

A Correlation of



iLit 45

Grade 4, ©2016

To the

**Pennsylvania Core Standards
English Language Arts**

A Correlation of *iLit 45*, Grade 4 ©2016 to the Pennsylvania Core Standards for English Language Arts Grade 4

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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Pennsylvania Core Standards for English Language Arts, Grade 4	iLit 45 ©2016 Grade 4
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Phonics and Word Recognition	
CC.1.1.4.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. 	<u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time <u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 5: Vocabulary <u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time <u>Prefixes and Suffixes (examples)</u> Unit 2 Lesson 25: Whole Group Unit 2 Lesson 26: Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 6 Lesson 36: Vocabulary; Work Time <u>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time
Fluency	
CC.1.1.4.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<u>Fluency Practice (examples)</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 6 Lesson 25: Whole Group

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<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p><u>Read Fluently</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 4 Lesson 20: Whole Group Unit 6 Lesson 25: Whole Group</p>
<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 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>

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<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2</p>	<p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time</p> <p><u>Summarize</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.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 (informative/nonfiction examples)</u> Unit 4 Lesson 32: 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 5 Lesson 9: Read Aloud, Think Aloud</p>

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<p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3</p>	<p><u>Recognize Cause and Effect (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1</p>	<p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Hurricane Sandy</u> "Hurricane Sandy Survivor" (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud "Hurricane Sandy Aftermath: A Photo Essay" (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>
<p>Craft and Structure Text Structure</p>	
<p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E04.B-C.2.1.2</p>	<p><u>Introduce: Understand Autobiography</u> Unit 6 Lesson 33: Read Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Read Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p>

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<p>Craft and Structure Vocabulary</p>	
<p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.B-V.4.1.1 E04.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 8: Whole Group Unit 4 Lesson 9: Work Time Unit 4 Lesson 10: Work Time Unit 5 Lesson 5: Whole Group Unit 6 Lesson 10: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lessons 37-39: Vocabulary Unit 2 Lessons 42-44: Vocabulary Unit 4 Lessons 37-39: Vocabulary</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>

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<p>Integration of Knowledge and Ideas Diverse Media</p>	
<p>CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.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>Informational Text/ Fact Cards</u> Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Connect Visuals to Text</u> Unit 6 Lesson 38: Whole Group</p>
<p>Integration of Knowledge and Ideas Evaluating Arguments</p>	
<p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1</p>	<p><u>Support an Opinion & Plan an Opinion Paragraph</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Present an Opinion Essay</u> Unit 6 Lesson 38: Work Time</p>

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<p>Integration of Knowledge and Ideas Analysis Across Texts</p>	
<p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2 E04.B-C.3.1.3</p>	<p><u>Information Text and Fact Cards</u> Unit 2 Lesson 37: “Living With Urban Wildlife” (informational text) Unit 2 Lesson 38: Read Aloud, Think Aloud “Animals in Our World” (fact cards) Unit 2 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Hurricane Sandy</u> “Hurricane Sandy Survivor” (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud “Hurricane Sandy Aftermath: A Photo Essay” (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>
<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2</p>	<p>Students learn new vocabulary week 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 11: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Word Associations Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p> <p>During 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>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.4.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. E04.B-V.4.1.1</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>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Work Time Unit 4 Lesson 10: Work Time Unit 5 Lesson 5: Whole Group Unit 6 Lesson 10: Whole Group</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lessons 37-39: Vocabulary Unit 2 Lessons 42-44: Vocabulary Unit 4 Lessons 37-39: Vocabulary</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>

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<p>Range of Reading</p>	
<p>CC.1.2.4.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>"Biomimicry: From Biology to Technology"</u> (academic text) Unit 2 Lesson 33</p> <p><u>"What Are Tornadoes?"</u> Unit 4 Lesson 37</p> <p><u>"A New Day" Introduce Genre: Autobiography</u> Unit 6 Lessons 33–34</p> <p><u>"The Chumash People of California"</u> (social studies text) Unit 6 Lessons 44–47</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.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2</p>	<p><u>Explore Theme (example)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Introduce the Unit Theme</u> Unit 4 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Whole Group</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.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 Lesson 7: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 23: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lessons 22, 23: Read Aloud, Think Aloud</p>

