

**A Correlation of**



**iLit 45**

**Grade 10, ©2016**

**To the**

**Pennsylvania Core Standards  
English Language Arts**

# A Correlation of iLit 45 ©2016, Grade 10 to the Pennsylvania Core Standards English Language Arts Grade 10

## Introduction

This document demonstrates how **Savvas iLit 45 ©2016** meets the Pennsylvania Core Standards for English Language Arts. Correlation references are to the Teacher App and are cited by Unit and Lesson number and feature title. Student App features are also mentioned.

*Savvas iLit 45* is a comprehensive digital interactive intensive intervention solution targeted toward students in grades four through eight with a proficiency level in reading and writing two or more grades below level and designed to accelerate reading and writing growth and enable students to achieve more than two years of growth within a single school year.

The lessons in the Teacher App provide explicit direct instruction to guide all teachers—even ones with limited experience in teaching reading, writing, and the language arts—in leading students toward mastery of the standards and accelerated reading and writing growth. One of the hallmark features of the lessons is Read Aloud, Think Aloud, in which teachers read aloud complex on-grade-level anchor texts and model how to use the strategies that good readers use to comprehend the texts.

*Savvas iLit 45* includes more than 1600 high quality texts—both for reading as a class or in small groups and for independent reading. There is an appropriate balance of literary and informational texts appropriate for the grade levels and consistent with the grade-level standards. There are full-length novels, nonfiction texts, and plays, as well as a broader range of shorter texts.

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

**Table of Contents**

**1.2 Reading Informational Text.....4**

**1.3 Reading Literature..... 12**

**1.4 Writing ..... 18**

**1.5 Speaking and Listening ..... 35**

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p><b>Grades 9–10</b></p>	
<p><b>1.2 Reading Informational Text</b>  <b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b></p>	
<p>Key Ideas and Details - Main Idea</p>	
<p><b>CC.1.2.9–10.A</b>  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>L.N.1.3.1  L.N.1.3.2  L.N.2.3.3</p>	<p><u>Identify Main Idea</u>  Unit 4 Lesson 39: Read Aloud, Think Aloud  Unit 6 Lesson 6: Whole Group  Unit 6 Lesson 7: Read Aloud, Think Aloud;  Work Time</p> <p><u>Make Connections Between Ideas in Texts</u>  Unit 2 Lesson 43: Read Aloud, Think Aloud  Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Summarize Text (informative/nonfiction)</u>  Unit 6 Lesson 28: Whole Group  Unit 6 Lesson 29: Read Aloud, Think Aloud;  Work Time  Unit 6 Lesson 38: Whole Group  Unit 6 Lesson 39: Read Aloud, Think Aloud;  Work Time</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Key Ideas and Details - Text Analysis	
<p><b>CC.1.2.9-10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</p>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 17: Read Aloud, Think Aloud Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 2 Lesson 11: Work Time Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 9: Work Time</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p><b>CC.1.2.9-10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>	<p><u>Analyze Text Structure and Organization</u> Unit 6 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Make Connections Between Ideas in Texts</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Read Aloud, Think Aloud</p> <p><u>Causes and Effects</u> Unit 2 Lesson 22: Work Time Unit 2 Lesson 23: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>
<p>Craft and Structure - Point of View</p>	
<p><b>CC.1.2.9-10.D</b> Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>L.N.2.3.6</p>	<p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Craft and Structure - Text Structure	
<p><b>CC.1.2.9-10.E</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p><u>Evaluate Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Author’s Purpose (examples)</u> Unit 4 Lesson 10: Whole Group Unit 6 Lesson 3: Whole Group; Wrap Up Unit 6 Lesson 5: Work Time</p> <p><u>Genre: Informational Text/Report, Editorial, Speech</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Text: <i>Brown v. Board of Education of Topeka, Kansas</i></u> Unit 6 Lesson 33</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.2.9-10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.N.1.1.4</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Integration of Knowledge and Ideas - Diverse Media	
<p><b>CC.1.2.9-10.G</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>L.N.2.2.3</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u><i>“What’s for Sale? Your Self-Esteem”</i></u> (informational text) Unit 2 Lesson 1</p> <p><u><i>Text: “Deborah Sampson: America’s First Known Female War Hero”; Text: “Should Military Recruiters Be Allowed in High Schools?”</i></u> Unit 2 Lessons 38–39</p> <p><u><i>Text: “I Can’t ‘Snap Out’ of My Depression” &amp; “To My Daughter”</i></u> Unit 2 Lesson 43</p> <p><u>Connect Texts to Make Inferences</u> Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u><i>“Struggles in Africa”</i></u> (academic article) Unit 2 Lesson 20: Background Video</p>
Integration of Knowledge and Ideas - Evaluating Arguments	
<p><b>CC.1.2.9-10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>	<p><u><i>“Death of an Olympian,” and “It Should Have Been Me”</i></u> (speech) Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u><i>“The Kingdom of Night”</i></u> (speech) Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p>Also see: <u>Identify Arguments and Claims</u> Unit 4 Lesson 26: Work Time Unit 6 Lesson 30: Whole Group</p> <p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think Aloud</p>



