

A Correlation of



iLit 20

Grade 6, ©2016

To the

**Pennsylvania Core Standards
English Language Arts
Grade 6**

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

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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| <p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> | |
| <p>Key Ideas and Details Main Idea</p> | |
| <p>CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.B-K.1.1.2</p> | <p>SA: Students can use the Notebook to keep track of their independent reading. These notes can include the main idea and summaries of informational text.</p> <p>TA: <u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 13: Digital Creativity; Binge TV Week 21: Separate Justice Week 27: Invented by Love; New Language, New Friends Week 42: Mahatma Gandhi: A Leader in Nonviolence</p> <p><u>Interactive Readers: Summarize (examples)</u> Week 18: Traditional Native American Homes; Taking Sides on Time Week 23: The Kindness of Strangers Week 31: Growing an Urban Garden Week 49: Campers Give Peace a Chance</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p> |

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| <p>Key Ideas and Details Text Analysis</p> | |
| <p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1</p> | <p>SA: Students can use the Notebook to keep track of their independent reading. Students cite textual evidence while creating summaries of informational text.</p> <p>TA: <u>Interactive Readers: Ask Questions and Check Your Understanding (examples)</u> Week 11: Laws That Work for Kids Who Work Week 16: From Mild to Wild: A Cat Story; After the Storm: Galveston Rebuilds</p> <p><u>Interactive Readers: Make Inferences (examples)</u> Week 6: They Never Gave Up; All Together Now Week 42: The Possibility of Peace Week 45: Sonia Sotomayor: A Justice for All; E-cycling:</p> <p><u>Interactive Readers: Make Generalizations (examples)</u> Week 13: Who Grows Your Food? Week 27: A Heated Debate Week 32: South Africa’s Peacemaker Week 37: Handwriting on the Wall; The World’s Water Woes</p> <p>In addition, students are asked to create a summary on the last page of all Interactive Readers.</p> <p>Library Response Prompt: Students are encouraged to use the Library Response Prompt to create summaries or identify main ideas in their daily reading.</p> |

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| <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-K.1.1.3</p> | <p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: Awesome Ants Week 11: Kids Saving the Rain Forest; A Trip to Mars Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World Week 48: Manatees: Endangered Species; Choosing Peace: The Carter Center</p> <p><u>Interactive Readers: Identify Main Idea and Supporting Details (examples)</u> Week 13: Digital Creativity; Binge TV Week 21: Separate Justice Week 27: Invented by Love; New Language, New Friends</p> |
| <p>Craft and Structure Point of View</p> | |
| <p>CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1</p> | <p>TA: <u>Interactive Readers: Identify Author’s Viewpoint</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline Week 42: The Youngest Heroes Week 49: The Legacy of the Olympic Truce</p> |

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| <p>Craft and Structure Text Structure</p> | |
| <p>CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections. E06.B-C.2.1.2</p> | <p>TA: <u>Interactive Readers: Text Structure: Cause and Effect (examples)</u> Week 2: Awesome Ants Week 11: Kids Saving the Rain Forest; A Trip to Mars Week 23: Growing Up with a Twin; Riding Waves; Wonders of the Plant World</p> <p><u>Interactive Readers: Text Structure: Compare and Contrast (examples)</u> Week 1: The Great Pacific Garbage Patch; Pablo Morales, Champion at Work Week 8: A Good Friend Is Hard to Find; The Power of Perseverance Week 16: Astronauts; Wilderness Learning; Champion of the Rocks</p> <p><u>iLit Library (examples)</u> Empowering a Community The Future is Now We Need Insects</p> |

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| <p>Craft and Structure Vocabulary</p> | |
| <p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context. E06.B-V.4.1.1 E06.B-V.4.1.2</p> | <p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths; Cars Then and Now Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 13: Inflected Endings; Contractions; Multisyllabic Words</p> |