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Key Ideas and Details Literary Elements	
CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	Students have many opportunities to connect story elements, for examples see: <u>Describe a Character</u> Unit 3 Lesson 5: Small Group <u>Plot</u> Unit 3 Lesson 3: Whole Group; Work Time <u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time <u>Analyze Story Structure</u> Unit 4 Lesson 10: Whole Group
Craft and Structure Point of View	
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1	<u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group Unit 6 Lesson 40: Whole Group
Craft and Structure Text Structure	
CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	<u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1-4: Work Time <u>Introduce Genre: Novel</u> Unit 2 Lesson 34: Read Aloud, Think Aloud <u>Introduce Genre: Novel</u> Unit 3 Lessons 1-10 <u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i>

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<p>Craft and Structure Vocabulary</p>	
<p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.A-V.4.1.1 E04.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>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Vocabulary Study Plan (examples)</u> Unit 4 Lessons 17–19, 28–29; Vocabulary</p>
<p>Integration of Knowledge and Ideas Sources of Information</p>	
<p>CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>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>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time</p>
<p>Integration of Knowledge and Ideas Text Analysis</p>	
<p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1</p>	<p><u>Compare and Contrast; Theme</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p>

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<p>Vocabulary Acquisition and Use Strategies</p>	
<p>CC.1.3.4.1 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. E04.A-V.4.1.1</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>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 24: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Vocabulary Study Plan (examples)</u> Unit 4 Lessons 17–19, 28–29; Vocabulary</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2</p>	<p>Students learn new vocabulary week 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 11: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Word Associations Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p> <p>During 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.1.3.4.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>Because of Winn Dixie</i> (novel)</u> Unit 2 Lessons 2–32</p> <p><u><i>Night of the Twisters</i></u> Unit 4 Lessons 2–29</p> <p><u>"There Will Come Soft Rains (poetry)</u> Unit 1 Lesson 33</p> <p><u>"Remember" (poem)</u> Unit 6 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 7–9: Read Aloud, Think Aloud</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.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>Prewrite an Explanatory Essay</u> Unit 4 Lessons 28–29: Work Time Unit 6 Lessons 28–29: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments (examples)</u> Unit 2: Lessons 16–20: Write an Informative Paragraph Unit 3 Lessons 3, 4: Write an Explanatory Paragraph Unit 4 Lessons 31–35: Write an Explanatory Essay</p>
<p>Informative/Explanatory Focus</p>	
<p>CC.1.4.4.B Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Prewriting)</p>

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<p>Informative/Explanatory Content</p>	
<p>CC.1.4.4.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. E04C.1.2.2 E04E.1.1.2</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Revising)</p>
<p>Informative/Explanatory Organization</p>	
<p>CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p><u>Assignments</u> Unit 4 Lessons 31–35: Write an Explanatory Essay (Drafting: Conclusion)</p>
<p>Informative/Explanatory Style</p>	
<p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4</p>	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p>

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<p>Informative/Explanatory Conventions of Language</p>	
<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time</p> <p><u>Prepositional Phrases</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary</p> <p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Adjectives And Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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Opinion/Argumentative	
CC.1.4.4.G Write opinion pieces on topics or texts.	<u>Argumentative Writing (examples)</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time <u>Assignments (examples)</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece
Opinion/Argumentative Focus	
CC.1.4.4.H Introduce the topic and state an opinion on the topic. E04.C.1.1.1 E04.E.1.1.1	<u>Write and Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 6 Lesson 23: Whole Group; Work Time <u>Write an Opinion Paragraph</u> Unit 4 Lessons 24–25: Work Time Unit 6 Lesson 23: Whole Group; Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27–29, 32–39: Work Time <u>Assignments</u> Unit 6 Lessons 21–25, 26–30: Prewrite & Plan an Opinion Piece Unit 6 Lessons 31–35: Write an Opinion Paragraph
Opinion/Argumentative Content	
CC.1.4.4.I Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	<u>Write and Plan an Opinion Paragraph</u> Unit 4 Lesson 23: Whole Group; Work Time Unit 6 Lesson 23: Whole Group; Work Time <u>Assignments</u> Unit 6 Lessons 21–25, 26–30: Prewrite & Plan an Opinion Piece

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<p>Opinion/Argumentative Organization</p>	
<p>CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5</p>	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 23: Whole Group</p> <p><u>Write and Plan an Opinion Paragraph</u> Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Paragraph (Drafting: Conclusion)</p>
<p>Opinion/Argumentative Style</p>	
<p>CC.1.4.4.K Choose words and phrases to convey ideas precisely. E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4</p>	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 23: Whole Group</p> <p><u>Write and Plan an Opinion Paragraph</u> Unit 6 Lesson 23: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Opinion Paragraph</p>

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<p>Opinion/Argumentative Conventions of Language</p>	
<p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time</p> <p><u>Prepositional Phrases</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary</p> <p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Adjectives And Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>

