

A Correlation of



iLit 20

Grade 3, ©2016

To the

**Pennsylvania Core Standards
English Language Arts
Grade 3**

A Correlation of iLit 20, Grade 3 ©2016 to the Pennsylvania Core Standards for English Language Arts Grade 3

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 for English Language Arts	iLit 20 ©2016 Grade 3
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Phonics and Word Recognition	
CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Identify and know the meaning of the most common prefixes and derivational suffixes. 	<p>TA: <u>Smart Search: Spelling</u> Prefixes; Suffixes; Greek or Latin Word Parts</p> <p><u>Smart Search: Vocabulary</u> Suffixes; Prefixes; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u> Week 5: Suffixes Week 11: Prefixes</p>
<ul style="list-style-type: none"> ▪ Decode words with common Latin suffixes. 	<p>TA: <u>Smart Search: Spelling</u> Suffixes; Greek or Latin Word Parts</p> <p><u>Smart Search: Vocabulary</u> Suffixes; Affixes and Word Roots</p> <p><u>Word Study Practice (examples)</u> Weeks 5, 13, 14: Suffixes Weeks 7, 10, 11, 13: Latin Roots</p>
<ul style="list-style-type: none"> ▪ Decode multi syllable words. 	<p>TA: <u>Smart Search: Spelling</u> Syllable Patterns; Multisyllabic Words</p> <p><u>Word Study Practice (examples)</u> Weeks 2, 5, 7, 8, 13: Multisyllabic Words</p>
<ul style="list-style-type: none"> ▪ Read grade appropriate irregularly spelled words. 	<p>TA: <u>Smart Search: Spelling</u> <u>Common Misspellings; Easily Confused Words;</u></p> <p><u>Word Study Practice (examples)</u> Week 1: Irregular Plurals</p>

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Fluency	
CC.1.1.3.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>TA: The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>See Word Study Readers, Weeks, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30</p>
<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>TA: The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>See Word Study Readers, Weeks, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30</p>
<ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>TA: Smart Search: Vocabulary: Context Clues, Vocabulary Study Plan, 1A-1C, 2A-2C, 3A-3C, 4a-4C, 5A-5C</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p>

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<p align="center">Pennsylvania Core Standards for English Language Arts</p>	<p align="center">iLit 20 ©2016 Grade 3</p>
<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.2</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. TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 10: Sowing the Seeds of Friendship Week 15: Technology to the Rescue! Week 21: Mahatma Gandhi: A Leader in Nonviolence Week 27: Invented by Love; New Languages, New Friends</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 8: When Tsunamis Strike; The Kindness of Strangers: Week 18: Traditional Native American Homes; Taking Sides on Time Week 23: Resolving Family Conflicts; Making Things Better</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.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1</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 2: Building Trust and Replacing Fear Week 5: The Ripple Effect Week 21: Laws That Work for Kids Who Work; Warning: Bugs at Work!</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 4: Cesar Chavez: Fighting for Fairness Week 6: All Together Now; They Never Gave Up; Striking It Rich Week 13: Outside Independence Hall Week 23: Searching for Justice; Bomb Dogs Week 28: Mary Seacole: Her Little-Known Story</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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<p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 1: Making Peace with Competition Week 2: Awesome Ants; The Battle of the Sexes Week 13: Pay Days Week 18: Women’s Wage Gap Week 23: Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 10: Sowing the Seeds of Friendship Week 15: Technology to the Rescue! Week 21: Mahatma Gandhi: A Leader in Nonviolence Week 27: Invented by Love; New Languages, New Friends</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.2.3.D Explain the point of view of the author. E03.B-C.2.1.1</p>	<p>TG: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 10: Biodiversity in Decline Chapter 30: An Ocean of Plastic; Energy All Around Us</p>

