

A Correlation of



iLit 20

Grade 12, ©2016

To the

Pennsylvania Core Standards

English Language Arts

Grade 12

A Correlation of *iLit 20* ©2016, Grade 12 to the Pennsylvania Core Standards English Language Arts Grade 6–12

Introduction

This document demonstrates how *Savvas iLit 20* ©2016 meets the objectives of Pennsylvania Core Standards for English Language Arts. Correlation references are to the Teacher App and are cited by unit, lesson number and feature title.

Savvas iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* 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 Common Core 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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Pennsylvania Core Standards English Language Arts Grade 6-12	iLit 20 ©2016 Grade 12
Grades 11-12	
1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
<p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 18: Traditional Native American Homes; Taking Sides on Time; Bill Gate: Computer Pioneer Week 28: Growing an Urban Garden; Wolf Families; More Than Words</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>	<p>SA: Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p>TA: <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u> Week 4: Buy Me This, Buy Me That; City Spam; Getting the News Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: They Never Gave Up; All Together Now Week 8: Taking the Stage Week 13: Outside Independence Hall Week 21: Human and Dogs</p> <p><u>Interactive Readers: Recognize and Make Generalizations (examples)</u> Week 18: Handwriting on the Wall; Frida Kahlo Week 27: Coyotes on the Go</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>	<p>TA: <u>Interactive Readers: Cause and Effect (examples)</u> Week 6: The Street Soccer Effect; Succeeding in School Week 8: The Word on Bullying; The Witness Dilemma Week 11: Kids Saving the Rain Forest Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 21: Separate Justice Week 23: The Real Story on Kids and Reading Week 25: Sowing the Seeds of Friendship Week 27: New Language, New Friends; Invented by Love</p>
<p align="center">Craft and Structure - Point of View</p>	
<p>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p>

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<p>Craft and Structure - Text Structure</p>	
<p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 8: The Word on Bullying; The Witness Dilemma Week 11: Kids Saving the Rain Forest Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: The Great Pacific Garbage Patch; Pablo Morales, Champion at Work Week 6: Young Athletes of the World Unite Week 16: On Patrol; Wilderness Learning; Champion of the Rocks</p> <p><u>iLit Library (examples)</u> Empowering a Community The Future is Now We Need Insects The Gettysburg Address (speech) Women’s Press Club (speech)</p>

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<p>Craft and Structure - Vocabulary</p>	
<p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 6: Mapping Our World; Mystery Writing; Murals Week 9: Murals; National Symbols; Ancient Rome; The Human Nervous System</p> <p><u>Word Study Practice (examples)</u> Week 1: Word Families; Synonyms Week 2: Multiple-Meaning Words; Homographs</p>

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<p align="center">Integration of Knowledge and Ideas - Diverse Media</p>	
<p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>TA: Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they'll encounter on next-generation assessments.</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u> Week 8: The King of Football Week 15: James Cook: Leading the World in Exploration; The Power of Music, Color, and Images Week 21: Unlikely Allies; Crisis Negotiation</p> <p><u>iLit Library (examples)</u> The Gettysburg Address (speech) Women's Press Club (speech) Inaugural Presidential Address, Official Transcript by Barack Obama (speech) Out of Many (speech)</p>

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<p align="center">Pennsylvania Core Standards English Language Arts Grade 6-12</p>	<p align="center">iLit 20 ©2016 Grade 12</p>
<p align="center">Integration of Knowledge and Ideas - Evaluating Arguments</p>	
<p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>	<p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Entertainment Families; Leaping Into the Fire</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 1: Major League Baseball Week 4: The Nature Connection Week 10: Protesting Protests; Development Debate Week 11: Video Games: The Good and the Bad; Too Much Media? Week 20: When Disaster Strikes; Pharaohs and Parking Lots</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyl: Freedom Fighter; Out of Many by Barack Obama</p>

