

A Correlation of

iLit45
iLitELL



Level B

To the

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

Standards

Grade 5

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.

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New York State Next Generation English Language Arts Learning Standards, Grade 5**

Table of Contents

(5R) Reading	4
(5RF) Foundational Skills	10
(5W) Writing	11
(5L) Language.....	22

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

<p style="text-align: center;">New York State Next Generation English Language Arts Learning Standards Grade 5</p>	<p style="text-align: center;">iLit 45/ELL Level B</p>
<p>(5R) Reading</p>	
<p>Literary and Informational Text</p>	
<p>Key Ideas and Details</p>	
<p>(5R1) 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 Lessons 3, 4, 9: Read Aloud, Think Aloud Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 28: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

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<p>(5R2) Determine a theme or central idea and explain how it is supported by key details; summarize a text.</p>	<p><u>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Identify Main Idea (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Summarize Text (examples)</u> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 34: Read Aloud, Think Aloud</p>
<p>(5R3) In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> <p><u>Reading Strategy: Compare and Contrast</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea and Supporting Details</u> Unit 6 Lesson 35: Whole Group</p>

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<p>(Continued) (5R3) In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.</p>	<p>(Continued) <u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p>
<p>Craft and Structure</p>	
<p>(5R4) Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.</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>Reading Strategy: Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 4 Lesson 42: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 32: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group Unit 6 Lesson 15: Whole Group; Work Time Unit 6 Lesson 16: Work Time Unit 6 Lesson 27: Vocabulary</p> <p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 5 Lessons 11–15: Skill 20: Word Associations</p>

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<p>(5R5) In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.</p>	<p><u>Introduce: Drama; Difference Between Drama, Novel, Poetry</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fable</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> <p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p>

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<p>(5R6) In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 SportsKids of the Year: Conner and Cayden Long” (blog post) Unit 6 Lesson 39: “Rudolph Ran and the World Went Wild” (online article)</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group</p>
<p>Integration of Knowledge and Ideas</p>	
<p>(5R7) Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.</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>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Background Video</u> Unit 6 Lesson 368: Whole Group</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p>

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<p>(Continued) (5R7) Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.</p>	<p>(Continued) <u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 Sports Kids of the Year: Conner and Cayden Long” (blog post) Unit 6 Lesson 39: “Rudolph Ran and the World Went Wild” (online article) <u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud</p>
<p>(5R8) Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.</p>	<p><u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud</p>
<p>(5R9) Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.</p>	<p>Students explore choices in the following selections. <u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time <u>Short Stories</u> Unit 4 Lesson 38: “The Hardest Lap” Unit 4 Lesson 39: “Shake It Off and Take a Step Up” <u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group <u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p>

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(5RF) Foundational Skills	
Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
(5RF3) Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>(5RF3a) 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>Phonics (examples)</u> Unit 2 Lesson 16–49: Extra Practice</p> <p><u>Use Greek and Latin Roots (examples)</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p> <p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group</p> <p><u>Read Multisyllabic Words</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: 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>
Fluency	
(5RF4) Read grade-level text with sufficient accuracy and fluency to support comprehension.	
<p>(5RF4a) Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>Read Fluently with Expression</u> Unit 2 Lesson 16: Whole Group Unit 2 Lessons 38, 44: Work Time Unit 6 Lesson 26: Work Time</p> <p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p>The 2019 <i>iLit</i> platform 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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(5RF4b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><u>Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues: Vocabulary) (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>
(5W) Writing	
Text Types and Purposes	
(5W1) Write an argument to support claims with clear reasons and relevant evidence.	<p><u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Prewriting</p>
(5W1a) Introduce a precise claim and organize the reasons and evidence logically.	<p><u>Write an Opinion Essay</u> Unit 4 Lesson 26: Whole Group Unit 4 Lessons 28–29: Work Time</p> <p><u>Prewrite an Opinion Essay</u> Unit 4 Lesson 27: Whole Group</p>
(5W1b) Provide logically ordered reasons that are supported by facts and details from various sources.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay</p>
(5W1c) Use precise language and content-specific vocabulary while writing an argument.	<p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay – Drafting: Body</p> <p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p>