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| <p>Integration of Knowledge and Ideas Diverse Media</p> | |
| <p>CC.1.2.6.G Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> | <p>TA: Interactive Reader assignments provide an opportunity for students to independently apply grade-level literacy skills to an accessible text.</p> <p>The Interactive Reader includes Reading Checkpoints to assess comprehension. These checkpoints require students to apply close reading strategies as they answer text-dependent questions. Automatic, adaptive feedback is provided if students are off track. Reading Checkpoints also introduce students to the types of questions they'll encounter on next-generation assessments.</p> <p>Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress.</p> <p><u>Interactive Readers (examples)</u> Week 11: Video Games; Kids Saving the Rain Forest</p> <p><u>iLit Library (examples)</u> World Atlas</p> |

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| <p>Integration of Knowledge and Ideas Evaluating Arguments</p> | |
| <p>CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1</p> | <p>TA: <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline</p> <p><u>Interactive Readers: Identify Author’s Purpose (examples)</u> Week 13: A Brilliant Relationship Week 20: Peacekeeper; When Disaster Strikes; Speaking for the Wolves</p> <p>In addition, the Check Your Understanding questions for each Interactive Reader allows students to analyze particular points of the text.</p> <p>iLit Library: Students examine a variety of texts including speeches. For examples see: The Gettysburg Address; Aung San Suu Kyl: Freedom Fighter; Out of Many by Barack Obama</p> |

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| <p>Integration of Knowledge and Ideas Analysis Across Texts</p> | |
| <p>CC.1.2.6.1 Examine how two authors present similar information in different types of text. E06.B-C.3.1.2</p> | <p>TA: The iLit Library includes over 3000 titles of fiction and informational text. Each level of iLit 20 includes over 200 Interactive Readers covering a variety of high-interest material for students living in the digital age. For examples of texts covering the same subject see:</p> <p><u>Peace and Justice (examples)</u> Week 20: Peacekeepers Week 23: Volunteers for Peace Week 42: Mahatma Gandhi: A Leader in Nonviolence Week 45: Sonia Sotomayor: A Justice for All Week 48: Choosing Peace: The Carter Center iLit Library: Mahatma Gandhi</p> <p><u>Technology (examples)</u> Week 3: Text Talk Week 11: Video Games: The Good and the Bad Week 13: Binge TV Week 27: Telemedicine Week 40: Texting on Trial</p> |

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| <p>Vocabulary Acquisition and Use</p> | |
| <p>CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.B-V.4.1.1 E06.B-V.4.1.2</p> | <p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths; Cars Then and Now Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 13: Inflected Endings; Contractions; Multisyllabic Words</p> |

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| <p>Vocabulary Acquisition and Use</p> | |
| <p>CC.1.2.6.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. E06.B-V.4.1.1</p> | <p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Readers (examples)</u> Week 3: The Science of Basketball; Oceans; Myths; Cars Then and Now Week 9: Murals; Mystery Writing; Our National Government</p> <p><u>Word Study Practice (examples)</u> Week 1: Compound Words; Related Words; Irregular Plurals Week 13: Inflected Endings; Contractions; Multisyllabic Words</p> |

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| <p>Range of Reading</p> | |
| <p>CC.1.2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> | <p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Jane of the Jungle Human Impact! Ban the Bottle! Early Warning System</p> |

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| <p>1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> | |
| <p>Key Ideas and Details Theme</p> | |
| <p>CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.2</p> | <p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. The notebook includes blank graphic organizers to help readers comprehend the text. Students can use their digital Notebook to create Class Notes highlighting the theme and details of a text.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 1: Choose Three Words That Describe the Book You are Reading Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 21: Write a Review and Rate It with Stars? Explain. Prompt 23: What Is the Most Important Statement or Idea You Read Today?</p> |