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<p>Craft and Structure Text Structure</p>	
<p>CC.1.2.3.E Use text features and search tools to locate and interpret information. E03.B-C.2.1.2</p>	<p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 1: Making Peace with Competition Week 6: Racing with the Wind; City Life for Birds Week 15: The Power of Music, Color, and Images Week 18: Women’s Wage Gap Week 23: Wonders of the Plant World; Growing Up with a Twin</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: Pablo Morales, Champion at Work; The Great Pacific Garbage Patch; How Smart Is Your Smartphone? Week 2: Saving the Colorado River Delta Week 4: Athletes as Role Models Week 8: A Good Friend Is Hard to Find Week 18: The Race into Space</p>

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<p>Craft and Structure Vocabulary</p>	
<p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2</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; Word Parts; Base Words</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 8: Long e; Antonyms</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 9: Ancient Rome; National Symbols</p>

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<p>Integration of Knowledge and Ideas Diverse Media</p>	
<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3</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 1: How Smart Is Your Smartphone? Week 2: Awesome Ants; The Battle of the Sexes Week 10: Social Media; Digital Creativity Week 27: Coyotes on the Go</p>

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<p>Integration of Knowledge and Ideas Evaluating Arguments</p>	
<p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. E03.B-C.3.1.1</p>	<p>TA: <u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 4: The Nature Connection; Anne Frank: Taking a Stand for the Human Spirit Week 13: Social Media Week 28: High-Tech Animal Tracking</p> <p><u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 10: Biodiversity in Decline Week 30: An Ocean of Plastic; Energy All Around Us</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>Integration of Knowledge and Ideas Analysis Across Texts</p>	
<p>CC.1.2.3.1 Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.2</p>	<p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>Space (examples)</u> Week 18: The Race into Space Week 21: Astronauts iLit Library: Almost Astronauts; Astronauts Take Flight; Book of Space</p> <p><u>Peace and Justice (examples)</u> Week 17: Wrongfully Accused; Fighting for Freedom: Harriet Tubman Week 18: Peace Activist Samantha Smith Week 21: Mahatma Gandhi: A Leader in Nonviolence Week 22: Choosing Peace: The Carter Center; The Christmas Truce Week 25: Peacekeepers iLit Library: Mahatma Gandhi</p> <p><u>Animals (Examples)</u> Week 6: City Life for Birds Week 10: Pets in the White House Week 17: Furry Friends and Feathered Friends Week 21: Raising Puppies, Raising Protectors; Warning: Bugs at Work! Week 27: Coyotes on the Go</p>

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Vocabulary Acquisition and Use	
<p>CC.1.2.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.B-V.4.1.1 E03.B-V.4.1.2</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; Word Parts; Base Words</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 8: Long e; Antonyms</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 9: Ancient Rome; National Symbols</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.3.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. E03.B-V.4.1.1</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 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths Week 9: National Symbols; Cameras Through Time; Newspapers</p>

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Range of Reading	
<p>CC.1.2.3.L Read and comprehend literary non-fiction 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> Fins, Wings, and Legs We Need Insects! On the Farm Be On Time! Wetlands All About the Body Look Alikes Charting Your Course Crossing Borders Crossing the Atlantic</p>

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<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2</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: Character, Setting, Plot, Theme – What would you Share with a Friend? Prompt 19: What Passage or Dialogue was Most Meaningful Prompt 20: Choose and Describe a Sensory Detail</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1</p>	<p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 3: Which Words were Most Memorable? Prompt 17: What Is the Most Interesting Part of the Text? Prompt 19: What Passage or Dialogue was Most Meaningful?</p>

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Key Ideas and Details Literary Elements	
<p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3</p>	<p>SA: Students can use their digital Notebook to create Class Notes highlighting the characters, setting, or events in the text. 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 2: Which Character, Event, or Ideas was Most Confusing? Prompt 9: Character, Setting, Plot – What would you Share with a Friend? Prompt 10: Picture Setting of the Book Prompt 13: Which Character Is Similar to You? Prompt 14: Which Character Would Be a Friend? Prompt 28: Which Individual or Character Made the Strongest Impression on You? Prompt 29: Write About a Character, Idea, or Event in Your Book?</p>
Craft and Structure Point of View	
<p>CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1</p>	<p>TG: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>iLit Library (examples) How Coyote Gave Fire to the World Raven and Loon: An Inuit Tale The Crow and the Pitcher</p>