**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Integration of Knowledge and Ideas - Analysis Across Texts	
<p><b>CC.1.2.9-10.I</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p><u>Text: <i>Brown v. Board of Educaiton of Topeka, Kansas</i></u> Unit 6 Lesson 33</p> <p><u><i>"Deborah Sampson: America's First Known Female War Hero"</i> (informational article)</u> Unit 2 Lesson 38</p> <p><u><i>"Narrative of the Life of Frederick Douglass"</i></u> Unit 2 Lesson 23</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.2.9-10.J</b> Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p><b>CC.1.2.9-10.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4</p>	<p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Unit 4 Lesson 5: Vocabulary Unit 4 Lesson 27: Work Time</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Range of Reading</p>	
<p><b>CC.1.2.9-10.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>"The Ultimate Merchandising Vehicle"</i></u> (informational text) Unit 2 Lesson 11</p> <p><u><i>"Concussions Impact US Teen Athletes," "Death of an Olympian," and "It Should Have Been Me"</i></u> Unit 4 Lesson 39</p> <p><u><i>"Afghan Girls Stay in School Despite Attacks"</i></u> Unit 5 Lesson 3</p> <p><u>Author's Purpose</u> (informative/nonfiction/personal narrative examples) Unit 4 Lesson 43: Whole Group Unit 4 Lesson 44: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

Pennsylvania Core Standards English Language Arts Grade 10	iLit 45 ©2016 Grade 10
<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>	
Key Ideas and Details - Theme	
<b>CC.1.3.9-10.A</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4	<u>Analyze Theme</u> Unit 2 Lesson 40: Whole Group Unit 2 Lesson 42: Work Time  <u>Review the Theme</u> Unit 2 Lesson 23: Read Aloud, Think Aloud  <u>Identify or Summarize Theme</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 38: Whole Group Unit 7 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 3: Work Time
Key Ideas and Details - Text Analysis	
<b>CC.1.3.9-10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  L.F.1.1.1 L.F.1.3.1 L.F.2.1.2	Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.  <u>Ask Questions (examples)</u> Unit 2 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud  <u>Analyze Dialogue and Plot Incidents</u> Unit 2 Lesson 28: Whole Group Unit 4 Lesson 28: Whole Group  <u>Make Inferences (narrative examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 11: Work Time Unit 2 Lesson 14: Read Aloud, Think Aloud Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Key Ideas and Details - Literary Elements	
<p><b>CC.1.3.9-10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>L.F.1.1.3 L.F.2.3.1 L.F.2.3.4</p>	<p><u>Character Motivations</u> Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 25: Work Time</p> <p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Character Development (examples)</u> Unit 2 Lesson 18: Whole Group Unit 3 Lesson 8: Whole Group; Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p> <p><u>Visualize Setting and Characters</u> Unit 2 Lesson 3: Whole Group</p>
Craft and Structure - Point of View	
<p><b>CC.1.3.9-10.D</b> Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>L.F.2.3.6</p>	<p><u>"An Island Like You" (short stories)</u> Unit 4 Lesson 2-4, 7-9, 12-14, 17-19; Read Aloud, Think Aloud</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Compare and Contrast Characters</u> Unit 3 Lesson 2: Wrap Up Unit 4 Lesson 4: Work Time Unit 4 Lesson 13: Work Time</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Craft and Structure - Text Structure	
<p><b>CC.1.3.9-10.E</b> Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3</p>	<p><u>Analyze Dialogue, Plot, and Character</u> Unit 2 Lesson 28: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 2 Lesson 42: Read Aloud, Think Aloud Unit 6 Lesson 2: Read Aloud, Think Aloud Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Understand Poetry</u> Unit 7 Lesson 1: Whole Group</p> <p><u>Characteristics of Drama</u> Unit 3 Lesson 2: Work Time</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.3.9-10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.F.2.3.5 L.F.2.5.1</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Figurative Language</u> Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 7: Vocabulary</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Integration of Knowledge and Ideas - Sources of Information</p>	
<p><b>CC.1.3.9-10.G</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition, see the following:</p> <p><u>Video: "Life Choices Part 1"</u> Unit 4 Lesson 3: Whole Group</p> <p><u>Discuss "Life Choices"</u> Unit 4 Lesson 5: Work Time</p> <p><u>Video: "Life Choices Part 2"</u> Unit 4 Lesson 18: Read Aloud, Think Aloud</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p>
<p>Integration of Knowledge and Ideas</p>	
<p><b>CC.1.3.9-10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>L.F.2.2.2 L.F.2.4.1</p>	<p><u>"How Do I Love Thee?" and "On Love" (poems)</u> Unit 6 Lesson 2</p> <p><u>"The Kingdom of Night" (speech)</u> Unit 6 Lesson 44</p> <p><u>"Silent Spring Morning"</u> Unit 7 Lessons 1-2</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Vocabulary Acquisition and Use</p>	
<p><b>CC.1.3.9-10.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><u>Context Clues and Vocabulary in Context (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 2 Lesson 4: Vocabulary Unit 2 Lesson 42: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 3 Lesson 6: Vocabulary Unit 4 Lesson 1: Vocabulary Unit 4 Lesson 2: Work Time Unit 4 Lesson 5: Vocabulary Unit 4 Lesson 27: Work Time</p> <p><u>Idioms</u> Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Understand Connotation and Denotation</u> Unit 4 Lesson 27: Read Aloud, Think Aloud</p>
<p><b>CC.1.3.9-10.J</b> 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.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 12: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>



