

**A Correlation of**



**iLit 20**

**Grade 4, ©2016**

**To the**

**Pennsylvania Core Standards  
English Language Arts  
Grade 4**

# A Correlation of *iLit 20*, Grade 4 ©2016 to the Pennsylvania Core Standards for English Language Arts Grade 4

## 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<br>English Language Arts Grade 4  | iLit 20 ©2016<br>Grade 4  |
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| <b>1.1 Foundational Skills</b><br><b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>   |   |
| Phonics and Word Recognition  |   |
| CC.1.1.4.D<br>Know and apply grade level phonics and word analysis skills in decoding words.  |   |
| <ul style="list-style-type: none"> <li>▪ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul> | <p><b>TA:</b> The teacher application includes over 30 phonics lessons which are introduced, taught, and practiced. Each week several of the 30 lessons are highlighted for teaching. For examples of the complete list located in Smart Search, see the following: Weeks 1–30: Long Vowels; Vowel Digraphs; Consonant Digraphs; Consonant Blends; Vowel Sound in Ball; r-Controlled Vowels; Short Vowels; Syllable Patterns; Consonant Patterns; Inflected Endings; Regular Plurals; Irregular Plurals</p> <p>The teacher application includes over 30 spelling lessons which are introduced, taught, and practiced. Each week several of the 30 lessons are highlighted for teaching. For examples of the complete list located in Smart Search, see the following: Weeks 1–30: Silent Consonants; Syllable Patterns; Compound Words; Possessives; Prefixes; Suffixes; Greek or Latin Words Parts; Related Words</p> <p>Word Study Practice in the Assignments column includes lessons for each week. For examples see: Week 7: Latin Roots; Negative Prefixes; Open Syllable Patterns; Week 11: Syllable Patterns V/CV; Contractions.</p> <p>In addition, the Word Readers for each week highlight letter sound correspondences and patterns. For examples see: Week 6: Word Reading 6 Word Reader: Words that Begin with <i>bl, fl, fr, gr, pl, and sp</i>; Week 10: Word Reading 10: Letter sound <i>g/j</i>; Week 23: Word Reading 23: Ending <i>-ed</i>.</p> |

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|--|--|
| Fluency  |  |
| CC.1.1.4.E<br>Read with accuracy and fluency to support comprehension:   |  |
| <ul style="list-style-type: none"> <li>▪ Read on-level text with purpose and understanding.</li> </ul>   | <p><b>TA:</b> 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"> <li>▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>  | <p><b>TA:</b> 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"> <li>▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary.</li> </ul> | <p><b>TA:</b> 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><br/>           Week 3: The Science of Basketball; Oceans; Myths<br/>           Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p>                |

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| <p><b>1.2 Reading Informational Text</b><br/><b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p> |  |
| <p>Key Ideas and Details<br/>Main Idea</p>  |  |
| <p>CC.1.2.4.A<br/>Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br/>E04.B-K.1.1.2</p>   | <p><b>SA:</b> Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.<br/><b>TA:</b> <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u><br/>Week 2: Is Age Just a Number?<br/>Week 10: Sowing the Seeds of Friendship<br/>Week 27: Invented by Love; New Languages, New Friends<br/><br/><u>Interactive Readers: Summarize(examples)</u><br/>Week 8: When Tsunamis Strike; The Kindness of Strangers:<br/>Week 23: Resolving Family Conflicts; Making Things Better<br/>Week 28: Buffalo Battles; More Than Words<br/><br/>In addition, students are asked to create a summary on the last page of all Interactive Readers.<br/><br/>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<br/>Text Analysis</p>  |  |
| <p>CC.1.2.4.B<br/>Refer to details and examples in text to support what the text says explicitly and make inferences.<br/>E04.B-K.1.1.1</p>                                   | <p><b>SA:</b> Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p><b>TA:</b> <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u><br/>Week 2: Building Trust and Replacing Fear<br/>Week 5: The Ripple Effect<br/>Week 11: Antarctica: The Last Wilderness</p> <p><u>Interactive Readers: Make Inferences (examples)</u><br/>Week 6: All Together Now; They Never Gave Up<br/>Week 11: My Brother and Sister Drive Me Crazy!<br/>Week 13: Outside Independence Hall<br/>Week 23: Searching for Justice; Bomb Dogs<br/>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> |
| <p>CC.1.2.4.C<br/>Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.<br/>E04.B-K.1.1.3</p> | <p><b>TA:</b> <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u><br/>Week 1: Making Peace with Competition<br/>Week 2: Awesome Ants; The Battle of the Sexes<br/>Week 13: Pay Days<br/>Week 18: Women’s Wage Gap<br/>Week 23: Wonders of the Plant World</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u><br/>Week 2: Is Age Just a Number?<br/>Week 13: Digital Creativity<br/>Week 27: Invented by Love; New Languages, New Friends</p>  |