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<p>Craft and Structure Text Structure</p>	
<p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p>	<p>SA: Students have at their fingertips over 3000 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 19: What Passage or Dialogue was Most Meaningful? Prompt 27: What Scene of Event Most Important to You?</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama) The Prince and the Pauper (prose) The Time Machine (Prose) Raven and Loon (Prose)</p>

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<p>Craft and Structure Vocabulary</p>	
<p>CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2</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 1: Descriptive Words Prompt 3: Words and Phrases</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings</p>

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Integration of Knowledge and Ideas Sources of Information	
<p>CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>TG: <u>Library Response Prompt (examples)</u> Prompt 6: Book Make Good Movie? Prompt 10: Picture Setting of the Book Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>In addition, the iLit Library includes a number of titles that used for movies and TV shows. For examples, see:</p> <p><u>iLit Library (examples)</u> Hooray for Rhody! Little Bear Too Many Dogs The Three Pals The Art Shop A Pig Mystery</p>
Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. E03.A-C.3.1.1</p>	<p>TG: <u>Library Response Prompt (examples)</u> Prompt 8: Would You Read Another Book by Same Author? Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p>In addition, the iLit Library allows students to search based on author, genre, or title. Students can compare and contrast similar books from different cultures and similar topics.</p>

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<p>CC.1.3.3.1 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. E03.A-V.4.1.1</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 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.3.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. E03.A-V.4.1.1 E03.A-V.4.1.2</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 1: Compound Words; Related Words; Irregular Plurals Week 11: Latin Roots; Contractions; Inflected Endings</p>

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<p>Range of Reading</p>	
<p>CC.1.3.3.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> The Jungle Book Mr. Small Snowflake: A Sled Dog Cowgirl A Nest for Owl Flood and Famine A Box for Bobo Hooray for Rhody</p>

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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.	
Informative/Explanatory	
CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, students write a response at the conclusion of each Interactive Reader. For examples see: <u>Interactive Readers: Write a Summary (examples)</u> Week 2: Building Trust and Replacing Fear; Saving the Colorado River Delta Week 10: Heroes of 9/11; Ancient Sports History; Racing Tough Week 15: The Greed Game Week 27: Invented by Love; Coyotes on the Go
Informative/Explanatory Focus	
CC.1.4.3.B Identify and introduce the topic. E03.C.1.2.1	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction
Informative/Explanatory Content	
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. E03C.1.2.2 E03E.1.1.2	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction & Body
Informative/Explanatory Organization	
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction, Body, & Conclusion

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Informative/Explanatory Style	
CC.1.4.3.E Choose words and phrases for effect. E03.D.2.1.1	TA: Smart Search: Grammar: Sentence Structure; Types of Sentences Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C
Informative/Explanatory Conventions of Language	
CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following: Grammar: Nouns; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage. Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words
Opinion/Argumentative	
CC.1.4.3.G Write opinion pieces on familiar topics or texts.	TA: Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A & B Smart Search: Writing: Argumentative Writing: Opinion Essay C
Opinion/ Argumentative Focus	
CC.1.4.3.H Introduce the topic and state an opinion on the topic. E03.C.1.1.1 E03.E.1.1.1	TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction

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Opinion/ Argumentative Content	
CC.1.4.3.I Support an opinion with reasons. E03.C.1.1.2	TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction & Body Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body
Opinion/ Argumentative Organization	
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4	TA: Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A & B: Drafting: Introduction, Body, and Conclusion; Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Introduction, Body, and Conclusion; Revising
Opinion/ Argumentative Style	
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. E03.D.2.1.1 E03.D.1.1.9	TA: Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction & Body Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body Also see: <u>Smart Search: Grammar</u> Sentence Structure; Types of Sentences

