Integration of Knowledge and Ideas | |
| <p>(RI.6.5.7.7) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</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 11: Video Games; Kids Saving the Rain Forest</p> <p><u>iLit Library (examples)</u> World Atlas</p> |

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| <p>(RI.6.5.8.8) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 13: A Brilliant Relationship Week 20: Peacekeeper; When Disaster Strikes; Speaking for the Wolves</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; Up From Slavery</p> |
| <p>(RI.6.5.9.9) Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).</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>Peace and Justice (examples)</u> Week 20: Peacekeepers Week 23: Volunteers for Peace Week 42: Mahatma Gandhi: A Leader in Nonviolence Week 45: Sonia Sotomayor: A Justice for All Week 48: Choosing Peace: The Carter Center iLit Library: Mahatma Gandhi</p> <p><u>Technology (examples)</u> Week 11: Video Games: The Good and the Bad Week 13: Binge TV Week 27: Telemedicine Week 40: Texting on Trial</p> |

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| Range of Reading and Level of Text Complexity | |
| (RI.6.5.10.10) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| (RI.6.5.10.10.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> Jane of the Jungle Human Impact! Ban the Bottle! Early Warning System We Beat the Street Should Military Recruiters Be Allowed in High School The Future Is Now Is There Law in Cyberspace?</p> |
| (W) Writing | |
| Text Types and Purposes | |
| (W.6.7.1.1) Write arguments to support claims with clear reasons and relevant evidence. | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p> <p><u>Library Response Prompt (examples)</u> Prompt 21: Write a Review and Rate It with Stars? Explain. Prompt 23: What Is the Most Important Statement or Idea You Read Today?</p> |
| (W.6.7.1.1.a) Introduce claim(s) and organize the reasons and evidence clearly. | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction</p> |

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| (W.6.7.1.1.b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body |
| (W.6.7.1.1.c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising |
| (W.6.7.1.1.d) Establish and maintain a formal style. | TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising |
| (W.6.7.1.1.e) Provide a concluding statement or section that follows from the argument presented. | TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Conclusion; Revising |
| (W.6.7.2.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | <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 4: The Nature Connection Week 11: Kids Saving the Rain Forest Week 20: Speaking for the Wolves</p> <p><u>Library Response Prompt (examples)</u> Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book? Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show? Prompt 20: Why Did You Choose the Book You Read Today?</p> |

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| (W.6.7.2.2.a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction |
| (W.6.7.2.2.b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction & Body |
| (W.6.7.2.2.c) Use appropriate transitions to clarify the relationships among ideas and concepts. | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction, Body, & Conclusion |
| (W.6.7.2.2.d) Use precise language and domain-specific vocabulary to inform about or explain the topic. | TA: Smart Search: Grammar: Sentence Structure; Types of Sentences Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C |
| (W.6.7.2.2.e) Establish and maintain a formal style. | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C |
| (W.6.7.2.2.f) Provide a concluding statement or section that follows from the information or explanation presented. | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Drafting: Conclusion |
| (W.6.7.3.3) Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C |
| (W.6.7.3.3.a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C; Prewriting; Drafting: Introduction |

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| (W.6.7.3.3.b) Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters. | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising |
| (W.6.7.3.3.c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion |
| (W.6.7.3.3.d) Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising |
| (W.6.7.3.3.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: Drafting: Conclusion; Revising |
| Writing Process: Production and Distribution of Writing | |
| (W.6.7.4.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <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: Argumentative Essay A, B, C</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> |

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| (W.6.7.5.5) With some 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 6 on page 73.) | <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: Argumentative Essay A, B, C</p> |
| (W.6.7.6.6) 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 three 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: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: 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 | |
| (W.6.7.7.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | <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> |
| (W.6.7.8.8) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for 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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| <p>(W.6.7.9.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>(W.6.7.9.9.a) Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</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: The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 5: Would You Read Another Book by Same Author? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 24: What Scene of Event was Most Important to You?</p> |
| <p>(W.6.7.9.9.b) Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</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: <u>Interactive Readers: Write a Summary (examples)</u> Week 2: Awesome Ants Week 8: Youthville Detroit Week 18: Bill Gate: Computer Pioneer Week 31: Growing an Urban Garden</p> |

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| Range of Writing | |
| (W.6.7.10.10) 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. | |
| (W.6.7.10.10.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: Argumentative Essay A, B, C</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> |
| (SL) Speaking, Viewing, Listening and Media Literacy | |
| Comprehension and Collaboration | |
| (SL.6.9.1.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| (SL.6.9.1.1.a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on 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. 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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| <p>(SL.6.9.1.1.b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> | <p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members.</p> |
| <p>(SL.6.9.1.1.c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> | <p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> |
| <p>(SL.6.9.1.1.d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> | <p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the <i>iLit</i> Library of over 3000 titles of high interest fiction and informational texts. TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> |