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| <p>Craft and Structure<br/>Point of View</p>  |  |
| <p>CC.1.2.4.D<br/>Compare and contrast an event or topic told from two different points of view.<br/>E04.B-C.2.1.1</p>                              | <p><b>TG:</b> <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u><br/>Week 10: Biodiversity in Decline<br/>Week 30: An Ocean of Plastic; Energy All Around Us</p>   |
| <p>Craft and Structure<br/>Text Structure</p>   |  |
| <p>CC.1.2.4.E<br/>Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).<br/>E04.B-C.2.1.2</p> | <p><b>TA:</b> <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u><br/>Week 1: Making Peace with Competition<br/>Week 2: Awesome Ants; The Battle of the Sexes<br/>Week 13: Pay Days<br/>Week 18: Women’s Wage Gap<br/>Week 23: Wonders of the Plant World</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u><br/>Week 1: Pablo Morales, Champion at Work; The Great Pacific Garbage Patch; How Smart Is Your Smartphone?<br/>Week 2: Friendly Opponents<br/>Week 6: Young People with Hope; Young Athletes of the World Unite<br/>Week 18: The Race into Space</p> |



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| <p>Craft and Structure<br/>Vocabulary</p>   |  |
| <p>CC.1.2.4.F<br/>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.<br/>E04.B-V.4.1.1<br/>E04.B-V.4.1.2</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <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><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u><br/>Week 3: The Science of Basketball; Oceans; Myths<br/>Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p> <p><u>Word Study Practice (examples)</u><br/>Week 1: Compound Words; Related Words; Irregular Plurals<br/>Week 4: Compound Words; Inflected Endings</p> |

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| <p>Integration of Knowledge and Ideas<br/>Diverse Media</p>   |   |
| <p>CC.1.2.4.G<br/>Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.<br/>E04.B-C.3.1.3</p> | <p><b>TA:</b> 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><br/>Week 1: How Smart Is Your Smartphone?<br/>Week 2: Is Age Just a Number?; Friendly Opponents; Awesome Ants; The Battle of the Sexes</p> |

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| <p>Integration of Knowledge and Ideas<br/>Evaluating Arguments</p>  |  |
| <p>CC.1.2.4.H<br/>Explain how an author uses reasons and evidence to support particular points in a text.<br/>E04.B-C.3.1.1</p> | <p><b>TA: <u>Interactive Readers: Identify Author’s Purpose (examples)</u></b><br/>Week 13: Social Media<br/>Week 28: High-Tech Animal Tracking</p> <p><b><u>Interactive Readers: Identify Author’s Viewpoint (examples)</u></b><br/>Week 10: Biodiversity in Decline<br/>Chapter 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<br/>Analysis Across Texts</p>  |   |
| <p>CC.1.2.4.I<br/>Integrate information from two texts on the same topic to demonstrate understanding of that topic.<br/>E04.B-C.3.1.2<br/>E04.B-C.3.1.3</p> | <p><b>TA:</b> 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><br/>Week 18: The Race into Space<br/>Week 21: Astronauts<br/>iLit Library: Almost Astronauts; Astronauts Take Flight; Book of Space</p> <p><u>Peace and Justice (examples)</u><br/>Week 17: Wrongfully Accused; Fighting for Freedom: Harriet Tubman<br/>Week 18: Peace Activist Samantha Smith<br/>Week 21: Mahatma Gandhi: A Leader in Nonviolence<br/>Week 22: Choosing Peace: The Carter Center; The Christmas Truce<br/>Week 25: Peacekeepers<br/>iLit Library: Mahatma Gandhi</p> <p><u>Animals (Examples)</u><br/>Week 6: City Life for Birds<br/>Week 10: Pets in the White House<br/>Week 17: Furry Friends and Feathered Friends<br/>Week 21: Raising Puppies, Raising Protectors; Warning: Bugs at Work!<br/>Week 27: Coyotes on the Go</p> |

