

A Correlation of



iLit 45
Grade 5, ©2016

To the

Pennsylvania Core Standards
English Language Arts

A Correlation of *iLit 45*, Grade 5 ©2016 to the Pennsylvania Core Standards for English Language Arts Grade 5

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.

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| 1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | |
| Phonics and Word Recognition | |
| CC.1.1.5.D Know and apply grade level phonics and word analysis skills in decoding words. | |
| <ul style="list-style-type: none"> ▪ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. | <p><u>Phonics (examples)</u> Unit 2 Lesson 16–49: Extra Practice</p> <p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group</p> <p><u>Read Multisyllabic Words</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time</p> |
| Fluency | |
| CC.1.1.5.E Read with accuracy and fluency to support comprehension: | |
| <ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. | <p><u>Fluency Practice (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p> |
| <ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | <p><u>Read Fluently with Expression</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Reader's Theater</u> Unit 2 Lesson 25: Work Time</p> |

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| <ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. | <p><u>Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p> |
| <p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> | |
| <p>Key Ideas and Details Main Idea</p> | |
| <p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.2</p> | <p><u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 21: Whole Group Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 34: Read Aloud, Think Aloud</p> |

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| <p>Key Ideas and Details Text Analysis</p> | |
| <p>CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1</p> | <p>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 (examples)</u> Unit 4 Lesson 28: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p> |
| <p>Key Ideas and Details Text Analysis</p> | |
| <p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3</p> | <p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Compare and Contrast</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea and Supporting Details</u> Unit 6 Lesson 35: Whole Group</p> |

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| <p>Craft and Structure Point of View</p> | |
| <p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1</p> | <p><u><i>Tales of Famous Heroes (nonfiction)</i></u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 SportsKids of the Year: Conner and Cayden Long” (blog post) Unit 6 Lesson 39: “Rudolph Ran and the World Went Wild” (online article)</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group</p> |
| <p>Craft and Structure Text Structure</p> | |
| <p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2</p> | <p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p> |

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| <p>Craft and Structure Vocabulary</p> | |
| <p>CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2</p> | <p>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>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group Unit 6 Lesson 15: Whole Group; Work Time Unit 6 Lesson 16: Work Time Unit 6 Lesson 27: Vocabulary</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 11–15: Skill 16: Context Clues Unit 5 Lessons 11–15: Skill 20: Word Associations</p> |

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| <p>Integration of Knowledge and Ideas Diverse Media</p> | |
| <p>CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. E05.B-C.3.1.3</p> | <p>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>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 Sports Kids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p> <p><u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud</p> |
| <p>Integration of Knowledge and Ideas Evaluating Arguments</p> | |
| <p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1</p> | <p><u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud</p> |

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| <p>Integration of Knowledge and Ideas Analysis Across Texts</p> | |
| <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2 E05.B-C.3.1.3</p> | <p><u><i>Tales of Famous Heroes (nonfiction)</i></u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 Sports Kids of the Year: Conner and Cayden Long” (blog post) Unit 6 Lesson 39: “Rudolph Ran and the World Went Wild” (online article)</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group</p> |
| <p>Vocabulary Acquisition and Use</p> | |
| <p>CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2</p> | <p>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 Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group</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> |

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| Vocabulary Acquisition and Use | |
| <p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.B-V.4.1.1</p> | <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 6 Lesson 43: Vocabulary</p> |
| Range of Reading | |
| <p>CC.1.2.5.L Read and comprehend literary non-fiction 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>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 SportsKids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p> <p><u>Reading Strategy (informative examples)</u> Unit 6 Lesson 17: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</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.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.A-K.1.1.2</p> | <p><u>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</p> |
| <p>Key Ideas and Details Text Analysis</p> | |
| <p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1</p> | <p>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 (examples)</u> Unit 2 Lessons 3, 4, 9: Read Aloud, Think Aloud Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time</p> |

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| <p>Key Ideas and Details Literary Elements</p> | |
| <p>CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3</p> | <p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15-16: Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> |
| <p>Craft and Structure Point of View</p> | |
| <p>CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1</p> | <p><u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15-16: Work Time</p> |

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| <p>Craft and Structure Text Structure</p> | |
| <p>CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> | <p><u>Introduce: Drama; Difference Between Drama, Novel, Poetry</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fable</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> <p><u>Library – Drama</u> <i>Little Women</i> <i>A Christmas Carol</i> <i>How Coyote Gave Fire to the People</i> <i>Don't Call Me Hero</i></p> |

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| <p>Craft and Structure Vocabulary</p> | |
| <p>CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2</p> | <p>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>Reading Strategy: Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 4 Lesson 42: Vocabulary Unit 6 Lesson 32: Vocabulary</p> <p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p> |

