

A Correlation of

iLit45
iLitELL



Level A

To the

**New York State Next Generation
English Language Arts Learning**

Standards

Grade 4

Introduction

This document demonstrates how **Pearson iLit 45/ELL** meets New York State Next Generation English Language Arts Learning Standards. Correlation references are to the Teacher App and are cited by unit, lesson number and feature title.

Pearson iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. **iLit** 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** 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 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.

**A Correlation of iLit 45/ELL Level A to the
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New York State Next Generation English Language Arts Learning Standards Grade 4	iLit 45/ELL Level A
(4R) Reading	
Literary and Informational Text	
Key Ideas and Details	
<p>(4R1) Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lesson 7: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time</p> <p><u>Make Inferences (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 23: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lessons 22, 23: Read Aloud, Think Aloud Unit 5 Lesson 9: Read Aloud, Think Aloud</p>

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<p>(4R2) Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.</p>	<p><u>Explore Theme (example)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time</p> <p><u>Introduce the Unit Theme</u> Unit 4 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Whole Group</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Summarize</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group</p>

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<p>(4R3) In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Describe a Character</u> Unit 3 Lesson 5: Small Group</p> <p><u>Plot</u> Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Story Structure</u> Unit 4 Lesson 10: Whole Group</p> <p><u>Recognize Cause and Effect (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time</p>
<p>Craft and Structure</p> <p>(4R4) Determine the meaning of words, phrases, figurative language, academic, and content-specific words.</p>	<p>Each lesson in <i>iLit</i> includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 2 Lesson 24, 32: Vocabulary</p> <p><u>Domain-Specific Vocabulary</u> Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Work Time Unit 4 Lesson 10: Work Time Unit 5 Lesson 5: Whole Group Unit 6 Lesson 10: Whole Group</p>

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<p>(Continued) (4R4) Determine the meaning of words, phrases, figurative language, academic, and content-specific words.</p>	<p>(Continued) <u>Vocabulary Activities (examples)</u> Unit 2 Lessons 37-39: Vocabulary Unit 2 Lessons 42-44: Vocabulary Unit 4 Lessons 37-39: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 17–19, 28–29; Vocabulary Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>
<p>(4R5) In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.</p>	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1–4: Work Time</p> <p><u>Introduce Genre: Novel</u> Unit 2 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 3 Lessons 1–10</p> <p><u>Introduce: Understand Autobiography</u> Unit 6 Lesson 33: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night’s Dream</i> <i>Macbeth</i></p>

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<p>(4R6) In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.</p>	<p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group Unit 6 Lesson 40: Whole Group</p> <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Hurricane Sandy</u> “Hurricane Sandy Survivor” (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud “Hurricane Sandy Aftermath: A Photo Essay” (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>
<p>Integration of Knowledge and Ideas</p>	
<p>(4R7) Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.</p>	<p>Each selection in <i>iLit</i> includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time</p> <p><u>Informational Text/ Fact Cards</u> Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Connect Visuals to Text</u> Unit 6 Lesson 38: Whole Group</p>
<p>(4R8) Explain how claims in a text are supported by relevant reasons and evidence.</p>	<p><u>Support an Opinion & Plan an Opinion Paragraph</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Present an Opinion Essay</u> Unit 6 Lesson 38: Work Time</p>