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<p>(5W1d) Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Revising</p>
<p>(5W1e) Provide a concluding statement or section related to the argument presented.</p>	<p><u>Write an Opinion Essay</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay – Draft: Conclusion</p>
<p>(5W1f) Maintain a style and tone appropriate to the writing task.</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay</p>
<p>(5W2) Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p><u>Informative Writing (example)</u> Unit 6 Lessons 12–14: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Informative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

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<p>(5W2a) Introduce a topic clearly, provide a general focus, and organize related information logically.</p>	<p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph</p>
<p>(5W2b) Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p>	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>(5W2c) Use precise language and content-specific vocabulary to explain a topic.</p>	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Use Domain-Specific Words</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body; Revising)</p>
<p>(5W2d) Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p>	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p>
<p>(5W2e) Provide a concluding statement or section related to the information or explanation presented.</p>	<p><u>Write an Effective Conclusion</u> Unit 6 Lesson 11: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Conclusion)</p>

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<p>(5W2f) Establish a style aligned to a subject area or task.</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph</p>
<p>(5W3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time_</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6–10: Write a Narrative Paragraph Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 4 Lessons 11–15: Write a Narrative Paragraph Unit 4 Lessons 16–20: Writing About Oneself</p>
<p>(5W3a) Establish a situation and introduce a narrator and/or characters.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essa</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting: Introduction)</p>
<p>(5W3b) Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting: Introduction)</p>

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<p>(5W3c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time_</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting)</p>
<p>(5W3d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Revising)</p>
<p>(5W3e) Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting: Conclusion)</p>
<p>(5W4) Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><u>Write and Present a Poem</u> Unit 7 Lesson 3: Whole Group & Work Time Unit 7 Lesson 4: Work Time Unit 7 Lesson 5: Whole Group</p> <p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time_</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6–10: Write a Narrative Paragraph Unit 1 Lessons 16–20: Plan a Narrative Essay Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay</p>

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<p>(5W5) Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time</p> <p><u>Assignment: Why Did That Happen?</u> Unit 2 Lessons 19–20: Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 2 Lessons 23–24: Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>
<p>Research to Build and Present Knowledge</p> <p>(5W6) Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>	<p>Each of 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 3: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group</p>

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New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5W7) Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: 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>
<p>(5SL) Speaking and Listening Comprehension and Collaboration</p>	
<p>(5SL1) Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	
<p>(5SL1a) 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>	<p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Partner Discussion (examples)</u> Unit 5 Lesson 7: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation</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</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

<p style="text-align: center;">New York State Next Generation English Language Arts Learning Standards Grade 5</p>	<p style="text-align: center;">iLit 45/ELL Level B</p>
<p>(5SL1b) Follow agreed-upon norms for discussions and carry out assigned roles.</p>	<p>Collaborative Conversation Routine</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p>
<p>(5SL1c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Ask and Respond to Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time</p>
<p>(5SL1d) Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p>	<p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Make Inferences (examples)</u> Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud</p>

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<p>(5SL2) Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p>
<p>(5SL3) Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>	<p><u>Identify Main Idea and Supporting Details</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 42: Classroom Conversation Unit 4 Lesson 34: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

New York State Next Generation English Language Arts Learning Standards Grade 5	iLit 45/ELL Level B
Presentation of Knowledge and Ideas	
<p>(5SL4) Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p>	<p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion</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>(5SL5) Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p>	<p><u>Plan and Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 8: Whole Group</p> <p>In addition, the Supplemental Lessons include further teaching materials. See the following: <u>Routine Cards</u> Presenting Routine Collaborative Projects Routine</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5SL6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p>	<p><u>Reader's Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Read Fluently (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Presenting a Narrative</u> Unit 2 Lesson 38: Work Time Unit 2 Lesson 41: Work Time</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