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Narrative	
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	<u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time <u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Body - Transitions) Unit 2 Lessons 26–30: Plan a Narrative Paragraph
Narrative Focus	
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1	<u>Plan a Narrative Paragraph</u> Unit 4 Lesson 3: Work Time Unit 6 Lesson 7: Work Time <u>Assignments</u> Unit 2 Lessons 26–30: Plan a Narrative Paragraph; Prewrite a Narrative Paragraph Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Introduction)
Narrative Content	
CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4	<u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time <u>Also see: Analyze Dialogue</u> Unit 3 Lesson 5: Whole Group; Small Group <u>Assignments</u> Unit 2 Lessons 26–30: Plan a Narrative Paragraph Unit 2 Lessons 26–30: Write Narrative Essay

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<p>Narrative Organization</p>	
<p>CC.1.4.4.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. E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5</p>	<p><u>Plan a Narrative Paragraph</u> Unit 4 Lesson 3: Work Time Unit 6 Lesson 7: Work Time</p> <p><u>Write a Personal Narrative (sequence)</u> Unit 6 Lessons 6, 8-9: Whole Group</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write Narrative Essay (Drafting: Body - Transitions) Unit 2 Lessons 26-30: Plan a Narrative Paragraph</p>
<p>Narrative Style</p>	
<p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely. E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3</p>	<p><u>Write Descriptive Details & Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p> <p><u>Write a Narrative (examples)</u> Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26-30: Write Narrative Essay (Drafting: Body)</p>

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<p>Narrative Conventions of Language</p>	
<p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Subject-Verb Agreement</u> Unit 3 Lesson 1: Vocabulary Unit 3 Lesson 3: Work Time</p> <p><u>Prepositional Phrases</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary</p> <p><u>Noun-Pronoun Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 2 Lesson 13: Work Time</p> <p><u>Adjectives And Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</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.1.4.4.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><u>Interactive Reading and Explanatory Paragraph</u> Unit 4 Lesson 18: Work Time Unit 4 Lesson 29: Work Time</p> <p><u>Describe When, Where and How (Independent Reading)</u> Unit 6 Lesson 45: Whole Group; 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.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>Writing Activities</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p> <p>Unit 2 Lessons 8-9; Unit 4 Lessons 3–5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise an Multimedia Project</p>

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<p>Technology and Publication</p>	
<p>CC.1.4.4.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 one page 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 Lesson 27: Work Time Unit 2 Lesson 41: Work Time Unit 4 Lessons 3–4: Work Time</p> <p><u>Revise Writing (examples)</u> Unit 2 Lessons 33-34: Work Time Unit 4 Lesson 34: Work Time Unit 6 Lessons 34-35: Work Time</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Whole Group</p> <p><u>Make a Presentation/Present Your Project</u> Unit 5 Lesson 10: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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<p>Conducting Research</p>	
<p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>The 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 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: Work Time</p>

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<p>Credibility, Reliability, and Validity of Sources</p>	
<p>CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 4: Work Time Unit 5 Lesson 5: Work Time</p> <p><u>Gather and Evaluate Information from Sources</u> Unit 5 Lessons 4-5: 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>
<p>Range of Writing</p>	
<p>CC.1.4.4.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 Activities</u> Unit 4 Lessons 23, 24-25 and Unit 6 Lessons 23-24, 27-29: Students Plan, Write, and Revise an Opinion Piece</p> <p>Unit 2 Lessons 8-9; Unit 4 Lessons 3-5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative</p> <p>Unit 5 Lessons 1-3, 8, 10: Work Time: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26-30: Write Narrative Essay Unit 4 Lessons 31-35: Write an Explanatory Essay</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.1.5.4.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>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion Unit 6 Lesson 12: Whole-Group Discussion</p>

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<p>Comprehension and Collaboration Critical Listening</p>	
<p>CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Paraphrasing</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time Unit 6 Lessons 12–13: Read Aloud, Think Aloud</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p>
<p>Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>

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<p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p>	
<p>CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Present Writing</u> Unit 2 Lesson 38: Work Time Unit 4 Lesson 39: Work Time Unit 6 Lessons 38-39: Work Time</p>

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<p>Presentation of Knowledge and Ideas Context</p>	
<p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Present Writing</u> Unit 2 Lesson 38: Work Time Unit 4 Lesson 39: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Oral Reading Fluency & Presentations and Projects Presenting</u> Unit 1 Lesson 4: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p>
<p>Integration of Knowledge and Ideas Multimedia</p>	
<p>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p>

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<p>Conventions of Standard English</p>	
<p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: all activities</p>