

**A Correlation of**



**iLit 20**

**Grade 5, ©2016**

**To the**

**Pennsylvania Core Standards  
English Language Arts  
Grade 5**

# A Correlation of *iLit 20*, Grade 5 ©2016 to the Pennsylvania Core Standards for English Language Arts Grade 5

## 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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**A Correlation of iLit 20, Grade 5 ©2016 to the  
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**Table of Contents**

<b>1.1 Foundational Skills.....</b>	<b>4</b>
<b>1.2 Reading Informational Text .....</b>	<b>6</b>
<b>1.3 Reading Literature .....</b>	<b>15</b>
<b>1.4 Writing.....</b>	<b>23</b>
<b>1.5 Speaking and Listening.....</b>	<b>33</b>

**A Correlation of iLit 20, Grade 5 ©2016 to the  
Pennsylvania Core Standards for English Language Arts Grade 5**

Pennsylvania Core Standards for English Language Arts Grade 5	iLit 20 ©2016 Grade 5
<p><b>1.1 Foundational Skills</b>  <b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b></p>	
Phonics and Word Recognition	
<p>CC.1.1.5.D            Know and apply grade level phonics and word analysis skills in decoding words.</p>	
<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.1.1.5.E 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>            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><b>1.2 Reading Informational Text</b> <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 Main Idea</p>	
<p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. E05.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.</p> <p><b>TA:</b> <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 2: Is Age Just a Number? Week 13: Digital Creativity</p> <p><u>Interactive Readers: Summarize(examples)</u> Week 18: Traditional Native American Homes Week 23: Resolving Family Conflicts; Making Things Better Week 28: Buffalo Battles; More Than Words</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p>

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Key Ideas and Details Text Analysis	
<p>CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.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> Week 5: The Ripple Effect: Ask Questions; Week 11: Antarctica: The Last Wilderness: Ask Questions &amp; Check Your Understanding</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: All Together Now; They Never Gave Up Week 11: My Brother and Sister Drive Me Crazy! 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>
Key Ideas and Details Text Analysis	
<p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3</p>	<p><b>TA:</b> <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 13: Digital Creativity</p>

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Craft and Structure Point of View	
<p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1</p>	<p><b>TA: <u>Interactive Readers: Identify Author’s Purpose (examples)</u></b> Week 13: Social Media Week 28: High-Tech Animal Tracking</p> <p><b><u>Interactive Readers: Peace and Justice (examples)</u></b> Week 17: Wrongfully Accused; Fighting for Freedom: Harriet Tubman Week 18: Peace Activist Samantha Smith Week 22: Choosing Peace: The Carter Center; The Christmas Truce iLit Library: Mahatma Gandhi</p> <p><b><u>Interactive Readers: Animals (Examples)</u></b> Week 6: City Life for Birds Week 10: Pets in the White House Week 17: Furry Friends and Feathered Friends</p>
Craft and Structure Text Structure	
<p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2</p>	<p><b>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u></b> 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><b><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u></b> Week 2: Friendly Opponents Week 6: Young People with Hope; Young Athletes of the World Unite Week 18: The Race into Space</p>



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<p>Craft and Structure Vocabulary</p>	
<p>CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2</p>	<p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank. <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> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</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> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 4: Compound Words; Inflected Endings</p>

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<p>Integration of Knowledge and Ideas Diverse Media</p>	
<p>CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. E05.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> Week 2: Is Age Just a Number?; Friendly Opponents; Awesome Ants; The Battle of the Sexes</p>
<p>Integration of Knowledge and Ideas Evaluating Arguments</p>	
<p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1</p>	<p><b>TA:</b> <u>Interactive Readers: Identify Author's Purpose (examples)</u> Week 13: Social Media Week 28: High-Tech Animal Tracking</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 Kyi: 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.1.2.5.1 Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2 E05.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> 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 22: Choosing Peace: The Carter Center; The Christmas Truce 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</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2</p>	<p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank. <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> 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 4: Compound Words; Inflected Endings</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>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.5.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. E05.B-V.4.1.1</p>	<p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank. <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> 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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<p>Range of Reading</p>	
<p>CC.1.2.5.L 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> Empowering a Community The Future is Now We Need Insects Jane of the Jungle True Heroes of the Old West Remember the Removal</p>