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| <p>Integration of Knowledge and Ideas Sources of Information</p> | |
| <p>CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> | <p>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>Reader's Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Background Video</u> Unit 6 Lesson 368: Whole Group</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> |
| <p>Integration of Knowledge and Ideas Text Analysis</p> | |
| <p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1</p> | <p>Students explore choices in the following selections.</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Short Stories</u> Unit 4 Lesson 38: "The Hardest Lap" Unit 4 Lesson 39: "Shake It Off and Take a Step Up"</p> |

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| <p>Vocabulary Acquisition and Use Strategies</p> | |
| <p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1</p> | <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Multiple Meanings (examples)</u> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 6 Lesson 43: Vocabulary</p> |
| <p>Vocabulary Acquisition and Use</p> | |
| <p>CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2</p> | <p>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 Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group</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> |

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| <p>Range of Reading</p> | |
| <p>CC.1.3.5.K 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>Alamo Wars</i> (novel)</u> Unit 2 Lessons 2-4, 7-9, 12-14, 17-19, 22-24, 27-29, 32-33</p> <p><u><i>Kickoff!</i> (memoir)</u> Unit 2 Lesson 41</p> <p><u>“Clutch Hitter” and “Winners” (poems)</u> Unit 4 Lesson 42</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 47: 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> |

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| <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> | |
| <p>Informative/Explanatory</p> | |
| <p>CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | <p><u>Informative Writing (example)</u> Unit 6 Lessons 12–14: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Informative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p> |
| <p>Informative/Explanatory Focus</p> | |
| <p>CC.1.4.5.B Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1</p> | <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 28: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph</p> |

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| Informative/Explanatory Content | |
| <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E05C.1.2.2 E05E.1.1.2</p> | <p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising)</p> |
| Informative/Explanatory Organization | |
| <p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6</p> | <p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p> |
| Informative/Explanatory Style | |
| CC.1.4.5.E Write with an awareness of style. | |
| <ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. | <p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Use Domain-Specific Words</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body; Revising)</p> |

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| <ul style="list-style-type: none"> ▪ Use sentences of varying length. <p>E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5</p> | <p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5</p> |

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| Informative/Explanatory Conventions of Language | |
| <p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p> | <p>Many opportunities exist in iLit for students to demonstrate correct usage in writing activities. For examples see:</p> <p><u>Nouns and Pronouns (examples)</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p> <p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Prepositions (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Assignments - Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p> |
| Opinion/Argumentative | |
| <p>CC.1.4.5.G Write opinion pieces on topics or texts.</p> | <p><u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26–30: Write an Opinion Essay: Prewriting</p> |

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| <p>Opinion/ Argumentative Focus</p> | |
| <p>CC.1.4.5.H Introduce the topic and state an opinion on the topic. E05.C.1.1.1 E05.E.1.1.1</p> | <p><u>Write an Opinion Essay</u> Unit 4 Lesson 26: Whole Group Unit 4 Lessons 28-29: Work Time</p> <p><u>Prewrite an Opinion Essay</u> Unit 4 Lesson 27: Whole Group</p> |
| <p>Opinion/ Argumentative Content</p> | |
| <p>CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2</p> | <p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22-24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38</p> <p><u>Assignments</u> Unit 4 Lessons 26-30: Write an Opinion Essay</p> |
| <p>Opinion/ Argumentative Organization</p> | |
| <p>CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E 05.C.1.1.1 E 05.C.1.1.3 E 05.C.1.1.5 E05.E.1.1.1 E 05.E.1.1.3 E 05.E.1.1.6</p> | <p><u>Prewrite an Opinion Essay</u> Unit 4 Lesson 27: Whole Group</p> <p><u>Write an Opinion Essay</u> Unit 4 Lessons 26-30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Assignments</u> Unit 4 Lessons 26-30: Write an Opinion Essay – Draft: Conclusion</p> |

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| Opinion/ Argumentative Style | |
| CC.1.4.5.K Write with an awareness of style. | |
| <ul style="list-style-type: none"> ▪ Use sentences of varying length. | <p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> |
| <ul style="list-style-type: none"> ▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <p>E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5</p> | <p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5</p> |

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| <p>Opinion/ Argumentative Conventions of Language</p> | |
| <p>CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p> | <p>Many opportunities exist in iLit for students to demonstrate correct usage in writing activities. For examples see:</p> <p><u>Nouns and Pronouns (examples)</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p> <p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Prepositions (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Assignments - Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p> |

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| Narrative | |
| <p>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> | <p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4-5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Paragraph Unit 1 Lessons 16-20: Plan a Narrative Essay Unit 1 Lessons 16-20: Revise a Narrative Essay Unit 1 Lessons 16-20: Write a Narrative Essay Unit 2 Lessons 6-10: Write a Narrative Paragraph Unit 4 Lessons 11-15: Write a Narrative Paragraph Unit 4 Lessons 16-20: Writing About Oneself</p> |
| Narrative Focus | |
| <p>CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1</p> | <p><u>Writing Activities</u> Unit 2 Lessons 26-29, 32-38: Students Plan, Write, and Revise a Narrative Essay</p> <p><u>Assignments</u> Unit 1 Lessons 16-20: Plan a Narrative Essay Unit 1 Lessons 16-20: Write a Narrative Essay (Drafting: Introduction)</p> |
| Narrative Content | |
| <p>CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4</p> | <p><u>Writing Activities</u> Unit 2 Lessons 26-29, 32-38: Students Plan, Write, and Revise a Narrative Essay</p> <p><u>Assignments</u> Unit 2 Lessons 6-10: Plan a Narrative Paragraph Unit 1 Lessons 16-20: Write a Narrative Essay (Drafting: Introduction)</p> |