New York State Next Generation English Language Arts Learning Standards Grade 5	iLit 45/ELL Level B
(5L) Language	
Conventions of Academic English/Language for Learning	
(5L1) 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.	
(5L1a) Produce simple, compound, and complex sentences.	<p><u>Write Sentences (examples)</u> Unit 4 Lesson 44: Vocabulary Unit 6 Lesson 4: Vocabulary</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Grammar Study Plan: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Grammar Study Plan: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Grammar Study Plan: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–108</p>
(5L1b) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.	<p><u>Nouns, Pronouns, Verbs, Adjectives, and Adverbs (examples)</u> Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 2 Lesson 31: Whole Group Unit 4 Lesson 28: Work Time Unit 6 Lesson 9: Vocabulary Unit 6 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Grammar Study Plan: Part 1: Skill 1: Nouns Unit 2 Lessons 11–15: Grammar Study Plan: Part 3: Skill 3: Pronouns Unit 2 Lessons 11–15: Grammar Study Plan: Part 4: Skill 4: Verbs Unit 5 Lessons 1–5: Grammar Study Plan: Part 1: Skill 16: Adjectives Unit 5 Lessons 1–5: Grammar Study Plan: Part 3: Skill 18: Adverbs</p> <p><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,</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

New York State Next Generation English Language Arts Learning Standards Grade 5	iLit 45/ELL Level B
	79–93
(5L1c) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Relative Pronouns, 25
(5L1d) Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.	<u>Conjunctions</u> Unit 4 Lesson 35: Whole Group Unit 4 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 26: Whole Group <u>Interjections</u> Unit 6 Lesson 26: Whole Group <u>Prepositions</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud <u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 5: Skill 20: Conjunctions <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions, 97–99; Conjunctions, 100, 101, 102
(5L1e) Form and use regular and irregular plural nouns.	<u>Plural Nouns (examples)</u> Unit 2 Lesson 1: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary Unit 6 Lesson 2: Work Time <u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Grammar Study Plan: Part 2: Skill 2: Plural Nouns <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Irregular Verbs, 33; Verbs, 39–55
(5L1f) Use abstract nouns.	<u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Concrete and Abstract Nouns, 10; Making Verbs Agree with Abstract Nouns, 74

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5L1g) Form and use regular and irregular verbs.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Grammar Study Plan: Part 4: Skill 4: Verbs Unit 3 Lessons 1–5: Grammar Study Plan: Part 4: Skill 9: Regular Verbs Unit 3 Lessons 1–5: Grammar Study Plan: Part 5: Skill 10: Irregular Verbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Irregular Verbs, 33; Verbs, 39–55</p>
<p>(5L1h) Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p>	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 4 Lesson 19: Read Aloud, Think Aloud 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><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Past, Present, and Future Tense, 39–40</p>
<p>(5L1i) 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>(5L1j) Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p>	<p><u>Perfect Tense (examples)</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Perfect Tenses, 45–49</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5L1k) Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44</p>
<p>(5L1l) Recognize and correct inappropriate shifts in verb tense.</p>	<p><u>Shifts in Verb Tenses (examples)</u> Unit 4 Lesson 33: Whole Group</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44; Subject-Verb Agreement, 67–69</p>
<p>(5L1m) Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><u>Subject-Verb and Pronoun-Antecedent Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 3 Lesson 1: Vocabulary Unit 3 Lessons 3, 8: Work Time Unit 4 Lesson 43: Work Time Unit 4 Lesson 46: Whole Group Unit 6 Lesson 23: Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 4 Lessons 11–15: Grammar Study Plan: 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>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5L1n) Use coordinating and subordinating conjunctions.</p>	<p><u>Conjunctions</u> Unit 4 Lesson 35: Whole Group Unit 4 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 26: Whole Group</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, 101, 102</p>
<p>(5L1o) Use and identify prepositional phrases.</p>	<p><u>Prepositions</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions, 97–99</p>
<p>(5L1p) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5L1q) Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p><u>Revise & Edit Writing</u> Unit 2 Lessons 34–35: Work Time Unit 6 Lessons 33–35: Work Time</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 5: Skill 25: Easily Confused Words</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>
<p>(5L2) 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.</p>	
<p>(5L2a) Capitalize appropriate words in titles.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 4: Skill 24: Capitalization_</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Titles, 115</p>
<p>(5L2b) Use correct capitalization.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 4: Skill 24: Capitalization</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Capitalization, 113–115</p>
<p>(5L2c) Use commas in addresses.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