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| <p>Key Ideas and Details Text Analysis</p> | |
| <p>CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1</p> | <p>SA: The Student Notebook is a powerful tool to highlight and remember key points of a text. Students can use their digital Notebook to create Class Notes highlighting details of a text. In addition, the highlight feature helps students to remember specific evidence.</p> <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 23: What Is the Most Important Statement or Idea You Read Today? Prompt 24: What Scene of Event was Most Important to You? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable? Prompt 30: Did Any Parts of Your Reading Today Make You Feel Angry, Pleased, or Surprised?</p> |
| <p>Key Ideas and Details Literary Elements</p> | |
| <p>CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. E06.A-K.1.1.3</p> | <p>TA: <u>Library Response Prompt (examples)</u> Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 24: What Scene of Event was Most Important to You? Prompt 26: Write About a Character, Idea, or Event in Your Book? Connect Your Book to a Movie or Other Books. Prompt 28: What Character, Event, or Idea Did You Find Most Confusing or Difficult to Understand?</p> |

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| <p>Craft and Structure Point of View</p> | |
| <p>CC.1.3.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.A-C.2.1.1</p> | <p>TA: <u>Library Response Prompt (examples)</u> Prompt 8: What Important Idea Do You Think the Author Wants You to Understand from the Book? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 22: What Question Would You Like to Ask the Author?</p> |
| <p>Craft and Structure Text Structure</p> | |
| <p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. E06.A-C.2.1.2</p> | <p>SA: Students have at their fingertips over 3000 titles in the iLit 20 Library. These texts include poetry, drama, and fiction. Students can use their digital Notebook to create Class Notes highlighting the overall structure of a text. TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>Library Response Prompt (examples)</u> Prompt 7: Picture Setting of the Book. Would You Like to Live There? Prompt 16: What Passage or Dialogue was Most Meaningful? Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable? Prompt 24: What Scene of Event was 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>Craft and Structure Vocabulary</p> | |
| <p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3 E06.A-V.4.1.1 E06.A-V.4.1.2</p> | <p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Library Response Prompt (examples)</u> Prompt 17: Choose and Describe a Sensory Detail Prompt 29: Which Word or Group of Words in Your Reading was the Most Memorable?</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |

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| <p>Integration of Knowledge and Ideas Sources of Information</p> | |
| <p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p> | <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts.</p> <p><u>Library Response Prompt (examples)</u> Prompt 2: Picture on Social Network Site that Describes Your Book Prompt 3: Would the Book You Read Make Good Movie? Prompt 7: Picture Setting of the Book. Would You Like to Live There? Prompt 12: What Part of Your Book Reminds You of Your Life, a Movie, TV Show?</p> <p><u>iLit Library (examples)</u> Romeo and Juliet (drama) Antigone (drama) The Importance of Being Ernest (drama) What a Vacation (drama) Hamlet (drama) Julius Caesar (drama)</p> |
| <p>Integration of Knowledge and Ideas Text Analysis</p> | |
| <p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1</p> | <p>TA: Students have opportunities to examine the iLit library texts while completing the Library Response Prompts. One prompt exists for each week. The prompts are an important tool to monitor student comprehension. For examples see:</p> <p><u>iLit Library (examples)</u> Dutiful (poetry) How Do I Love Thee?/On Love (poetry) Famous (Poetry) A Midsummer’s Night Dream (drama) Prometheus and the Gift of Fire (drama) Pygmalion (drama) Hamlet (drama)</p> |

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| Vocabulary Acquisition and Use Strategies | |
| <p>CC.1.3.6.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. E06.A-V.4.1.1</p> | <p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |
| Vocabulary Acquisition and Use | |
| <p>CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.A-V.4.1.1 E06.A-V.4.1.2</p> | <p>SA: The Student Notebook includes tab for a student generated Word Bank. TA: <i>iLit 20</i> also offers Word Study instruction for students who need it. Vocabulary lessons are offered during all 30 weeks of the iLit 20 program. Word Study Practice and Word Study Readers reinforce decoding and fluency skills, and help build a foundation for effective reading comprehension.</p> <p><u>Smart Search: Vocabulary (examples)</u> Acquire Vocabulary; Context Clues; Synonyms; Antonyms; Shades of Meaning; Multiple-Meaning Words; Analogies; Related Words</p> <p><u>Word Study Practice (examples)</u> Week 5: Collocations; Suffixes Week 10: Compound Words; Abbreviations; Structure for Parts of Speech</p> |