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<p align="center">Pennsylvania Core Standards English Language Arts Grade 6-12</p>	<p align="center">iLit 20 ©2016 Grade 12</p>
<p align="center">Integration of Knowledge and Ideas - Analysis Across Texts</p>	
<p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	<p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>iLit Library</u> Andrew Jackson’s First Inaugural Address Andrew Jackson’s Second Inaugural Address Franklin D. Roosevelt, First Inaugural Address George H. W. Bush, Inaugural Address Inaugural Presidential Address, Official Transcript by Barack Obama The Gettysburg Address Abraham Lincoln’s Second Inaugural Address</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.11-12.J Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 6: Mapping Our World; Mystery Writing; Murals Week 9: Murals; National Symbols; Ancient Rome; The Human Nervous System</p> <p><u>Word Study Practice (examples)</u> Week 1: Word Families; Synonyms Week 2: Multiple-Meaning Words; Homographs</p>

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<p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Base Words; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 15: Heat and Energy; Money; Comics and Animation Week 21: Science Fiction; The Internet; The Secrets of Caves</p> <p><u>Word Study Practice (examples)</u> Week 4: Compound Words; Possessives Week 14: Multiple-Meaning Words; Synonyms</p>

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<p>Range of Reading</p>	
<p>CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Occupy Wallstreet Human Impact! Out of Many Global Warming Go Organic</p>

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<p>1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
<p>Key Ideas and Details - Theme</p>	
<p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 27: Explore the Author’s Purpose</p>

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<p>Key Ideas and Details - Text Analysis</p>	
<p>CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence. TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 3: Describe in Detail a Place Mentioned in Your Reading Today. Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable Detail or Event You Read About Today?</p>

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Key Ideas and Details - Literary Elements	
<p>CC.1.3.11-12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 8: Identify the Most Interesting Character Prompt 20: Which Individual or Character Made the Strongest Impression on You? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p> <p><u>iLit Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama)</p>
Craft and Structure - Point of View	
<p>CC.1.3.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p>TA: <u>Library Response Prompt (examples)</u> Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today? Prompt 26: Choose a Character or Event. Compare and Contrast that Character or Event with Your Life. Prompt 29: Which Individual or Character Made the Strongest Impression on You?</p>

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<p>Craft and Structure - Text Structure</p>	
<p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p>	<p>SA: Students have at their fingertips over 3000 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 10: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand? Prompt 14: Choose an Event from Your Reading and Identify a Cause and Effect. Prompt 21: What Is the Most Memorable or Unforgettable detail or Event You Read About Today? Prompt 24: Make an Inference about a Character, Event, or Idea You Read About Today?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>

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<p>Craft and Structure - Vocabulary</p>	
<p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u> Prompt 4: Choose and Describe a Sensory Detail Prompt 9: What Is the Most Important Statement or Idea You Read Today? Prompt 15: What Emotion Did You Feel When Reading? Prompt 16: Choose and Describe a Sensory Detail Prompt 25: Choose Three Words that Describe the Book You are Reading.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p>

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<p align="center">Integration of Knowledge and Ideas - Sources of Information</p>	
<p>CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 2: Suppose You Made a Drawing or Painting of a Character, Setting, or Event. What Would You Show in Your Drawing or Painting? Prompt 12: If You Were to Choose an Actor to Play a Character in Your Book, Which Actor Would You Choose? Explain.</p> <p><u>iLit Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama) Hamlet (drama) Julius Caesar (drama)</p>

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Integration of Knowledge and Ideas	
<p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 7: Choose Two Characters: Compare and Contrast Their Personalities with Details Prompt 17: What Background Knowledge or Experience Helped You Understand the Text You Read Today? Prompt 28: Should the Author Write a Series with the Same Characters?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama) Hamlet (drama)</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank.</p> <p>TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes; Irregular Plurals Week 10: Compound Words; Abbreviations; Structure for Parts of Speech Week 16: Word Families; Synonyms; Multiple Meaning Words</p>

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<p>CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 23: Homonyms; Influence of Spanish on English Week 28: Compound Words; Connotations</p>

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Range of Reading	
<p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Oliver Twist A Midsummer Night’s Dream Little Women Welcome to Skull Canyon The Adventures of Tom Sawyer David Copperfield The Jungle Book Mr. Small Snowflake: A Sled Dog</p>
<p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
Informative/ Explanatory	
<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Write a Summary (examples)</u> Week 8: Youthville Detroit Week 18: The Race into Space Week 23: Growing Up with a Twin</p>