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<p>(5L2d) Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas Unit 6 Lessons 11–15: Grammar Study Plan: Part 5: Skill 25: Quotations</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124; Quotation Marks, 127; Dialogue, 128</p>
<p>(5L2e) Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Comma, 124</p>
<p>(5L2f) Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>
<p>(5L2g) Use punctuation to separate items in a series.</p>	<p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 3: Skill 23: Commas</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

New York State Next Generation English Language Arts Learning Standards Grade 5	iLit 45/ELL Level B
(5L2h) Form and use possessives.	<p><u>Possessive Pronouns</u> Unit 2 Lesson 16: Vocabulary Unit 2 Lesson 18: Work Time Unit 4 Lesson 48: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 1–5: Grammar Study Plan: 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>
(5L2i) Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).	<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: Capitalization, Punctuation, Spelling</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Conventional Spelling</u> Unit 2 Lessons 32–33: Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Spelling Hint (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 6 Lesson 4: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31–35: Part 4: Skill 9: Contractions Unit 2 Lessons 31–35: Part 5: Skill 10: R-Controlled Vowels 2 Unit 4 Lessons 1–5: Part 1: Skill 11: Forming Plurals Unit 6 Lessons 31–35: Part 1: Skill 1: Consonant Sound Spellings Unit 6 Lessons 31–35: Part 2: Skill 2: Three-Letter Blends Unit 6 Lessons 31–35: Part 3: Skill 3: Silent Consonants</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

New York State Next Generation English Language Arts Learning Standards Grade 5	iLit 45/ELL Level B
<p>(5L2j) 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: Capitalization, Punctuation, Spelling</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Conventional Spelling</u> Unit 2 Lessons 32–33: Work Time Unit 4 Lesson 4: Work Time</p> <p><u>Spelling Hint (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 6 Lesson 4: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part1: Skill 11: Forming Plurals</p>
<p>(5L2k) Use quotation marks or italics to indicate titles of works.</p>	<p><u>Italics and Quotation Marks</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 5: Skill 25: Quotations</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Titles, 115; Quotations and Quotation Marks, 126–127</p>
<p>Knowledge of Language</p>	
<p>(5L3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>(5L3a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions</p>

**A Correlation of iLit 45/ELL Level B to the
New York State Next Generation English Language Arts Learning Standards, Grade 5**

New York State Next Generation English Language Arts Learning Standards Grade 5	iLit 45/ELL Level B
	Practice: Sentences, 1–5; Fragments and Run-ons, 138–140
(5L3b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share</p>
Vocabulary Acquisition and Use	
(5L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
(5L4a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p><u>Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues (Vocabulary) (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>
(5L4b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p> <p><u>Vocabulary – Affixes & Roots</u> Unit 4 Lesson 4: Vocabulary Unit 4 Lesson 11: Vocabulary</p> <p><u>Assignments - Vocabulary</u> Unit 4 Lessons 11–15: Use Prefixes and Suffixes</p>

**A Correlation of iLit 45/ELL Level B to the
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<p>(5L4c) 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>Related Words and References</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group</p> <p><u>Use a Dictionary or Glossary</u> Unit 2 Lesson 48–49: Vocabulary</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>(5L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>(5L5a) Interpret figurative language, including similes and metaphors, in context.</p>	<p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>
<p>(5L5b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 4 Lesson 47: Vocabulary Unit 6 Lesson 13: Vocabulary</p>

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<p>(5L5c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Whole Group Unit 2 Lesson 33: Work Time Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Work Time Unit 4 Lesson 21: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Homographs</u> Unit 6 Lesson 36: Vocabulary; Work Time Unit 6 Lesson 37: Work Time Unit 6 Lesson 40: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan (example)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms</p>
<p>(5L6) Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group</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>