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Opinion/ Argumentative Conventions of Language	
CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	TA: Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A & B: Revising and Editing Smart Search: Writing: Argumentative Writing: Opinion Essay C: Revising and Editing In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following: Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage. Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Possessives; Abbreviations.
Narrative	
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C
Narrative Focus	
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. E03C.1.3.1	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
Narrative Content	
CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. E03C.1.3.2	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising

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Pennsylvania Core Standards for English Language Arts	iLit 20 ©2016 Grade 3
Narrative Organization	
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & conclusion
Narrative Style	
CC.1.4.3.Q Choose words and phrases for effect. E03.D.2.1.1	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
Narrative Conventions of Language	
CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E03.D.1.1.1 E03.D.1.1.2 E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6	TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Revising & Editing In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following: Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage. Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words

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<p>Response to Literature</p>	
<p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. E 03.E.1.1.1 E 03.E.1.1.2 E 03.E.1.1.3 E 03.E.1.1.4 E 03.E.1.1.5</p>	<p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition. TA: <u>Interactive Readers: Write a Summary (examples)</u> Week 4: Athletes as Role Models; The Nature Connection Week 13: Digital Creativity; Binge TV Week 25: Being an Apprentice; In the Wake of an Earthquake Week 30: Our Plastic Brains; Sister Cities</p> <p>The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
<p>Production and Distribution of Writing Writing Process</p>	
<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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: Opinion Essay C Smart Search: Writing: Writing Opinion Pieces: Opinion Essay A, B</p>

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<p>Technology and Publication</p>	
<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>Library Response Prompt 5: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
<p>Conducting Research</p>	
<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</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>
<p>Credibility, Reliability, and Validity of Sources</p>	
<p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</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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Pennsylvania Core Standards for English Language Arts	iLit 20 ©2016 Grade 3
Range of Writing	
<p>CC.1.4.3.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: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p>
<p>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.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</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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Comprehension and Collaboration Critical Listening	
<p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p>	<p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 10: Sowing the Seeds of Friendship Week 27: Invented by Love; New Languages, New Friends</p> <p>In addition, the Word Study Reader and Word Reader includes recorded lessons. For examples see:</p> <p><u>Word Study Practice (examples)</u> Week 1: Regular Plurals; Related Words Week 13: Inflected Endings; Words with Schwa</p> <p><u>Word Reader (examples)</u> Week 14: The Long e Sound Spelled e Week 19: Sound for the Letters <i>ur</i></p>
Comprehension and Collaboration Evaluating Information	
<p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</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.</p> <p><u>Interactive Readers: Ask Questions (examples)</u> Week 21: Laws That Work for Kids Who Work; Warning: Bugs at Work! Chapter 30: Teen Tech Inventors</p>

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<p align="center">Pennsylvania Core Standards for English Language Arts</p>	<p align="center">iLit 20 ©2016 Grade 3</p>
<p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p>	
<p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>
<p>Presentation of Knowledge and Ideas Context</p>	
<p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</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>Also see: <u>Smart Search: Grammar</u> Sentence Structure; Types of Sentences</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>

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<p>Integration of Knowledge and Ideas Multimedia</p>	
<p>CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Opinion Essay C</p> <p>Writing Opinion Pieces: Smart Search: Writing: Opinion Essay A, B</p>

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Pennsylvania Core Standards for English Language Arts	iLit 20 ©2016 Grade 3
Conventions of Standard English	
<p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on Grade 3 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; Punctuation; Sentence Structure; Capitalization; Usage.</p> <p>Spelling: Short Vowels; Long Vowels; Final Syllable Patterns; Schwas; Silent Consonants; Plurals; Possessives; Abbreviations</p>