**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Range of Reading</p>	
<p><b>CC.1.3.9-10.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u><i>"Puerto Rico: Yesterday, Today, and Tomorrow"</i></u> Unit 4 Lesson 22</p> <p><u><i>"Macbeth"</i></u> Unit 3 Lessons 1-10: Read Aloud, Think Aloud; Classroom Conversation; Work Time; Wrap Up</p> <p><u><i>"How Do I Love Thee?" and "On Love" (poems)</i></u> Unit 6 Lesson 2</p> <p><u>Reading Strategy (examples)</u> Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

Pennsylvania Core Standards English Language Arts Grade 10	iLit 45 ©2016 Grade 10
<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>	
<p>Informative/ Explanatory</p>	
<p><b>CC.1.4.9-10.A</b>  <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</b></p>	<p><u>Write an Explanatory Paragraph/Essay</u>            Unit 2 Lesson 15: Work Time            Unit 2 Lesson 35: Work Time            Unit 2 Lesson 36: Work Time            Unit 2 Lesson 37: Work Time</p> <p><u>Assignments</u>            Unit 2 Lessons 11–15: Write an Explanatory Paragraph            Unit 2 Lessons 31–35: Write Explanatory Nonfiction            Unit 2 Lessons 36–40: Present an Explanatory Essay            Unit 4 Lessons 6–10: Write an Explanatory Paragraph            Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>
<p>Informative/Explanatory - Focus</p>	
<p><b>CC.1.4.9-10.B</b>            Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>C.E.1.1.1</p>	<p><u>Plan Explanatory Paragraph/Essay</u>            Unit 2 Lesson 14: Work Time            Unit 2 Lesson 24: Work Time            Unit 6 Lesson 9: Work Time</p> <p><u>Assignments</u>            Unit 2 Lessons 36–40: Organize Your Writing            Unit 2 Lessons 36–40: Research the Topic            Unit 2 Lessons 31–35: Write Explanatory Nonfiction            Unit 2 Lessons 36–40: Present an Explanatory Essay</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Informative/Explanatory - Content</p>	
<p><b>CC.1.4.9-10.C</b> Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>C.E.1.1.2</p>	<p><u>Plan Explanatory Paragraph/Essay</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 24: Work Time Unit 6 Lesson 9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body) Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>
<p>Informative/Explanatory - Organization</p>	
<p><b>CC.1.4.9-10.D</b> Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>C.E.1.1.3 C.E.1.1.5</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time Unit 4 Lesson 7: Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Transitional Words</u> Unit 6 Lessons 22, 29: Vocabulary</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body &amp; Conclusion) Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Informative/Explanatory - Style</p>	
<p><b>CC.1.4.9-10.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>□ Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>□ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>	<p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 10: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 31–35: Write Explanatory Nonfiction (Drafting: Body; Revising)</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Informative/Explanatory - Conventions of Language	