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| <p>Vocabulary Acquisition and Use</p>   |  |
| <p>CC.1.2.4.J<br/>Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.<br/>E04.B-V.4.1.1<br/>E04.B-V.4.1.2</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <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><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>Week 1: Compound Words; Related Words; Irregular Plurals<br/>Week 4: Compound Words; Inflected Endings</p> <p><u>Word Study Readers (examples)</u><br/>Week 3: The Science of Basketball; Oceans; Myths<br/>Week 6: Mapping Our World; Do Animals Talk?; Our National Government</p> |

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| <p>Vocabulary Acquisition and Use</p>  |  |
| <p>CC.1.2.4.K<br/>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.<br/>E04.B-V.4.1.1</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <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><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>Week 1: Compound Words; Related Words; Irregular Plurals<br/>Week 11: Latin Roots; Contractions; Inflected Endings</p> <p><u>Word Study Readers (examples)</u><br/>Week 3: The Science of Basketball; Oceans; Myths<br/>Week 9: National Symbols; Cameras Through Time; Newspapers</p> |

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|---|---|
| <p>Range of Reading</p>   |   |
| <p>CC.1.2.4.L<br/>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>   | <p><b>TA:</b> 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><br/>Empowering a Community<br/>The Future is Now<br/>We Need Insects<br/>Jane of the Jungle<br/>True Heroes of the Old West<br/>Remember the Removal</p> |
| <p><b>1.3 Reading Literature</b><br/><b>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p> |   |

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| <p>Key Ideas and Details<br/>Theme</p>  |   |
| <p>CC.1.3.4.A<br/>Determine a theme of a text from details in the text; summarize the text.<br/>E04.A-K.1.1.2</p> | <p><b>SA:</b> 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><b>TA:</b> 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><br/>           Prompt 9: Character, Setting, Plot, Theme – What would you Share with a Friend?<br/>           Prompt 19: What Passage or Dialogue was Most Meaningful<br/>           Prompt 20: Choose and Describe a Sensory Detail</p> |



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| <p>Key Ideas and Details<br/>Text Analysis</p>  |   |
| <p>CC.1.3.4.B<br/>Cite relevant details from text to support what the text says explicitly and make inferences.<br/>E04.A-K.1.1.1</p> | <p><b>SA:</b> 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><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u><br/>           Prompt 3: Which Words were Most Memorable?<br/>           Prompt 17: What Is the Most Interesting Part of the Text?<br/>           Prompt 19: What Passage or Dialogue was Most Meaningful?</p> |

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| <p>Key Ideas and Details<br/>Literary Elements</p>  |  |
| <p>CC.1.3.4.C<br/>Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.<br/>E04.A-K.1.1.3</p> | <p><b>SA:</b> Students can use their digital Notebook to create Class Notes highlighting the characters, setting, or events in the text.<br/><b>TA:</b> 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><br/>           Prompt 2: Which Character, Event, or Ideas was Most Confusing?<br/>           Prompt 9: Character, Setting, Plot – What would you Share with a Friend?<br/>           Prompt 10: Picture Setting of the Book<br/>           Prompt 13: Which Character Is Similar to You?<br/>           Prompt 14: Which Character Would Be a Friend?<br/>           Prompt 28: Which Individual or Character Made the Strongest Impression on You?<br/>           Prompt 29: Write About a Character, Idea, or Event in Your Book?</p> |

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| <p>Craft and Structure<br/>Point of View</p>   |   |
| <p>CC.1.3.4.D<br/>Compare and contrast an event or topic told from two different points of view.<br/>E04.A-C.2.1.1</p> | <p><b>TA:</b> Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u><br/>           Prompt 8: Would You Read Another Book by Same Author?<br/>           Prompt 12: Write the Next Title to a Series of the Book You Read<br/>           Prompt 29: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books.</p> <p><u>iLit Library (examples)</u><br/>           The Gettysburg Address<br/>           Memories of President Lincoln<br/>           Abraham Lincoln</p> |

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| <p>Craft and Structure<br/>Text Structure</p>  |   |
| <p>CC.1.3.4.E<br/>Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.</p> | <p><b>SA:</b> 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.<br/><b>TA:</b> 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><br/>Prompt 19: What Passage or Dialogue was Most Meaningful?<br/>Prompt 27: What Scene of Event Most Important to You?</p> <p><u>iLit Library (examples)</u><br/>Dutiful (poetry)<br/>How Do I Love Thee?/On Love (poetry)<br/>Famous (Poetry)<br/>A Midsummer’s Night Dream (drama)<br/>Prometheus and the Gift of Fire (drama)<br/>Pygmalion (drama)<br/>The Prince and the Pauper (prose)<br/>The Time Machine (Prose)<br/>Raven and Loon (Prose)</p> |