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<p><b>1.3 Reading Literature</b> <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>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.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>            Prompt 2: Which Character, Event, or Ideas was Most Confusing?            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.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.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>            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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<p>Key Ideas and Details Literary Elements</p>	
<p>CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. E05.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. <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>            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>

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<p>Craft and Structure Point of View</p>	
<p>CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.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>                      Prompt 8: Would You Read Another Book by Same Author?                      Prompt 12: Write the Next Title to a Series of the Book You Read                      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>                      The Gettysburg Address                      Memories of President Lincoln                      Abraham Lincoln</p>

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<p>Craft and Structure Text Structure</p>	
<p>CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</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. <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> 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)</p>

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<p>CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2</p>	<p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank. <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> 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>
Integration of Knowledge and Ideas Sources of Information	
<p>CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</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> Prompt 5: Picture on Social Network Site that Describes Your Book Prompt 6: Would Your Book Make a 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>

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Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1</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>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama)</p>
Vocabulary Acquisition and Use Strategies	
<p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1</p>	<p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank. <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> 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 style="text-align: center;"><b>Pennsylvania Core Standards for English Language Arts Grade 5</b></p>	<p style="text-align: center;"><b>iLit 20 ©2016 Grade 5</b></p>
<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2</p>	<p><b>SA:</b> The Student Notebook includes tab for a student generated Word Bank. <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> 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>

**A Correlation of iLit 20, Grade 5 ©2016 to the  
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Pennsylvania Core Standards for English Language Arts Grade 5	iLit 20 ©2016 Grade 5
Range of Reading	
<p>CC.1.3.5.K 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>            Oliver Twist            A Midsummer Night’s Dream            Little Women            Welcome to Skull Canyon            The Adventures of Tom Sawyer            David Copperfield            The Jungle Book            Mr. Small            Snowflake: A Sled Dog</p>
<p><b>1.4 Writing</b>  <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	
Informative/Explanatory	
<p>CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>TA:</b> Explanatory/Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Write a Summary (examples)</u>            Week 2: Is Age Just a Number?; The Battle of the Sexes            Week 13: Pay Days; Digital Creativity            Week 23: Who Grows Your Food?; Resolving Family Conflicts; Wonders of the Plant World</p>

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Informative/Explanatory Focus	
CC.1.4.5.B Identify and introduce the topic clearly. E05.C.1.2.1 E05.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.1.4.5.C 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. E05C.1.2.2 E05E.1.1.2	<b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction & Body
Informative/Explanatory Organization	
CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6	<b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Prewriting & Drafting: Introduction, Body, & Conclusion



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<p>Informative/Explanatory Style</p>	
<p>CC.1.4.5.E Write with an awareness of style.</p>	<p><b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Interactive Readers: Write a Summary (examples)</u>                      Week 2: Is Age Just a Number?; The Battle of the Sexes                      Week 13: Pay Days; Digital Creativity                      Week 23: Who Grows Your Food?; Resolving Family Conflicts; Wonders of the Plant World</p>
<ul style="list-style-type: none"> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p><b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p>
<ul style="list-style-type: none"> <li>▪ Use sentences of varying length.</li> </ul> <p>E05.C.1.2.4                      E05.C.1.2.5                      E05.D.2.1.1                      E05.D.2.1.2                      E05.D.2.1.3                      E05.D.2.1.4                      E05.E.1.1.4                      E05.E.1.1.5</p>	<p><b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p>

**A Correlation of iLit 20, Grade 5 ©2016 to the  
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Informative/Explanatory Conventions of Language	
<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>	<p><b>TA:</b> Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>
Opinion/Argumentative	
<p>CC.1.4.5.G Write opinion pieces on topics or texts.</p>	<p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces; Opinion Essays A &amp; B Smart Search: Writing: Argumentative Writing: Opinion Essay C</p>
Opinion/ Argumentative Focus	
<p>CC.1.4.5.H Introduce the topic and state an opinion on the topic.</p> <p>E05.C.1.1.1 E05.E.1.1.1</p>	<p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Prewriting &amp; Drafting: Introduction Smart Search: Writing: Argumentative Writing: Prewriting &amp; Drafting: Introduction</p>
Opinion/ Argumentative Content	
<p>CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.</p> <p>E05.C.1.1.2 E05.E.1.1.2</p>	<p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Prewriting &amp; Drafting: Introduction &amp; Body Smart Search: Writing: Argumentative Writing: Prewriting &amp; Drafting: Introduction &amp; Body</p>