<p><b>CC.1.4.9-10.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p><u>Edit (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Skill 3: Using Nouns in Sentences Unit 2 Lessons 11–15: Skill 4: Using Personal Pronouns Unit 4 Lessons 1–5: Skill 1: Using Adjectives and Adverbs Unit 4 Lessons 1–5: Skill 4: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31–35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1–5: Skill 21: Greek Word Parts</p> <p><u>Assignments (editing example)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Opinion/Argumentative</p>	
<p><b>CC.1.4.9-10.G</b> <b>Write arguments to support claims in an analysis of substantive topics.</b></p>	<p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Plan an Argumentative Paragraph Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Plan an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 11–15: Plan an Argumentative Paragraph Unit 6 Lessons 31–35: Brainstorm Ideas and Prewrite for an Argumentative Essay Unit 6 Lessons 31–35: Write an Argumentative Essay Unit 6 Lessons 36–40: Present an Argumentative Essay</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Opinion/Argumentative - Focus</p>	
<p><b>CC.1.4.9-10.H</b> Write with a sharp, distinct focus identifying topic, task, and audience. □ Introduce the precise claim. C.P.1.1.1</p>	<p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Prewriting; Drafting; Body) Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence</p>
<p>Opinion/Argumentative - Content</p>	
<p><b>CC.1.4.9-10.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  C.P.1.1.2 C.P.1.1.3</p>	<p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Identify and Evaluate Arguments and Claims</u> Unit 6 Lesson 30: Whole Group</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting; Body) Unit 6 Lessons 36–40: Evaluate a Speaker’s Claim and Evidence</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Opinion/Argumentative - Organization	
<p><b>CC.1.4.9-10.J</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p>	<p><u>Plan Argumentative Paragraph/Essay</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 27: Work Time</p> <p><u>Write an Argumentative Paragraph/Essay</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time Unit 6 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Conclusion)</p>
Opinion/Argumentative - Style	
<p><b>CC.1.4.9-10.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>□ Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>□ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 10: Work Time Unit 4 Lesson 28: Work Time Unit 6 Lesson 18: Work Time</p> <p><u>Write an Argumentative Essay</u> Unit 6 Lessons 31–36: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 6–10: Write an Argumentative Paragraph Unit 4 Lessons 26–30: Write an Argumentative Paragraph Unit 6 Lessons 31–35: Write an Argumentative Essay (Drafting: Body)</p>



**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Opinion/Argumentative - Conventions of Language	
<p><b>CC.1.4.9-10.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>	<p><u>Edit (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Skill 3: Using Nouns in Sentences Unit 2 Lessons 11–15: Skill 4: Using Personal Pronouns Unit 4 Lessons 1–5: Skill 1: Using Adjectives and Adverbs Unit 4 Lessons 1–5: Skill 4: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31–35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1–5: Skill 21: Greek Word Parts</p> <p><u>Assignments (editing example)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