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| <p>Craft and Structure<br/>Vocabulary</p>   |   |
| <p>CC.1.3.4.F<br/>Determine the meaning of words and phrases as they are used in grade level text, including figurative language.<br/>E04.A-V.4.1.1<br/>E04.A-V.4.1.2</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <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><br/>Prompt 1: Descriptive Words<br/>Prompt 3: Words and Phrases</p> <p><u>Smart Search: Vocabulary (examples)</u><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>Week 1: Compound Words; Related Words; Irregular Plurals<br/>Week 11: Latin Roots; Contractions; Inflected Endings</p> |

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| <p>Integration of Knowledge and Ideas<br/>Sources of Information</p>   |   |
| <p>CC.1.3.4.G<br/>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> | <p><b>TG:</b> <u>Library Response Prompt (examples)</u><br/>           Prompt 6: Book Make Good Movie?<br/>           Prompt 10: Picture Setting of the Book<br/>           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>iLit Library (examples)<br/>           Through the Looking Glass<br/>           A Christmas Carol<br/>           The Jungle Book<br/>           The Adventures of Huckleberry Finn<br/>           Treasure Island</p> |
| <p>Integration of Knowledge and Ideas<br/>Text Analysis</p>  |   |
| <p>CC.1.3.4.H<br/>Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.<br/>E04.A-C.3.1.1</p>  | <p><b>TG:</b> <u>Library Response Prompt (examples)</u><br/>           Prompt 8: Would You Read Another Book by Same Author?<br/>           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>Vocabulary Acquisition and Use Strategies</p>   |  |
| <p>CC.1.3.4.1<br/>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.<br/>E04.A-V.4.1.1</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <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><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>Week 1: Compound Words; Related Words; Irregular Plurals<br/>Week 11: Latin Roots; Contractions; Inflected Endings</p> |

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|---|--|
| <p>Vocabulary Acquisition and Use</p>   |  |
| <p>CC.1.3.4.J<br/>Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.<br/>E04.A-V.4.1.1<br/>E04.A-V.4.1.2</p> | <p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank.<br/><b>TA:</b> <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><br/>Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u><br/>Week 1: Compound Words; Related Words; Irregular Plurals<br/>Week 11: Latin Roots; Contractions; Inflected Endings</p> |



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| <p>Range of Reading</p>  |  |
| <p>CC.1.3.4.K<br/>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> | <p><b>TA:</b> 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><br/>           Oliver Twist<br/>           A Midsummer Night’s Dream<br/>           Little Women<br/>           Welcome to Skull Canyon<br/>           The Adventures of Tom Sawyer<br/>           David Copperfield<br/>           The Jungle Book<br/>           Mr. Small<br/>           Snowflake: A Sled Dog</p> |

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|--|---|
| <b>1.4 Writing</b><br><b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>  |   |
| Informative/Explanatory  |   |
| CC.1.4.4.A<br>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C<br><br>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:<br><br><u>Interactive Readers: Write a Summary (examples)</u><br>Week 1: Make Peace with Competition; The Great Pacific Garbage Patch; Mentors Make a Difference<br>Week 13: Pay Days; Digital Creativity<br>Week 23: Who Grows Your Food?; Resolving Family Conflicts; Wonders of the Plant World<br>Week 25: Being an Apprentice; In the Wake of an Earthquake; Growing Power |
| Informative/Explanatory Focus  |   |
| CC.1.4.4.B<br>Identify and introduce the topic clearly.<br>E04.C.1.2.1<br>E04.E.1.1.1  | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction   |
| Informative/Explanatory Content  |   |
| CC.1.4.4.C<br>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.<br>E04C.1.2.2<br>E04E.1.1.2 | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body   |

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|--|---|
| <p>Informative/Explanatory<br/>Organization</p>  |   |
| <p>CC.1.4.4.D<br/>Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.<br/>E04.C.1.2.1<br/>E04.C.1.2.3<br/>E04.C.1.2.5<br/>E04.E.1.1.1<br/>E04.E.1.1.3<br/>E04.E.1.1.5</p> | <p><b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting &amp; Drafting: Introduction, Body, &amp; Conclusion</p>       |
| <p>Informative/Explanatory<br/>Style</p>   |   |
| <p>CC.1.4.4.E<br/>Use precise language and domain-specific vocabulary to inform about or explain the topic.<br/>E04.C.1.2.4<br/>E04.D.2.1.1<br/>E04.D.2.1.2<br/>E04.D.2.1.3<br/>E04.E.1.1.4</p>  | <p><b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences<br/><br/>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> |