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Opinion/ Argumentative Organization	
<p>CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>E 05.C.1.1.1 E 05.C.1.1.3 E 05.C.1.1.5 E05.E.1.1.1 E 05.E.1.1.3 E 05.E.1.1.6</p>	<p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A &amp; B: Drafting: Introduction, Body, and Conclusion; Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Introduction, Body, and Conclusion; Revising</p>
Opinion/ Argumentative Style	
<p>CC.1.4.5.K Write with an awareness of style.</p>	<p><b>TA:</b> Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A &amp; B: Drafting: Introduction, Body, and Conclusion; Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Introduction, Body, and Conclusion; Revising</p>
<ul style="list-style-type: none"> <li>▪ Use sentences of varying length.</li> </ul>	<p><b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A &amp; B: Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Revising</p>
<ul style="list-style-type: none"> <li>▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5</p>	<p><b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Smart Search: Writing: Writing Opinion Pieces: Opinion Essays A &amp; B: Revising Smart Search: Writing: Argumentative Writing: Opinion Essay C: Revising</p>

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Opinion/ Argumentative Conventions of Language	
CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5	<b>TA:</b> 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.1.4.5.M Write narratives to develop real or imagined experiences or events.	<b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C
Narrative Focus	
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1	<b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction
Narrative Content	
CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, 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. E05.C.1.3.2 E05.C.1.3.4	<b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising

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Narrative Organization	
CC.1.4.5.P 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. E05.C.1.3.1 E05.C.1.3.3 E05.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.1.4.5.Q Write with an awareness of styles.	<b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising
<ul style="list-style-type: none"> <li>▪ Use sentences of varying length.</li> </ul>	<b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences  Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising
<ul style="list-style-type: none"> <li>▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4	<b>TA:</b> Smart Search: Grammar: Sentence Structure; Types of Sentences  Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising

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Narrative Conventions of Language	
<p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>	<p><b>TA:</b> Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Revising &amp; Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p>
Response to Literature	
<p>CC.1.4.5.S 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>E 05.E.1.1.1 E 05.E.1.1.2 E 05.E.1.1.3 E 05.E.1.1.4 E 05.E.1.1.5 E 05.E.1.1.6</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> Week 2: Is Age Just a Number?; The Battle of the Sexes Week 13: Pay Days; Digital Creativity Week 23: Who Grows Your Food?; Resolving Family Conflicts; Wonders of the Plant World</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>

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<p>Production and Distribution of Writing Writing Process</p>	
<p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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 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>
<p>Technology and Publication</p>	
<p>CC.1.4.5.U 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 two pages 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.1.4.5.V Conduct short research projects that use several sources to 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>

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<p>Credibility, Reliability, and Validity of Sources</p>	
<p>CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, 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>
<p>Range of Writing</p>	
<p>CC.1.4.5.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><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>



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<p><b>1.5 Speaking and Listening</b> <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 Collaborative Discussion</p>	
<p>CC.1.5.5.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><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. <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>

**A Correlation of iLit 20, Grade 5 ©2016 to the  
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<p>Comprehension and Collaboration Critical Listening</p>	
<p>CC.1.5.5.B Summarize the main points of written 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>            Week 13: Social Media: Law Enforcement’s New Friend            Week 18: The Race into Space; Samuel Morse            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>            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>

**A Correlation of iLit 20, Grade 5 ©2016 to the  
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<p>Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</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>            Week 6: Young People with Hope; Young Athletes of the World Unite            Week 18: Women’s Wage Gap; Traditional Native American Homes            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>            Week 13: Social Media            Week 28: High-Tech Animal Tracking</p>
<p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p>	
<p>CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and 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>Presentation of Knowledge and Ideas Context</p>	
<p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</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 Multimedia</p>	
<p>CC.1.5.5.F Include multimedia components and visual displays in 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.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 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>