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| Narrative Organization | |
| <p>CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5</p> | <p><u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time_</p> <p><u>Assignments</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 1 Lessons 16–20: Revise a Narrative Essay Unit 1 Lessons 16–20: Write a Narrative Essay (Drafting) & (Drafting: Conclusion)</p> |
| Narrative Style | |
| CC.1.4.5.Q Write with an awareness of styles. | |
| <ul style="list-style-type: none"> ▪ Use sentences of varying length. | <p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> |
| <ul style="list-style-type: none"> ▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <p>E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4</p> | <p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5</p> |

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| <p>Narrative Conventions of Language</p> | |
| <p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p> | <p>Many opportunities exist in iLit for students to demonstrate correct usage in writing activities. For examples see:</p> <p><u>Nouns and Pronouns (examples)</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p> <p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Prepositions (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Assignments - Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p> |

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| <p>Response to Literature</p> | |
| <p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>E 05.E.1.1.1 E 05.E.1.1.2 E 05.E.1.1.3 E 05.E.1.1.4 E 05.E.1.1.5 E 05.E.1.1.6</p> | <p><u>Write an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time</p> <p><u>Assignment: Why Did That Happen?</u> Unit 2 Lessons 19–20: Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 2 Lessons 23–24: Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p> |
| <p>Production and Distribution of Writing Writing Process</p> | |
| <p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p><u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13–15; Unit 4 Lessons 3–5; Unit 6 Lessons 26, 28, 32–35, 37–38: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 5 Lessons 1–5, 7: Work Time: Students Plan, Write, and Revise an Multimedia Project</p> |

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| <p>Technology and Publication</p> | |
| <p>CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p>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>Plan Writing (examples)</u> Unit 2 Lessons 6–7, 13–14, 22–23, 28–29: Work Time Unit 4 Lesson 3–4: Work Time</p> <p><u>Revise Writing (example)</u> Unit 4 Lesson 33: Whole Group; Work Time</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Present Writing</u> Unit 4 Lessons 37–38: Work Time Unit 5 Lesson 10: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Essay Unit 4 Lessons 26–30: Write an Opinion Essay</p> |

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| <p>Conducting Research</p> | |
| <p>CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | <p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p> <p><u>Research a Topic</u> Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group</p> |

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| <p>Credibility, Reliability, and Validity of Sources</p> | |
| <p>CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> | <p><u>Research a Topic</u> Unit 4 Lesson 3: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p> |

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| <p>Range of Writing</p> | |
| <p>CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.</p> | <p>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 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38 Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 4 Lessons 26–30: Write an Opinion Essay (Drafting: Introduction) Unit 6 Lessons 6–10: Write a Narrative Paragraph</p> |

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| <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> | |
| <p>Comprehension and Collaboration Collaborative Discussion</p> | |
| <p>CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> | <p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> |

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| <p>Comprehension and Collaboration Critical Listening</p> | |
| <p>CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p> |
| <p>Comprehension and Collaboration Evaluating Information</p> | |
| <p>CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | <p><u>Identify Main Idea and Supporting Details</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 42: Classroom Conversation Unit 4 Lesson 34: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation</p> |

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| Presentation of Knowledge and Ideas Purpose, Audience, and Task | |
| <p>CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> | <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Reader's Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22-23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion</p> |

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|---|---|
| <p>Presentation of Knowledge and Ideas Context</p> | |
| <p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | <p><u>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <p><u>Read Fluently (examples)</u> Unit 2 Lesson 16: Whole Group Unit 6 Lesson 25: Whole Group</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Presenting a Narrative</u> Unit 2 Lesson 38: Work Time Unit 2 Lesson 41: Work Time</p> |

**A Correlation of iLit 45, Grade 5 ©2016 to the
Pennsylvania Core Standards for English Language Arts Grade 5**

| Pennsylvania Core Standards for English Language Arts Grade 5 | iLit 45 ©2016 Grade 5 |
|---|---|
| Integration of Knowledge and Ideas Multimedia | |
| <p>CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> | <p><u>Plan and Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 8: Whole Group</p> |
| Conventions of Standard English | |
| <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.</p> | <p>Many opportunities exist in iLit for students to demonstrate correct usage in speaking activities. For examples see:</p> <p><u>Nouns and Pronouns (examples)</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 43: Work Time</p> <p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Classroom Conversation Unit 4 Lesson 42: Classroom Conversation</p> <p><u>Assignments - Grammar Study Plan (examples)</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p> |