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<p>(4R9) Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p><u>Reading Myths and Traditional Tales from Different Cultures</u> Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Time to Read</p> <p><u>Information Text and Fact Cards</u> Unit 2 Lesson 37: “Living with Urban Wildlife” (informational text) Unit 2 Lesson 38: Read Aloud, Think Aloud “Animals in Our World” (fact cards) Unit 2 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Hurricane Sandy</u> “Hurricane Sandy Survivor” (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud “Hurricane Sandy Aftermath: A Photo Essay” (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>
<p>(4RF) Foundational Skills</p>	
<p>Print Concepts</p>	
<p>Phonological Awareness</p>	
<p>Phonics and Word Recognition</p>	
<p>(4RF3) Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><u>Phonics (examples)</u> Unit 4 Lessons 1-5: Plural Nouns Unit 4 Lessons 6-10: Words with ai and ay Unit 4 Lessons 10-15: Words with ee, ea, ey, y Unit 4 Lessons 31-35: Syllable Consonant + -le; Phonics: Vowel Sound in foot</p> <p><u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 5–6: Vocabulary</p> <p><u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time</p> <p>In addition, the Supplemental Lessons include 40 additional Phonological Overview Lessons. See the following: <u>Phonological Awareness Overview (examples)</u> Lesson 6: Distinguish Long a from Short a Sounds in Single-Syllable Words Lesson 17: Segment Single-Syllable Words into Their Sounds Lesson 26: Read Words with Diphthongs /oi? Lesson 34: Read Words with oa and ow</p>

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<p>(4RF3a) 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><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time</p> <p><u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 5–6: Vocabulary</p> <p><u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Phonological Awareness Overview (examples)</u> Lesson 5: Isolate the Medial Vowel Sound in Single-Syllable Words Lesson 16: Segment Syllable Words Into Their Sounds Lesson 24: Read Words with Inflected Endings</p>
<p>Fluency</p>	
<p>(4RF4) Read grade-level text with sufficient accuracy and fluency to support comprehension.</p>	
<p>(4RF4a) Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>Read Fluently</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 4 Lesson 20: Whole Group Unit 6 Lesson 25: Whole Group</p> <p>The 2019 <i>iLit</i> includes new Built-in Running Records Tools for Fluency Assessment and Improved Student Recording and Playback. In addition, see all Read Aloud titles listed in the Supplemental Lessons. For examples see: <u>Read Aloud Titles</u> Choose to Follow Your Dreams Speaking Out Training Winner</p>

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<p>(4RF4b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>
<p>(4W) Writing</p>	
<p>Text Types and Purposes</p>	
<p>(4W1) Write an argument to support claim(s), using clear reasons and relevant evidence.</p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p>
<p>(4W1a) Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p>	<p><u>Write and Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 21–25, 26–30: Prewrite & Plan an Opinion Piece Unit 6 Lessons 31–35: Write an Opinion Paragraph</p>

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<p>(4W1b) Use precise language and content-specific vocabulary.</p>	<p><u>Write and Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time</p>
<p>(4W1c) Use transitional words and phrases to connect ideas within categories of information.</p>	<p><u>Write an Opinion Paragraph</u> Unit 6 Lesson 26: Whole Group (Logical Order & Transition Words)</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Paragraph (Drafting and Revising)</p>
<p>(4W1d) Provide a concluding statement or section related to the argument presented.</p>	<p><u>Write and Plan an Opinion Paragraph</u> Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Paragraph (Drafting: Conclusion)</p>
<p>(4W2) Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p><u>Prewrite an Explanatory Essay</u> Unit 4 Lessons 28–29: Work Time Unit 6 Lessons 28–29: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2: Lessons 16–20: Write an Informative Paragraph Unit 3 Lessons 3, 4: Write an Explanatory Paragraph Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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<p>(4W2a) Introduce a topic clearly and organize related information in paragraphs and sections.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Prewriting)</p>
<p>(4W2b) Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>(4W2c) Use precise language and content-specific vocabulary.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p>
<p>(4W2d) Use transitional words and phrases to connect ideas within categories of information.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p>

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<p>(4W2e) Provide a concluding statement or section related to the information or explanation presented.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Drafting: Conclusion)</p>
<p>(4W3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Body - Transitions) Unit 2 Lessons 26–30: Plan a Narrative Paragraph</p>
<p>(4W3a) Establish a situation and introduce a narrator and/or characters.</p>	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 3: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Plan a Narrative Paragraph; Prewrite a Narrative Paragraph Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Introduction)</p>
<p>(4W3b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p>	<p><u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p>
<p>(4W3c) Use transitional words and phrases to manage the sequence of events.</p>	<p><u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p>