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| Range of Reading | |
| <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> | <p>TA: An essential component of <i>iLit 20</i> instruction is independent reading time. Students choose from a digital, leveled library of over 3,000 high-interest fiction and nonfiction texts. Weekly Library Response prompts give students a chance to write about what they are reading. They also provide an opportunity for teachers to monitor student progress. Once students have finished reading, they can submit reviews of each text as well as access reviews and recommendations submitted by other <i>iLit</i> students.</p> <p><u>iLit Library (examples)</u> Oliver Twist A Midsummer Night’s Dream Little Women Welcome to Skull Canyon The Adventures of Tom Sawyer David Copperfield The Jungle Book Mr. Small Snowflake: A Sled Dog</p> |
| <p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> | |
| Informative/Explanatory | |
| <p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> | <p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Write a Summary (examples)</u> Week 4: The Nature Connection Week 11: Kids Saving the Rain Forest Week 20: Speaking for the Wolves</p> |

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| Informative/Explanatory Focus | |
| CC.1.4.6.B Identify and introduce the topic for the intended audience. E06.C.1.2.1 E06.E.1.1.1 | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting; Body: Introduction |
| Informative/Explanatory Content | |
| CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E06.C.1.2.2 E06.E.1.1.2 | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C; Prewriting & Drafting: Introduction & Body |
| Informative/Explanatory Organization | |
| CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. E06.C.1.2.1 E06.C.1.2.3 E06.C.1.2.6 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6 | TA: 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.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p> | <p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. For examples see:</p> <p><u>Interactive Readers: Write a Summary (examples)</u> Week 8: The Power of Perseverance Week 20: The Mysterious Amazon River Dolphin Week 32: American Dream Week 49: The Hand of Friendship</p> |
| <ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. | <p>TA: 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"> ▪ Use sentences of varying lengths and complexities | <p>TA: 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"> ▪ Develop and maintain a consistent voice | <p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C: Drafting & Revising</p> |
| <ul style="list-style-type: none"> ▪ Establish and maintain a formal style. <p>E06.C.1.2.4 E06.C.1.2.5 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E06.E.1.1.4 E06.E.1.1.5</p> | <p>TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> |

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| Informative/Explanatory Conventions of Language | |
| CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3 | TA: Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following: Grammar: Nouns; Verbs; Adjectives; Possessives; Conjunctions; Punctuation; Capitalization; Usage. Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words |
| Opinion/Argumentative | |
| CC.1.4.6.G Write arguments to support claims. | TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C |
| Opinion/Argumentative Focus | |
| CC.1.4.6.H Introduce and state an opinion on a topic. E06.C.1.1.1 E06.E.1.1.1 | TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Prewriting & Drafting: Introduction |
| Opinion/Argumentative Content | |
| CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2 E06.E.1.1.2 | TA: Smart Search: Writing: Argumentative Writing: Prewriting & Drafting: Introduction & Body |

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| Opinion/Argumentative Organization | |
| <p>CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>E06.C.1.1.1 E06.C.1.1.3 E06.C.1.1.5 E06.E.1.1.1 E06.E.1.1.3 E06.E.1.1.6</p> | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p> |
| Opinion/Argumentative Style | |
| <p>CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.</p> | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Drafting: Introduction, Body, and Conclusion; Revising</p> |
| <ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p> |
| <ul style="list-style-type: none"> ▪ Use sentences of varying lengths and complexities. | <p>TA: Smart Search: Grammar: Sentence Structure; Types of Sentences</p> <p>Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p> |
| <ul style="list-style-type: none"> ▪ Develop and maintain a consistent voice | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p> |
| <ul style="list-style-type: none"> ▪ Establish and maintain a formal style. <p>E06.C.1.1.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 E05.E.1.1.4 E05.E.1.1.5</p> | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C</p> |