Pennsylvania Core Standards English Language Arts Grade 10	iLit 45 ©2016 Grade 10
Narrative	
<p><b>CC.1.4.9-10.M</b> Write narratives to develop real or imagined experiences or events.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 4 Lesson 34: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 2 Lessons 21-25: Write a Narrative Paragraph Unit 4 Lessons 16-20: Write a Narrative Paragraph Unit 4 Lessons 31-35: Write a Narrative Essay Unit 6 Lessons 26-30: Write a Narrative Paragraph</p>
Narrative Focus	
<p><b>CC.1.4.9-10.N</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>	<p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 31: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 21-25: Plan a Narrative Paragraph Unit 3: Lessons 1-5: Plan an Original Scene Unit 4 Lessons 11-15: Plan a Narrative Paragraph Unit 4 Lessons 31-35: Write a Narrative Essay (Drafting: Introduction) Unit 6 Lessons 21-25: Plan a Narrative Paragraph</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Narrative Content</p>	
<p><b>CC.1.4.9-10.O</b> Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p><u>Write, Revise, and Rehearse an Original Scene</u> Unit 3 Lesson 8: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Body)</p>
<p>Narrative Organization</p>	
<p><b>CC.1.4.9-10.P</b> Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>Revise Narrative Essay</u> Unit 4 Lesson 33: Whole Group Unit 4 Lesson 35: Work Time</p> <p><u>Write a Narrative Paragraph/Essay</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Drafting: Conclusion)</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Narrative Style</p>	
<p><b>CC.1.4.9-10.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>□ Use parallel structure.</li> <li>□ Use various types of phrases and clauses to convey meaning and add variety and interest.</li> </ul>	<p><u>Parallelism</u> Unit 6 Lesson 2: Work Time</p> <p><u>Write a Narrative Paragraph</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay</p> <p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5: Skill 22: Parallelism</p> <p><u>Assignments</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 6 Lessons 26–30: Write a Narrative Paragraph</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Phrases, 65, 66, 97–99; Clauses, 88, 96, 103–106</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Narrative Conventions of Language</p>	
<p><b>CC.1.4.9-10.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><u>Edit (examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group Unit 4 Lesson 36: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Skill 3: Using Nouns in Sentences Unit 2 Lessons 11–15: Skill 4: Using Personal Pronouns Unit 4 Lessons 1–5: Skill 1: Using Adjectives and Adverbs Unit 4 Lessons 1–5: Skill 4: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31–35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1–5: Skill 21: Greek Word Parts</p> <p><u>Assignments (editing example)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 16–20: Write a Narrative Paragraph Unit 4 Lessons 31–35: Write a Narrative Essay</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
<p>Response to Literature</p>	
<p><b>CC.1.4.9-10.S</b> 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><u>Reading Checkpoints, Summary Writing—Get Feedback, Read Critically</u> Unit 1 Lesson 3: Work Time_</p> <p><u>Write an Explanatory Paragraph/Essay</u> Unit 2 Lesson 15: Work Time Unit 2 Lesson 35: Work Time Unit 2 Lesson 36: Work Time Unit 2 Lesson 37: Work Time</p> <p><u>Reading Strategy: Analyze Cause-and-Effect Relationships</u> Unit 4 Lesson 19: Read Aloud, Think Aloud; Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 16–20: Write About Character Development</p> <p><u>Assignments – Interactive Reader</u> Unit 1—5 weekly Interactive Reader Critical Responses Unit 2—5 weekly Interactive Reader Critical Responses Unit 4—5 weekly Interactive Reader Critical Responses Unit 5—5 weekly Interactive Reader Critical Responses</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Production and Distribution of Writing - Writing Process</p>	
<p><b>CC.1.4.9-10.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><u>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Writing Activities (examples)</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 25: Work Time Unit 4 Lesson 17: Work Time Unit 4 Lesson 27: Work Time Unit 6 Lesson 16: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write a Narrative Essay (Plan, Write, Revise, Edit, and Present)</p> <p>Unit 6 Lessons 31–35: Write an Argumentative Essay (Plan, Write, Revise, Edit, and Present)</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Technology and Publication</p>	
<p><b>CC.1.4.9-10.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Routine: Plan, Draft, Revise, Edit, Feedback</u> Unit 1 Lesson 4: Work Time</p> <p><u>Plan a Narrative Paragraph/Essay</u> Unit 2 Lesson 24: Work Time</p> <p><u>Write Arguments to Support Claims</u> Unit 4 Lesson 26: Whole Group</p> <p><u>Edit Your Writing</u> Unit 2 Lesson 35: Whole Group Unit 4 Lesson 35: Whole Group</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up Unit 7 Lesson 5: Whole Group</p> <p><u>Multimedia Project Timeline</u> Unit 5 Lessons 1–9</p>