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(4W3d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 3: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Write a Personal Narrative (sequence)</u> Unit 6 Lessons 6, 8–9: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Body - Transitions) Unit 2 Lessons 26–30: Plan a Narrative Paragraph</p>
(4W3e) Provide a conclusion that follows from the narrated experiences or events.	<p><u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Body)</p>
(4W4) Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Write a Poem</u> Unit 7 Lessons 3, 5: Whole Group Unit 7 Lesson 4: Work Time</p>
(4W5) Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.	<p><u>Interactive Reading and Explanatory Paragraph</u> Unit 4 Lesson 18: Work Time Unit 4 Lesson 29: Work Time</p> <p><u>Describe When, Where and How (Independent Reading)</u> Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 - weekly Interactive Reader Critical</p>

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	Responses Unit 6 - weekly Interactive Reader Critical Responses
Research to Build and Present Knowledge	
(4W6) Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.	<p>The Multimedia Projects that students complete in <i>iLit</i> involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p> <p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: Work Time</p>
(4W7) Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.	<p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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(4SL) Speaking and Listening	
Comprehension and Collaboration	
(4SL1) Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.	
(4SL1a) Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	<p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 1-3: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Rules for Conversation Routine Active Listening Routine Peer Conferencing Routine Collaborative Conversation Routine</p>
(4SL1b) Follow agreed-upon norms for discussions and carry out assigned roles.	<p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 1-3: Work Time</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>
(4SL1c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud</p>
(4SL1d) Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.	<p><u>Discussion Opportunities (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 7: Classroom Conversation</p>

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	<p><u>Clarify Text by Paraphrasing (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time</p>
<p>(4SL2) Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Paraphrasing</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time Unit 6 Lessons 12–13: Read Aloud, Think Aloud</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p>
<p>(4SL3) Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>
Presentation of Knowledge and Ideas	
<p>(4SL4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Present Writing</u></p>

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<p>(Continued) (4SL4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>	<p>Unit 2 Lesson 38: Work Time Unit 4 Lesson 39: Work Time Unit 6 Lessons 38–39: Work Time</p> <p>(Continued) In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Presenting Routine Collaborative Projects Routine</p>
<p>(4SL5) Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Presenting Routine Collaborative Projects Routine</p>
<p>(4SL6) Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Present Writing</u> Unit 2 Lesson 38: Work Time Unit 4 Lesson 39: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Oral Reading Fluency & Presentations and Projects Presenting</u> Unit 1 Lesson 4: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p>

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(4L) Language	
Conventions of Academic English/Language for Learning	
(4L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.	
(4L1a) Produce simple, compound, and complex sentences.	<u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Statements and Questions Unit 4 Lessons 11–15: Part 3: Skill 13: Commands and Exclamations Unit 4 Lessons 11–15: Part 4: Skill 14: Compound Sentences <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–108
(4L1b) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.	<u>Nouns, Pronouns, Verbs, Adjectives, and Adverbs (examples)</u> Unit 2 Lesson 1: Vocabulary Unit 2 Lesson 3: Work Time Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 8: Work Time Unit 2 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 2: Extra Practice Unit 6 Lesson 1: Vocabulary Unit 6 Lesson 3: Work Time Unit 6 Lesson 11: Vocabulary Unit 6 Lesson 13: Work Time Unit 7 Lesson 1: Vocabulary Unit 7 Lesson 3: Work Time