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| <p>Opinion/Argumentative Conventions of Language</p> | |
| <p>CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p> | <p>TA: Smart Search: Writing: Argumentative Writing: Argumentative Essays A, B, C: Revising and Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; 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.1.4.6.M Write narratives to develop real or imagined experiences or events.</p> | <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> |
| <p>Narrative Focus</p> | |
| <p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters. E06.C.1.3.1</p> | <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction</p> |
| <p>Narrative Content</p> | |
| <p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E06.C.1.3.2 E06.C.1.3.4</p> | <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, Conclusion; Revising</p> |

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| Narrative Organization | |
| CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. E06.C.1.3.1 E06.C.1.3.3 E06.C.1.3.5 | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Prewriting; Drafting: Introduction, Body, & Conclusion |
| Narrative Style | |
| CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising |
| <ul style="list-style-type: none"> ▪ Vary sentence patterns for meaning, reader/listener interest, and style. | TA: 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"> ▪ Use precise language. | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising |
| <ul style="list-style-type: none"> ▪ Develop and maintain a consistent voice. E06.C.1.3.4 E06.D.2.1.1 E06.D.2.1.2 E06.D.2.1.3 E06.D.2.1.4 E06.D.2.1.5 | TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C: Drafting: Introduction, Body, and Conclusion; Revising |

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| <p>Narrative Conventions of Language</p> | |
| <p>CC.1.4.6.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1 E06.D.1.1.2 E06.D.1.1.3 E06.D.1.1.4 E06.D.1.1.5 E06.D.1.1.6 E06.D.1.1.7 E06.D.1.1.8 E06.D.1.2.1 E06.D.1.2.2 E06.D.1.2.3</p> | <p>TA: Narrative Writing; Smart Search; Writing: Narrative Essay A, B, C; Revising & Editing</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Adverbs; Conjunctions; Prepositions; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Syllable Patterns; Inflected Endings; Plurals; Compound Words; Inflected Endings; Homophones; Words from Many Cultures; Possessives; Abbreviations; Related Words</p> |

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| Response to Literature | |
| <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>E06.E.1.1.1 E06.E.1.1.2 E06.E.1.1.3 E06.E.1.1.4 E06.E.1.1.5 E06.E.1.1.6</p> | <p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: <u>Interactive Readers: Write a Summary (examples)</u> Week 8: Youthville Detroit Week 18: Bill Gate: Computer Pioneer Week 31: Growing an Urban Garden</p> <p>The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings. For examples see:</p> <p><u>Library Response Prompts (examples)</u> Prompt 5: Would You Read Another Book by Same Author? Prompt 14: What Is the Most Interesting Part of the Text? Prompt 24: What Scene of Event was Most Important to You?</p> |
| Production and Distribution of Writing Writing Process | |
| <p>CC.1.4.6.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>TA: See Prewriting; Drafting: Introduction, Body, Conclusion; Revising; Editing; and Publishing for each activity.</p> <p>Smart Search: Writing: Narrative Writing: Narrative Essay A, B, C Smart Search: Writing: Explanatory/ Informative Writing: Explanatory Essay A, B, C Smart Search: Writing: Argumentative Writing: Argumentative Essay A, B, C</p> |

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| Technology and Publication | |
| <p>CC.1.4.6.U 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 three pages in a single sitting.</p> | <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>Library Response Prompt 2: Picture You Share on Social Networking Site</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p> |
| Conducting Research | |
| <p>CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> | <p>TA: Teachers can encourage students to conduct research in the iLit Library, Interactive Readers, and Word Readers to complete the Explanatory/ Informative Writing activities.</p> |
| Credibility, Reliability, and Validity of Sources | |
| <p>CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.</p> | <p>TA: The iLit Library includes over 3000 fiction and informational texts that can be used for research. The program includes over 300 Interactive Readers and over 100 Word Readers for each Level that includes valuable information for students to use in research activities.</p> |