**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Conducting Research</p>	
<p><b>CC.1.4.9-10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>Research the Topic</u> Unit 2 Lesson 31: Whole Group Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1: Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lessons 1–10: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1–5: Conduct Research</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Credibility, Reliability, and Validity of Sources</p>	
<p><b>CC.1.4.9-10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Examples of Movies or Plays</u> Unit 3 Lesson 1; Wrap Up</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research Strategy: Ask Questions</u> Unit 5 Lesson 3: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 1-5: Conduct Research</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Range of Writing</p>	
<p><b>CC.1.4.9-10.X</b> 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>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 15: Work Time Unit 4 Lesson 31: Whole Group Unit 4 Lesson 33: Whole Group; Work Time Unit 6 Lesson 10: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1–5: Write a Narrative Paragraph Unit 2 Lessons 21–25: Write a Narrative Paragraph Unit 4 Lessons 6–10: Write an Explanatory Paragraph Unit 6 Lessons 6–10: Write an Explanatory Paragraph</p>
<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><b>CC.1.5.9-10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 22: Classroom Conversation Unit 4 Lesson 14: Classroom Conversation Unit 5 Lesson 2: Classroom Conversation</p> <p><u>Peer Conference and Revise</u> Unit 1 Lesson 5: Work Time</p> <p><u>Small Group Reteach: Discuss Life Choices</u> Unit 4 Lesson 5: Work Time</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p align="center"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Comprehension and Collaboration - Critical Listening</p>	
<p><b>CC.1.5.9-10.B</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>Analyze Arguments and Make Connections</u> Unit 6 Lesson 33: Read Aloud, Think aloud</p> <p><u>Prepare and Conduct Interview</u> Unit 5 Lessons 4-5: Wrap Up</p> <p><u>Identify Author’s Viewpoint</u> Unit 6 Lesson 1: Whole Group</p> <p><u>Analyze a Cultural Point of View</u> Unit 2 Lesson 18: Work Time</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation Unit 7 Lesson 4: Classroom Conversation</p>
<p>Comprehension and Collaboration Evaluating Information</p>	
<p><b>CC.1.5.9-10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1-10</p> <p><u>Evaluate Sources</u> Unit 5 Lesson 3: Read Aloud; Think Aloud</p> <p><u>Research in the Library and Internet and Write Questions</u> Unit 5 Lesson 2: Wrap Up</p> <p><u>Research the Topic</u> Unit 2 Lesson 32: Work Time Unit 5 Lesson 1: Whole Group; Work Time</p> <p><u>Research Strategy: Research Plan</u> Unit 5 Lesson 2: Work Time</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 20: Whole Group</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Presentation of Knowledge and Ideas - Purpose, Audience, and Task</p>	
<p><b>CC.1.5.9-10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>	<p><u>Fluency (examples)</u> Unit 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1–10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1–10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6–10: Respond to a Performance Unit 2 Lessons 36–40: Present an Explanatory Essay Unit 4 Lessons 6–10: Act Out a Scene Unit 6 Lessons 36–40: Present an Argumentative Essay</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<b>Pennsylvania Core Standards English Language Arts Grade 10</b>	<b>iLit 45 ©2016 Grade 10</b>
Presentation of Knowledge and Ideas - Context	
<p><b>CC.1.5.9-10.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><u>Fluency (examples)</u> Unit 4 Lesson 19: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Multimedia Project</u> Unit 5 Lessons 1-10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1-10</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 4 Lesson 24: Classroom Conversation Unit 6 Lesson 37: Classroom Conversation</p> <p><u>Assignments</u> Unit 3 Lessons 6-10: Respond to a Performance Unit 2 Lessons 36-40: Present an Explanatory Essay Unit 4 Lessons 6-10: Act Out a Scene Unit 6 Lessons 36-40: Present an Argumentative Essay</p>
Integration of Knowledge and Ideas - Multimedia	
<p><b>CC.1.5.9-10.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1-10</p> <p><u>Search for Music that Represents Their Poem</u> Unit 7 Lesson 3: Wrap Up</p> <p><u>Presenting Their Poems</u> Unit 7 Lesson 4: Wrap Up</p>

**A Correlation of iLit 45 ©2016, Grade 10 to the  
Pennsylvania Core Standards English Language Arts Grade 10**

<p style="text-align: center;"><b>Pennsylvania Core Standards English Language Arts Grade 10</b></p>	<p style="text-align: center;"><b>iLit 45 ©2016 Grade 10</b></p>
<p>Conventions of Standard English</p>	
<p><b>CC.1.5.9-10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.</p>	<p><u>Multimedia Project</u> Unit 5 Lessons 1-10</p> <p><u>Plan, Write and Present an Original Scene</u> Unit 3 Lessons 1-10</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 4 Lessons 1-5: Skill 1: Using Adjectives and Adverbs Unit 4 Lessons 1-5: Skill 4: Subject-Verb Agreement</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 31-35: Skill 9: Vowels in Unstressed Syllables Unit 6 Lessons 1-5: Skill 21: Greek Word Parts</p> <p><u>Assignments</u> Unit 3 Lessons 6-10: Respond to a Performance Unit 2 Lessons 36-40: Present an Explanatory Essay Unit 4 Lessons 6-10: Act Out a Scene Unit 6 Lessons 36-40: Present an Argumentative Essay</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>