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<p>(Continued) (4L1b) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.</p>	<p>(Continued) <u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Nouns Unit 2 Lessons 1–5: Part 2: Skill 2: Plural Nouns Unit 2 Lessons 1–5: Part 3: Skill 3: Pronouns Unit 2 Lessons 36–40: Part 4: Skill 9: Regular Verbs Unit 2 Lessons 36–40: Part 5: Skill 10: Irregular Verbs Unit 3 Lessons 1–5: Part 4: Skill 9: Regular and Irregular Verbs Unit 5 Lessons 1–5: Part 1: Skill 16: Adjectives Unit 5 Lessons 1–5: Part 2: Skill 17: Comparing with Adjectives Unit 5 Lessons 1–5: Part 3: Skill 18: Adverbs Unit 5 Lessons 1–5: Part 4: Skill 19: Comparing with Adverbs <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Nouns, 8–17; Pronouns, 18–30; Irregular Verbs, 33; Verbs, 39–55; Adjectives and Adverbs, 79–93</p>
<p>(4L1c) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Relative Pronouns, 25</p>
<p>(4L1d) Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.</p>	<p><u>Prepositions with Time</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Vocabulary <u>Assignments- Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions and Prepositional Phrases, 97–99; Conjunctions, 100–102</p>

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<p>(4L1e) Form and use regular and irregular plural nouns.</p>	<p><u>Verb Tenses</u> Unit 2 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Regular Verbs Unit 2 Lessons 36–40: Part 5: Skill 10: Irregular Verbs Unit 3 Lessons 1–5: Part 4: Skill 9: Regular and Irregular Verbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Irregular Verbs, 33; Verbs, 39–55</p>
<p>(4L1f) Use abstract nouns.</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Concrete and Abstract Nouns, 10; Making Verbs Agree with Abstract Nouns, 74</p>
<p>(4L1g) Form and use regular and irregular verbs.</p>	<p><u>Verb Tenses</u> Unit 2 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Regular Verbs Unit 2 Lessons 36–40: Part 5: Skill 10: Irregular Verbs Unit 3 Lessons 1–5: Part 4: Skill 9: Regular and Irregular Verbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Irregular Verbs, 33; Verbs, 39–55</p>
<p>(4L1h) Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p>	<p><u>Verb Tenses</u> Unit 2 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Past Tense</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 1: Vocabulary Unit 6 Lesson 3: Work Time Unit 6 Lesson 11: Vocabulary</p>

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	<p>Unit 6 Lesson 13: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p>
<p>(4L1i) Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p>	<p><u>Progressive Tense</u> Unit 2 Lesson 46: Whole Group Unit 2 Lesson 48: Work Time Unit 6 Lesson 16: Vocabulary Unit 6 Lesson 18: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Recognizing the Progressive Tense of Verbs, 43; Using the Progressive Tense of Verbs, 44</p>
<p>(4L1j) Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Recognizing the Perfect Tense of Verbs, 45–46; Using the Perfect Tense of Verbs, 47–49</p> <p><u>Assignments- Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p>
<p>(4L1k) Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><u>Verb Tenses</u> Unit 2 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Past Tense</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 1: Vocabulary Unit 6 Lesson 3: Work Time Unit 6 Lesson 11: Vocabulary Unit 6 Lesson 13: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p>
<p>(4L1l) Recognize and correct inappropriate shifts in verb tense.</p>	<p><u>Verb Tenses</u> Unit 2 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 36–40: Part 3: Skill 8: Consistent Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p>

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	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Correcting Shifts in Mood and Voice, 148–149</p>
<p>(4L1m) Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time Unit 6 Lesson 21: Vocabulary Unit 6 Lesson 23: Work Time</p> <p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 4 Lessons 11–15: Part 1: Skill 11: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Subject Verb Agreement, 67–69; Pronouns and Antecedents, 76–78</p>
<p>(4L1n) Use coordinating and subordinating conjunctions.</p>	<p><u>Assignments- Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Conjunctions, 100–102</p>
<p>(4L1o) Use and identify prepositional phrases.</p>	<p><u>Prepositions</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lessons 31, 36: Vocabulary Unit 6 Lesson 33: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions, 97–99</p>
<p>(4L1p) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</p>