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| Informative/Explanatory<br>Conventions of Language  |   |
| CC.1.4.4.F<br>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>E04.D.1.1.1<br>E04.D.1.1.2<br>E04.D.1.1.3<br>E04.D.1.1.4<br>E04.D.1.1.5<br>E04.D.1.1.6<br>E04.D.1.1.7<br>E04.D.1.1.8<br>E04.D.1.2.1<br>E04.D.1.2.2<br>E04.D.1.2.3<br>E04.D.1.2.4 | <b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C<br><br>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:<br><br>Grammar: Nouns; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage.<br><br>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.1.4.4.G<br>Write opinion pieces on topics or texts.  | <b>TA:</b> Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A & B<br>Smart Search: Writing: Argumentative Writing: Opinion Essay C   |
| Opinion/Argumentative<br>Focus  |   |
| CC.1.4.4.H<br>Introduce the topic and state an opinion on the topic.<br>E04.C.1.1.1<br>E04.E.1.1.1  | <b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction<br>Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction  |
| Opinion/Argumentative<br>Content  |   |
| CC.1.4.4.I<br>Provide reasons that are supported by facts and details.<br>E04.C.1.1.2<br>E04.E.1.1.2  | <b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Prewriting & Drafting: Introduction & Body<br>Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body  |

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|---|---|
| <p>Opinion/Argumentative Organization</p>   |   |
| <p>CC.1.4.4.J<br/>Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.<br/>E04.C.1.1.1<br/>E04.C.1.1.3<br/>E04.C.1.1.4<br/>E04.E.1.1.1<br/>E04.E.1.1.3<br/>E04.E.1.1.5</p> | <p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A &amp; B: Drafting: Introduction, Body, and Conclusion; Revising<br/>Smart Search: Writing: Argumentative Writing: Opinion Essay C: Introduction, Body, and Conclusion; Revising</p> |
| <p>Opinion/Argumentative Style</p>  |   |
| <p>CC.1.4.4.K<br/>Choose words and phrases to convey ideas precisely.<br/>E04.D.2.1.1<br/>E04.D.2.1.2<br/>E04.D.2.1.3<br/>E04.E.1.1.4</p>   | <p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Prewriting &amp; Drafting: Introduction &amp; Body<br/>Smart Search: Writing: Argumentative Writing: Prewriting &amp; Drafting: Introduction &amp; Body</p>  |

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|---|--|
| <p>Opinion/Argumentative<br/>Conventions of Language</p>  |  |
| <p>CC.1.4.4.L<br/>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br/>E04.D.1.1.1<br/>E04.D.1.1.2<br/>E04.D.1.1.3<br/>E04.D.1.1.4<br/>E04.D.1.1.5<br/>E04.D.1.1.6<br/>E04.D.1.1.7<br/>E04.D.1.1.8<br/>E04.D.1.2.1<br/>E04.D.1.2.2<br/>E04.D.1.2.3<br/>E04.D.1.2.4</p> | <p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A &amp; B: Revising and Editing<br/>Smart Search: Writing: Argumentative Writing: Opinion Essay 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; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Possessives; Abbreviations.</p> |
| <p>Narrative</p>  |  |
| <p>CC.1.4.4.M<br/>Write narratives to develop real or imagined experiences or events.</p>   | <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p>  |
| <p>Narrative<br/>Focus</p>  |  |
| <p>CC.1.4.4.N<br/>Orient the reader by establishing a situation and introducing a narrator and/or characters.<br/>E04C.1.3.1</p>  | <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction</p>  |
| <p>Narrative<br/>Content</p>  |  |
| <p>CC.1.4.4.O<br/>Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.<br/>E04.C.1.3.2<br/>E04.C.1.3.4</p>   | <p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising</p>  |