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| Range of Writing | |
| <p>CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> | <p>SA: The Student Notebook composed of the Journal, Word Bank, Class Notes, and My Word provides opportunities for student composition.</p> <p>TA: Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> <p>In addition, students write a response at the conclusion of each Interactive Reader. The Library Response Prompts provide over 30 examples of instruction, prompts, and feedback opportunities to use with independent or teacher-directed readings.</p> |
| <p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> | |
| Comprehension and Collaboration Collaborative Discussion | |
| <p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> | <p>SA: Students can use the Journal and Class Notes of their Notebooks as starting points for discussions with students who read the same books from the iLit Library of over 3000 titles of high interest fiction and informational texts.</p> <p>TA: At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author's purpose.</p> |

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| <p>Comprehension and Collaboration Critical Listening</p> | |
| <p>CC.1.5.6.B Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.</p> | <p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 2: Saving the Colorado River Delta Week 11: Video Games: The Good and the Bad; Kids Saving the Rain Forest Week 32: Cesar Chavez: Fighting for Fairness; South Africa’s Peacemaker; A Quiet Hero: The Story of Barbara Johns; Learning the Truth in China</p> <p>In addition, see <u>Interactive Readers: Identify Author’s Viewpoint (examples)</u> Week 4: The Pressure Is On Week 30: An Ocean of Plastic Week 37: Biodiversity in Decline</p> |

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| <p>Comprehension and Collaboration Evaluating Information</p> | |
| <p>CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> | <p>TA: Each Interactive Reader includes an arrow in the top right corner of the screen that begins a recording of the text. At the conclusion of each Interactive Reader, students create a summary of the written text read aloud. For examples see:</p> <p><u>Interactive Readers (examples)</u> Week 3: Animal Expressions Week 4: Anne Frank: Taking a Stand for the Human Spirit Week 28: Social Media: Law Enforcement’s New Friend</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 16: Multiple Meaning Words; Synonyms; Latin Roots</p> <p><u>Word Reader (examples)</u> Week 11: Sound for the Letters <i>wh</i> Week 16: Consonant Pattern <i>-ng</i></p> |
| <p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p> | |
| <p>CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search:</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>In additions students can share their Independent Reading summaries and completed Library Response activities.</p> |

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| <p>Presentation of Knowledge and Ideas Context</p> | |
| <p>CC.1.5.6.E Adapt speech to a variety of contexts and tasks.</p> | <p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing.</p> <p>At any point in the program, teachers can encourage students to discuss their reading selections with other class members. If a teacher assigns a class reading, active discussions can examine characterization, setting, plot, main idea, and author’s purpose.</p> <p>The iLit Library includes several dramas that can be read aloud or performed by students. For examples see:</p> <p><u>iLit Library Dramas (examples)</u> Hamlet Macbeth A Doll’s House Prometheus and the Gift of Fire</p> |
| <p>Integration of Knowledge and Ideas Multimedia</p> | |
| <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> | <p>TA: Teachers can encourage students to include multimedia components and visual material as they publish their writing pieces.</p> <p>Narrative Writing: Smart Search: Writing: Narrative Essay A, B, C</p> <p>Explanatory/ Informative Writing: Smart Search: Writing: Explanatory Essay A, B, C</p> <p>Argumentative Writing: Smart Search: Writing: Argumentative Essay A, B, C</p> |

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| <p>Conventions of Standard English</p> | |
| <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.</p> | <p>TA: Students have opportunities to share their writing assignments with the class. See the Publishing section for Smart Search: Writing: Narrative Writing; Explanatory/ Informative Writing; Argumentative Writing; Writing Opinion Pieces.</p> <p>The Word Study Readers provide short high-interest reading passages. At the conclusion of each selection, the program records students reading aloud part of the text. Teachers can interpret this material to build fluency lessons.</p> <p>In addition, over the course of 30 weeks, the teacher application includes Spelling and Grammar lessons. For examples see the following:</p> <p>Grammar: Nouns; Verbs; Adjectives; Punctuation; Capitalization; Usage.</p> <p>Spelling: Long Vowels; Schwas; Silent Consonants; Plurals; Possessives; Abbreviations</p> |