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	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>
(4L1q) Correctly use frequently confused words (e.g., to, too, two; there, their).	<p><u>Revise & Edit Writing</u> Unit 2 Lessons 33–34, 38: Work Time Unit 6 Lessons 37–38: Whole Group; work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Who and Whom, 23; This, That, These, Those, 24; Avoiding Common Usage Problems, 145; Avoiding Problems with Number and Gender, 152</p>
(4L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.	
(4L2a) Capitalize appropriate words in titles.	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Titles, 115</p>
(4L2b) Use correct capitalization.	<p><u>Proper Nouns</u> Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 33: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 4: Skill 24: Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Capitalization, 113–115</p>
(4L2c) Use commas in addresses.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Punctuation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124</p>
(4L2d) Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Punctuation</p>

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	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124; Quotation Marks, 127; Dialogue, 128</p>
(4L2e) Use a comma before a coordinating conjunction in a compound sentence.	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124</p>
(4L2f) Use a comma to separate an introductory element from the rest of the sentence.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Punctuation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124</p>
(4L2g) Use punctuation to separate items in a series.	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Punctuation</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Commas in a Series, 122</p>
(4L2h) Form and use possessives.	<p><u>Possessive Pronouns</u> Unit 2 Lesson 16: Vocabulary Unit 2 Lesson 18: Work Time Unit 4 Lesson 48: Work Time Unit 6 Lesson 42: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 1: Skill 21: Possessive Nouns and Pronouns</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Possessive Nouns, 17; Possessive Pronouns, 20</p>

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<p>(4L2i) Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>Every unit in <i>iLit</i> includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Using Suffixes</u> Unit 2 Lessons 18-19: Vocabulary Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time Unit 6 Lesson 40: Vocabulary Unit 6 Lesson 40-41: Work Time</p> <p><u>Language Conventions: Spelling</u> Unit 2 Lesson 19: Work Time</p> <p><u>Spelling Patterns and Rules</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 2 Lesson 27: Work Time Unit 2 Lesson 30: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p>

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<p>(4L2j) Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Every unit in <i>iLit</i> includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Language Conventions: Spelling</u> Unit 2 Lesson 19: Work Time</p> <p><u>Spelling Patterns and Rules</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 2 Lesson 27: Work Time Unit 2 Lesson 30: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p>
<p>(4L2k) Use quotation marks or italics to indicate titles of works.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 5: Skill 25: Quotations and Titles of Works</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Titles, 115</p>
<p>Knowledge of Language</p>	
<p>(4L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>(4L3a) Choose words and phrases to convey ideas precisely.</p>	<p><u>Analyze and Evaluate Language Choices</u> Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 18: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p><u>Revise Writing (examples)</u> Unit 2 Lessons 33-34: Work Time Unit 4 Lesson 34: Work Time</p>

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	Unit 6 Lessons 34-35: Work Time
(4L3b) Choose punctuation for effect.	<u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Choose Punctuation for Effect, 132–135
(4L3c) Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: Work Time
Vocabulary Acquisition and Use	
(4L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
(4L4a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time <u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary <u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 6 Lesson 14: Vocabulary <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues
(4L4b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<u>Prefixes and Suffixes (examples)</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 6 Lesson 36: Vocabulary; Work Time <u>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time Unit 6 Lesson 15: Vocabulary

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	<p>Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>
<p>(4L4c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time Unit 6 Lesson 28: Whole Group Unit 6 Lesson 30: Work Time</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>
<p>(4L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>(4L5a) Explain the meaning of simple similes and metaphors in context.</p>	<p><u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p>
<p>(4L5b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><u>Understand Idioms</u> Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 6: Lesson 20: Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 2 Lessons 18, 23: Vocabulary</p>

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<p>(4L5c) Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p><u>Synonyms and Antonyms</u> Unit 2 Lesson 15: Whole Group; Work Time Unit 4 Lessons 7, 11: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 7: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15: Synonyms Unit 2 Lessons 21–25: Part 3: Skill 13: Synonyms and Antonyms</p>
<p>(4L6) Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Word Associations Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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