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| Narrative Organization  |  |
| CC.1.4.4.P<br>Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.<br>E04.C.1.3.1<br>E04.C.1.3.3<br>E04.C.1.3.5   | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & conclusion   |
| Narrative Style   |  |
| CC.1.4.4.Q<br>Choose words and phrases to convey ideas precisely.<br>E04.C.1.3.4<br>E04.D.2.1.1<br>E04.D.2.1.2<br>E04.D.2.1.3   | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction   |
| Narrative Conventions of Language   |  |
| CC.1.4.4.R<br>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>E04.D.1.1.1<br>E04.D.1.1.2<br>E04.D.1.1.3<br>E04.D.1.1.4<br>E04.D.1.1.5<br>E04.D.1.1.6<br>E04.D.1.1.7<br>E04.D.1.1.8<br>E04.D.1.2.1<br>E04.D.1.2.2<br>E04.D.1.2.3<br>E04.D.1.2.4 | <b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Revising & Editing<br><br>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:<br><br>Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.<br><br>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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| Response to Literature   |  |
| <p>CC.1.4.4.S<br/>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> | <p><b>SA:</b> The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p><b>TA:</b> <u>Interactive Readers: Write a Summary (examples)</u><br/>           Week 4: Athletes as Role Models; Anne Frank: Taking a Stand for the Human; Cesar Chavez: Fighting for Fairness; The Nature Connection<br/>           Week 13: Pay Days; Digital Creativity<br/>           Week 27: Invented by Love; Happy Global Youth Service Day!; A Heated Debate</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> |
| Production and Distribution of Writing<br>Writing Process  |  |
| <p>CC.1.4.4.T<br/>With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>  | <p><b>TA:</b> 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<br/>           Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C<br/>           Smart Search: Writing: Argumentative Writing: Opinion Essay C<br/>           Smart Search: Writing: Writing Opinion Pieces: Opinion Essay A, B</p>  |



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|--|---|
| <p>Technology and Publication</p>  |   |
| <p>CC.1.4.4.U<br/>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | <p><b>TA:</b> 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.1.4.4.V<br/>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>  | <p><b>TA:</b> 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.1.4.4.W<br/>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>  | <p><b>TA:</b> 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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|--|---|
| <p>Range of Writing</p>  |   |
| <p>CC.1.4.4.X<br/>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><b>SA:</b> The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p><b>TA:</b> 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><b>1.5 Speaking and Listening</b><br/><b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>                                     |   |
| <p>Comprehension and Collaboration<br/>Collaborative Discussion</p>  |   |
| <p>CC.1.5.4.A<br/>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><b>SA:</b> 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><b>TA:</b> 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>Comprehension and Collaboration<br/>Critical Listening</p>   |   |
| <p>CC.1.5.4.B<br/>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p><b>TA:</b> 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><br/>           Week 13: Social Media: Law Enforcement’s New Friend<br/>           Week 18: The Race into Space; Samuel Morse<br/>           Week 28: An Online State of Mind; High-Tech Animal Tracking</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><br/>           Week 1: Regular Plurals; Related Words<br/>           Week 13: Inflected Endings; Words with Schwa</p> <p><u>Word Reader (examples)</u><br/>           Week 14: The Long e Sound Spelled e<br/>           Week 19: Sound for the Letters <i>ur</i></p> |

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|---|---|
| <p>Comprehension and Collaboration<br/>Evaluating Information</p>   |   |
| <p>CC.1.5.4.C<br/>Identify the reasons and evidence a speaker provides to support particular points.</p>  | <p><b>TA:</b> 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><br/>Week 6: Young People with Hope; Young Athletes of the World Unite<br/>Week 18: Women’s Wage Gap; Traditional Native American Homes<br/>Week 28: An Online State of Mind; High-Tech Animal Tracking</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Purpose (examples)</u><br/>Week 13: Social Media<br/>Week 28: High-Tech Animal Tracking</p> <p><u>Interactive Readers: Identify Author’s Viewpoint (examples)</u><br/>Week 10: Biodiversity in Decline<br/>Chapter 30: An Ocean of Plastic; Energy All Around Us</p> |
| <p>Presentation of Knowledge and Ideas<br/>Purpose, Audience, and Task</p>  |   |
| <p>CC.1.5.4.D<br/>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> | <p><b>TA:</b> Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p>   |

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| <p style="text-align: center;"><b>Pennsylvania Core Standards for<br/>English Language Arts Grade 4</b></p>  | <p style="text-align: center;"><b>iLit 20 ©2016<br/>Grade 4</b></p>   |
|--|---|
| <p>Presentation of Knowledge and Ideas<br/>Context</p>   |   |
| <p>CC.1.5.4.E<br/>Differentiate between contexts that require formal English versus informal situations.</p>   | <p><b>TA:</b> 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>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>Integration of Knowledge and Ideas<br/>Multimedia</p>   |   |
| <p>CC.1.5.4.F<br/>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | <p><b>TA:</b> 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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|--|--|
| <p>Conventions of Standard English</p>   |  |
| <p>CC.1.5.4.G<br/>Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p> | <p><b>TA:</b> 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; Verbs; Adjectives; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Plurals; Possessives; Abbreviations</p> |