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Informative/Explanatory - Focus	
<p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction</p>
Informative/Explanatory - Content	
<p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction & Body</p>
Informative/Explanatory - Organization	
<p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction, Body, & Conclusion</p>
Informative/Explanatory - Style	
<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Interactive Readers: Write a Summary (examples)</u> Week 2: The Big Money Week 6: The Insanity Defense Week 18: Frida Kahlo Week 27: New Language, New Friends</p>

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Informative/Explanatory - Conventions of Language	
<p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Pronouns; Adverbs; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>
Opinion/Argumentative	
<p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p>
Opinion/Argumentative - Focus	
<p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. 	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction</p>
Opinion/Argumentative - Content	
<p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body</p>

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Opinion/Argumentative - Organization	
<p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p>
Opinion/Argumentative - Style	
<p>CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p> <p>Grammar: Sentence Structure</p> <p>Vocabulary: Acquire Vocabulary</p>

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Opinion/Argumentative - Conventions of Language	
<p>CC.1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Revising and Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Pronouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Possessives; Abbreviations.</p>
Narrative	
<p>CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p>
Narrative Focus	
<p>CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction</p>
Narrative Content	
<p>CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising</p>

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Narrative Organization	
<p>CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion</p>
Narrative Style	
<p>CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p> <p>Grammar: Sentence Structure; Types of Sentences</p>

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<p>Narrative Conventions of Language</p>	
<p>CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Revising & Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>

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<p>Response to Literature</p>	
<p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: <u>Interactive Readers: Write a Summary (examples)</u> Week 10: Ancient Sports History Week 18: Traditional Native American Homes Week 25: Apps for Health</p> <p>The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 1: Why Did You Choose the Book You Read Today? Prompt 22: Summarize the Main Idea and Include Three Details. Prompt 23: If You Could Interview One Person or Character, Which Person or Character Would You Choose? Explain. Prompt 30: If You Could Change Part of the Book You Are Reading, What Would You Change? Explain.</p>

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Production and Distribution of Writing - Writing Process	
<p>CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C Smart Search: Writing: Argumentative Writing: Argumentative Essay A, B, C</p>
Technology and Publication	
<p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>

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Conducting Research	
<p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>TA: Teachers can encourage students to conduct research in the iLit Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>TA: The iLit Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p>

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Range of Writing	
<p>CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
Comprehension and Collaboration - Collaborative Discussion	
<p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author's purpose.</p>

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<p align="center">Comprehension and Collaboration - Critical Listening</p>	
<p>CC.1.5.11-12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 8: The Power of Perseverance; The Word on Bullying Week 25: Sowing the Seeds of Friendship; Taking Care of Siblings Week 28: Mary Seacole: Her Little-Known Story; Social Media: Law Enforcement’s New Friend</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 30: Energy All Around Us; Leaping Into the Fire; Entertainment Families</p>

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<p align="center">Pennsylvania Core Standards English Language Arts Grade 6-12</p>	<p align="center">iLit 20 ©2016 Grade 12</p>
<p align="center">Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 1: Pablo Morales, Champion at Work Week 6: All Together Now Week 27: Coyotes on the Go; Invented by Love</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u> Week 1: Regular Plurals; Irregular Plurals; Related Words Week 26: Synonyms; Influence of Arabic on English</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 27: The Sound Spelled by the Letters <i>oo</i> in moon</p>

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Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>
Presentation of Knowledge and Ideas - Context	
<p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing.</p> <p>At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> <p>The iLit Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u>iLit Library Dramas (examples)</u> Hamlet Romeo and Juliet Julius Caesar Antigone Macbeth A Doll’s House Prometheus and the Gift of Fire</p>

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<p align="center">Integration of Knowledge and Ideas - Multimedia</p>	
<p>CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p>

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<p>Conventions of Standard English</p>	
<p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing; Writing Opinion Pieces.</p> <p>The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Pronouns; Verbs; Adjectives; Active and Passive Voice; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Compound Words; Plurals; Possessives; Abbreviations</p>