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| (SL.6.9.1.1.e) Cooperate, mediate, and problem solve to make decisions as appropriate for productive group 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> <p>Students can share and discuss their assignments in the Literary Response Prompts in Weeks 1-30.</p> |
| (SL.6.9.2.2) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | <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 3: Animal Expressions Week 4: Anne Frank: Taking a Stand for the Human Spirit Week 28: Social Media: Law Enforcement’s New Friend</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 16: Multiple Meaning Words; Synonyms; Latin Roots</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 16: Consonant Pattern <i>-ng</i></p> |

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| <p>(SL.6.9.3.3) Delineate a speaker’s argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.</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 2: Saving the Colorado River Delta Week 11: Video Games: The Good and the Bad; Kids Saving the Rain Forest Week 32: Cesar Chavez: Fighting for Fairness; South Africa’s Peacemaker; A Quiet Hero: The Story of Barbara Johns; Learning the Truth in China</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline</p> |
| <p>Presentation of Knowledge and Ideas</p> | |
| <p>(SL.6.9.4.4) Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</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>(SL.6.9.5.5) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</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: Argumentative Essay A, B, C</p> |
| <p>(SL.6.9.6.6) Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 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.</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> <p>The <i>iLit</i> Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u><i>iLit</i> Library Dramas (examples)</u> Hamlet Macbeth A Doll’s House Prometheus and the Gift of Fire</p> |

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| Media Literacy | |
| (SL.6.9.7.7) Understand, analyze, and use different types of print, digital, and multimodal media. | |
| (SL.6.9.7.7.a) Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). | <p>TA: Interactive Readers Week 1: How Smart Is Your Smartphone? Week 2: Google: Up Close and Personal Week 3: Text Talk Week 11: Video Games: The Good and the Bad; Too Much Media? Week 13: Digital Creativity; Binge TV Week 15: Too Young for Cell Phones?; The Power of Music, Color, and Images; The Internet Is Forever Week 24: The Magic of Special Effects Week 28: Social Media: Law Enforcement’s New Friend Week 30: Making the World a Better Place: The Google Science Fair; Technology to the Rescue! Week 31: The Growth of the Internet Week 33: Textbook Technology; Special Effects: Making the Unreal Real Week 36: Printing in 3 Dimensions Week 38: Facebook or Face-to-Face? Week 39: Technology That Changes Lives Week 40: Texting on Trial Week 44: Bullies Beware; The Tricks of Advertising Week 48: The Technology of Friendship</p> |
| (SL.6.9.7.7.b) Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements). | <p>TA: Students can use the following Interactive Readers to examine this objective.</p> <p><u>Interactive Readers</u> Week 2: Google: Up Close and Personal Week 11: Video Games: The Good and the Bad; Too Much Media? Week 38: Facebook or Face-to-Face? Week 40: Texting on Trial Week 41: The Word on Bullying Week 44: Bullies Beware; The Tricks of Advertising</p> |

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| <p>(SL.6.9.7.7.c) 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 3: Text Talk Week 28: Social Media: Law Enforcement’s New Friend Week 38: Facebook or Face-to-Face? Week 40: Texting on Trial Week 41: The Word on Bullying Week 44: Bullies Beware; The Tricks of Advertising</p> <p><u>iLit Library</u> In the Digital Age Privacy Is Hard to Come By Cyberbullying</p> |
| <p>(SL.6.9.8.8) As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.</p> | |
| <p>(SL.6.9.8.8.a) Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.</p> | <p>SE/TE: 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 15: The Power of Music, Color, and Images Week 21: Hidden Ads Lesson 24: The Magic of Special Effects Week 44: Bullies Beware; The Tricks of Advertising</p> |

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| (SL.6.9.8.8.b) Publish the work and share 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 Week 24: The Magic of Special Effects</p> |
| (L) Language | |
| Conventions of Standard English | |
| (L.6.11.1.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| (L.6.11.1.1.a) Ensure that pronouns are in the proper case (subjective, objective, possessive). | <p>TA: <u>Smart Search: Grammar</u> Pronouns</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing</p> <p>Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing</p> <p>Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |

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| <p>(L.6.11.1.1.b) Use intensive pronouns (e.g., myself, ourselves).</p> | <p>TA: <u>Smart Search: Grammar</u> Pronouns</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |
| <p>(L.6.11.1.1.c) Recognize and correct inappropriate shifts in pronoun number and person.</p> | <p>TA: <u>Smart Search: Grammar</u> Pronouns</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |
| <p>(L.6.11.1.1.d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> | <p>TA: <u>Smart Search: Grammar</u> Pronouns</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |

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| <p>(L.6.11.1.1.e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> | <p>TA: <u>Smart Search: Spelling</u> Words from Many Cultures; Easily Confused Words; Homophones</p> <p><u>Word Study Practice (examples)</u> Week 26: Influence of Arabic on English Weeks 25, 28: Acronyms and Initialisms</p> |
| <p>(L.6.11.2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | |
| <p>(L.6.11.2.2.a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> | <p>TA: <u>Smart Search: Grammar</u> Punctuation</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |

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| (L.6.11.2.2.b) Spell correctly. | <p>TA: Over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</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> <p><u>Word Study Practice (examples)</u> Week 8: Closed Syllable Patterns; Open Syllable Patterns Week 11: Syllable Pattern VCV; Inflected Endings</p> <p>In additions see the editing step in all writing process activities.</p> <p>Narrative Writing: Narrative Essay A, B, C: Editing Explanatory/ Informative Writing: Explanatory Essay A, B, C: Editing Argumentative Writing: Argumentative Essay A, B, C: Editing</p> |
| Knowledge of Language | |
| (L.6.11.3.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| (L.6.11.3.3.a) Vary sentence patterns for meaning, reader/ listener interest, and style. | <p>TA: Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p> |

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| (L.6.11.3.3.b) Maintain consistency in style and tone. | <p>TA: Smart Search: Grammar: Sentence Structure; Types of Sentences</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: Argumentative Essay A, B, C</p> |
| Vocabulary Acquisition and Use | |
| (L.6.11.4.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | |
| (L.6.11.4.4.a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the <i>iLit 20</i> program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u> Context Clues</p> |
| (L.6.11.4.4.b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | <p>TA: <u>Spelling</u> Base Words; Prefixes; Suffixes; Greek or Latin Word Parts; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u> Weeks 5, 13, 14, 16: Suffixes Weeks 7, 8, 11: Latin Roots Weeks 16, 19, 20, 22: Prefixes Week 20: Greek and Latin Roots and Affixes</p> |
| (L.6.11.4.4.c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | <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> |

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| <p>(L.6.11.4.4.d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>TA: iLit 20 also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 50 weeks of the iLit 20 program. Throughout the Interactive Readers and Word Study Readers students use a variety of vocabulary activities, including context, to determine word meaning.</p> <p><u>Smart Search: Vocabulary (examples)</u> Context Clues Shades of Meaning Multiple-Meaning Words Related Words</p> |
| <p>(L.6.11.5.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.</p> | |
| <p>(L.6.11.5.5.a) Interpret figures of speech (e.g., personification) in context.</p> | <p>TA: For supporting content, please see the following:</p> <p><u>Smart Search: Vocabulary (examples)</u> Shades of Meaning</p> <p><u>Library Response Prompt (examples)</u> Prompt 17: Choose and Describe a Sensory Detail Prompt 19: How Did You Feel About Your Book Today? Prompt 27: What Emotion Did You Feel When Reading?</p> <p>In addition, the Library contains a vast collection of titles that can be used to supplement this objective. See the following:</p> <p>Romeo and Juliet Antigone A Midsummer Night’s Dream Macbeth “But Since You Finally Asked” “All Good People”</p> |

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| <p>(L.6.11.5.5.b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p>TA: <u>Vocabulary (examples)</u> Analogies; Base Words; Word Associations; Word Roots; Related Words</p> <p><u>Word Study Practice</u> Week 16, 17: Word Families Week 20: Antonyms</p> <p><u>Spelling</u> Related Words</p> |
| <p>(L.6.11.5.5.c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> | <p>TA: For supporting content please see the following:</p> <p><u>Smart Search: Vocabulary (examples)</u> Shades of Meaning</p> <p><u>Library Response Prompt (examples)</u> Prompt 17: Choose and Describe a Sensory Detail Prompt 19: How Did You Feel About Your Book Today? Prompt 27: What Emotion Did You Feel When Reading?</p> <p>In addition, the Library contains a vast collection of titles that can be used to supplement this objective. See the following:</p> <p>Romeo and Juliet Antigone A Midsummer Night’s Dream Macbeth “But Since You Finally Asked” “All Good People”</p> |

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| <p>(L.6.11.6.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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 50 weeks of the <i>iLit 20</i> program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, while helping 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 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |