

A Correlation of

**Pearson
iLit ELL
©2016**



To the

**Puerto Rico Core Standards
English Program 2014
Grade 4**

A Correlation of Pearson iLit ELL ©2016 to the Puerto Rico Core Standards English Program 2014, Grade 4

Introduction

This document demonstrates how Pearson **iLit ELL ©2016** meets the *Puerto Rico Core Standards English Program 2014, Grades 4-8*. Correlation alignments are to the Teacher App and the Student App. They are cited by Unit, Lesson and Feature title. *Puerto Rico Curriculum Maps* are also correlated to cite the curriculum units that match each standard.

Pearson iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency.

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Table of Contents

Listening:	4
Speaking:	7
Reading:	13
Writing:	21
Language:	27

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Listening:		
Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.		
4.L.1 Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions.		4.3, 4.5
a. Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.	<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 Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 4: Partner Discussion</p>	4.2, 4.4

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>b. Interact in a socially appropriate manner through verbal and nonverbal communication.</p>	<p>The Classroom Conversation section throughout iLit encourages students to speak with each other in a socially appropriate manner.</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 2 Lesson 7: Collaborative Discussion: Think-Pair-share Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 47: Small Group Discussion Unit 6 Lesson 12: Whole-Group Discussion Unit 7 Lesson 2: Small Group Discussion</p>	<p>4.1, 4.5</p>
<p>c. Listen, give, and respond to complex instructions and directions.</p>	<p>Each Unit Lesson in iLit includes instructions for different types of assignment. Unit 1 Lessons 1-5 provides an overview allowing students to be comfortable with the program and the instructional routine.</p> <p><u>Following Steps – Directions</u> Unit 4 Lesson 28: Work Time</p> <p><u>Lessons with Instructions (examples)</u> Unit 1 Lesson 3: Work Time: Summary—Get Feedback Unit 1 Lesson 4: Work Time: Active Listening Routine iPractice Unit 2 Lesson 2: Work Time: Ask and Answer Questions Unit 2 Lesson 37: Peer Conferencing Unit 4 Lesson 28: Work Time: Small Group: Brainstorm for Ideas</p>	<p>4.6, 4.7</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>d. Listen and respond during read-alouds to a variety of narrative and informational texts.</p>	<p>All Read Aloud, Think Aloud activities are developed with teacher assessment question following oral reading. For examples see:</p> <p><u>Read Aloud, Think Aloud (examples)</u> Unit 2 Lesson 28: Clarify Text by Retelling Unit 2 Lesson 42: Preview and set a Purpose Unit 6 Lesson 28: Identify Main Ideas and Supporting Details Unit 7 Lesson 3: Clarify by Retelling</p>	<p>4.1, 4.6, 4.7</p>
<p>e. React or answer the 5W questions in formal and informal discussions using a physical or verbal response.</p>	<p>For related material see:</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 Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 4: Partner Discussion</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: Work Time</p>	<p>4.5, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Speaking:		
Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.		
4.S.1 Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.	<u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation Unit 1 Lesson 2: Small Group Discussion Unit 1 Lesson 2: Collaborative Conversation Routine Unit 1 Lesson 2: Evaluating Classroom Conversation <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 Unit 6 Lesson 17: Partner Discussion Unit 7 Lesson 4: Partner Discussion	4.1, 4.7

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Evaluate information and determine appropriate responses to answer questions effectively.		
4.S.2 Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.		4.4, 4.6
a. Interact in verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation Unit 1 Lesson 2: Small Group Discussion Unit 1 Lesson 2: Collaborative Conversation Routine Unit 1 Lesson 2: Evaluating Classroom Conversation</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 7: Collaborative Discussion: Think-Pair-share Unit 3 Lesson 7: Partner Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 32: Partner Discussion</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: Work Time</p>	4.5, 4.6

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>b. Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions.</p>	<p><u>Following Steps – Directions</u> Unit 4 Lesson 28: Work Time</p> <p><u>Lessons with Instructions (examples)</u> Unit 1 Lesson 3: Work Time: Summary—Get Feedback Unit 1 Lesson 4: Work Time: Active Listening Routine iPractice Unit 2 Lesson 2: Work Time: Ask and Answer Questions Unit 2 Lesson 37: Peer Conferencing Unit 4 Lesson 28: Work Time: Small Group: Brainstorm for Ideas</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: 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: Sentences, 1–5, 106–111, 137–143</p>	<p>4.1, 4.2</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>c. Expand sentences to provide details in shared language activities. Interact in social, academic, college, and career conversations using accurate and appropriate language.</p>	<p><u>Multimedia Project and Presentation</u> 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 7: Collaborative Discussion: Think-Pair-share Unit 3 Lesson 7: Partner Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 6 Lesson 37: Small Group Discussion Unit 7 Lesson 2: Small Group Discussion</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: Sentences, 1–5, 106–111, 137–143</p>	<p>4.5, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Interact in social, academic, college, and career conversations using accurate and appropriate language.		
4.S.3 Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning.	<u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud	4.1, 4.3, 4.7
Provide, justify, and defend opinions or positions in speech.		
4.S.4 Negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses. Choose appropriate language according to the task, context, purpose, and audience.	As students prepare for Persuasive writing, they develop arguments to persuade others. <u>Opinion Poll</u> Unit 2 Lesson 17: Read Aloud, Think Aloud <u>Supporting Opinions</u> Unit 2 Lesson 46: Read Aloud, Think Aloud Unit 2 Lesson 47: Work Time Unit 4 Lesson 23: Whole Group <u>Present an Opinion Essay</u> Unit 6 Lesson 38: Work Time	4.3, 4.6

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
<p>4.S.5 Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.)</p>	<p><u>Planning and Presenting a Personal Narrative (examples)</u> Unit 6 Lessons 6: Whole Group Unit 6 Lessons 8-9: Work Time Unit 7 Lesson 5: Whole Group</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 2 Lesson 7: Collaborative Discussion: Think-Pair-share Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>	<p>4.1, 4.5</p>
<p>Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.</p>		
<p>4.S.6 Plan and deliver oral presentations on a variety of topics and content areas.</p>		<p>4.4, 4.5, 4.6</p>
<p>a. Retell, explain, and summarize texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.</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 Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud</p>	<p>4.4, 4.7</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>b. Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience.</p>	<p><u>Planning and Presenting a Personal Narrative (examples)</u> Unit 6 Lessons 6: Whole Group Unit 6 Lessons 8-9: Work Time Unit 7 Lesson 5: Whole Group</p> <p><u>Multimedia Project and Presentation</u> 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 Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud</p>	<p>4.5, 4.7</p>
<p>Reading:</p>		
<p>Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.</p>		
<p>4.R.1 Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.</p>	<p>Read Aloud, Think Aloud, Whole Group, and Work Time in iLit provides instruction and practice with a full range of comprehension skills.</p> <p><u>Questions for Close Reading</u> Unit 3 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Fact Cards</u> Unit 2 Lessons 38-39: Read Aloud, Think Aloud; Work Time</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 6: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time</p>	<p>4.1, 4.2, 4.3</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
4.R.2 L. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<u>Reading Myths and Traditional Tales from Different Cultures</u> Unit 2 Lessons 35-36: Whole Group <u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 15: Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud	4.1, 4.7
I. Determine the main idea of an informational text; recount the key details and explain how they support the main idea. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	<u>Identify Main Idea (informative examples)</u> Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 6: Work Time Unit 6 Lesson 14: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 15: Work Time Unit 6 Lesson 28: Read Aloud, Think Aloud <u>Clarify Text by Retelling (informative examples)</u> Unit 4 Lesson 11: Read Aloud, Think Aloud Unit 4 Lesson 30: Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud	4.5, 4.6
4.R.3 L. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<u>Describe a character</u> Unit 3 Lesson 5: Small Group <u>Dress Rehearsal for a Tableau Performance</u> Unit 3 Lessons 6-9: Small Group <u>Because of Winn Dixie (novel)</u> Unit 2 Lesson 19: Read Aloud, Think Aloud (Predict) Unit 2 Lesson 23: Read Aloud, Think Aloud (Predict)	4.1, 4.2, 4.7

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
I. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.	<p><u>"Biomimicry: From Biology to Technology" (academic text)</u> Unit 2 Lesson 33: Read Aloud, Think Aloud: Recognize Cause and Effect</p> <p><u>"What Are Tornadoes?"</u> Unit 4 Lesson 37: Read Aloud, Think Aloud: Recognize Cause and Effect</p>	4.5, 4.6
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
4.R.4 L. Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.	<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>	4.1, 4.3, 4.4

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
I. Determine the meaning of general academic and content-specific words and phrases in an informational text.	<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>	4.5, 4.6
4.R.6 L. Distinguish their own point of view from the author, narrator, or the characters in a literary text.	<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>	4.3, 4.7
I. Distinguish their own point of view from that of the author of an informational text. Integrate and evaluate content presented in diverse media and formats.	<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>	4.5, 4.6
4.R.7 L. Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>For related materials see:</p> <p><u>Illustrations</u> Unit 6 Lesson 22: Vocabulary</p>	4.1, 4.3, 4.7

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>I. Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><u>Analyze Text Features</u> Unit 2 Lesson 43: Read Aloud, Think Aloud Unit 2 Lesson 44: Whole Group; Work Time</p>	<p>4.5, 4.6</p>
<p>Delineate and evaluate an author’s argument through evidence specified in a text.</p>		
<p>4.R.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.</p>	<p><u>Recognize Cause and Effect</u> Unit 2 Lesson 33: Read Aloud, Think Aloud: Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 3 Lesson 8: Read Aloud, Think Aloud; Whole Group; Work Time</p> <p><u>Identify Main Idea (informative examples)</u> Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 15: Work Time Unit 6 Lesson 28: Read Aloud, Think Aloud</p>	<p>4.4, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>Compare and contrast two or more authors' presentations of similar themes or topics.</p>		
<p>4.R.9 L. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>For related material see: <u>Compare and Contrast: Theme</u> Unit 2 Lesson 24: Whole Group Introduce the Unit Theme Unit 4 Lesson 2: Read Aloud, Think Aloud</p>	<p>4.7</p>
<p>I. Compare and contrast the most important points and key details presented in two informational texts on the same topic.</p>	<p><u>Informational Text/ Fact Cards</u> Unit 2 Lessons 37-39: Read Aloud, Think Aloud (Compare and Contrast) <u>"Biomimicry: From Biology to Technology" (academic text)</u> Unit 2 Lesson 33: Read Aloud, Think Aloud: Recognize Cause and Effect <u>"What Are Tornadoes?"</u> Unit 4 Lesson 37: Read Aloud, Think Aloud: Recognize Cause and Effect <u>"Living With Urban Wildlife"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud: Compare and Contrast <u>"Animals in Our World"</u> Unit 2 Lessons 38-39: Read Aloud, Think Aloud: Compare and Contrast</p>	<p>4.5, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Read and comprehend complex literary and informational texts independently and proficiently.		
4.R.10 Read and comprehend historical fiction, timelines, poetry, and other passage types of appropriate complexity.	<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></u> Unit 2 Lessons 2-29</p> <p><u><i>Night of the Twisters</i></u> Unit 4 Lessons 2-29</p> <p><u>"There Will Come Soft Rains"</u> Unit 4 Lesson 33</p> <p><u>Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lessons 3-4: Work Time</p>	4.7
Foundational Skill: Phonemic Awareness		
(Attended when necessary.)		

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>Foundational Skill: Print Features and Text Organization</p>		
<p>4.R.FS.12 Know and apply phonics and word analysis skills to decode words.</p>	<p><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time</p> <p><u>Word Study: Final Syllable Consonant</u> Unit 6 Lesson 5: Vocabulary</p> <p><u>Syllable Pattern V/CV</u> Unit 6 Lesson 6: Vocabulary; Work Time</p> <p><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</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>	<p>4.2, 4.4, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>a. Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words fluently. Foundational Skill: Print Features and Text Organization</p>	<p><u>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time Unit 6 Lesson 15: Vocabulary Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Multisyllabic Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 1: Vocabulary; Work Time</p> <p><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</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>	<p>4.4, 4.6</p>
<p>Writing:</p>		
<p>Write arguments to support point of view using valid reasoning and sufficient evidence.</p>		
<p>4.W.1 Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.</p>	<p><u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42–43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24-25: Work Time Unit 6 Lessons 23-24, 27-29: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 41-45: Write an Opinion Paragraph Unit 6 Lessons 26-30: Write an Opinion Paragraph</p>	<p>4.5, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
<p>a. Balance statements with modal verbal expressions that show mood or uncertainty (e.g., can, could, would, should, will, etc.).</p>	<p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Auxiliary Verbs, 61</p> <p><u>Write an Opinion Piece (examples)</u> Unit 2 Lesson 41: Whole Group; Work Time Unit 2 Lessons 42–43: Work Time Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lessons 24-25: Work Time Unit 6 Lessons 23-24, 27-29: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 41-45: Write an Opinion Paragraph Unit 6 Lessons 26-30: Write an Opinion Paragraph</p>	<p>4.3</p>
<p>Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.</p>		
<p>4.W.2 Write formal and informal letters with correct form and accurate punctuation, including greetings and body.</p>	<p>For related material see:</p> <p><u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: Work Time</p> <p><u>Informative Writing (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lesson 19: Work Time Unit 2 Lesson 20: Work Time</p>	<p>4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p style="text-align: center;">Pearson iLit ELL ©2016</p>	<p style="text-align: center;">Puerto Rico Department of Education Curriculum Units</p>
<p>Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.</p>		
<p>4.W.3 Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing.</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 (examples)</u> Unit 4 Lessons 4-5: Narrative Unit 6 Lessons 6-10: Narrative</p>	<p>4.5, 4.6, 4.7</p>
<p>Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).</p>		
<p>4.W.4 Focus on a topic and strengthen writing as needed by revising and editing. Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</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>4.2, 4.5, 4.7</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>4.W.5 Use a variety of digital tools to produce and publish writing, including in collaboration with peers.</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>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>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>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</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>4.4, 4.5</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p style="text-align: center;">Pearson iLit ELL ©2016</p>	<p style="text-align: center;">Puerto Rico Department of Education Curriculum Units</p>
	<p>Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.</p>	
<p>4.W.6 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</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>	<p>4.1, 4.5, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Draw evidence from literary or informational texts to support analysis, reflection, and research.		
4.W.7 Identify details from literary and informational texts to support understanding and reflection.	<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>	4.1, 4.3, 4.7
Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.		
4.W.8 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 variety of discipline-specific tasks, purposes, and audiences.	<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>	4.3, 4.4
Foundational Skill: Print Features and Text Organization (Attended when necessary)		
Foundational Skill: Phonics (Attended when necessary)		

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Language:		
Demonstrate command of the conventions of English grammar and usage.		
4.LA.1 Demonstrate command of English grammar and usage when writing or speaking.		4.2, 4.5, 4.6
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Relative Pronouns, 25	4.5, 4.6
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<u>Progressive Tense</u> Unit 2 Lesson 46: Whole Group Unit 2 Lesson 48: Work Time Unit 6 Lesson 16: Vocabulary Unit 6 Lesson 18: Work Time <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Progressive Tense, 43-44	4.5, 4.7
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Auxiliary Verbs, 61	4.3
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<u>Compare and Contrast: Adjectives</u> Unit 2 Lesson 24: Read Aloud, Think Aloud <u>Assignments- Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 1: Skill 16: Adjectives Unit 5 Lessons 1–5: Part 2: Skill 17: Comparing with Adjectives Unit 6 Lessons 1–5: Part 1: Skill 16: Adjectives Unit 6 Lessons 1–5: Part 2: Skill 17: Adjectives that Compare <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Adjective Order, 84-87	4.3, 4.7

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p style="text-align: center;">Pearson iLit ELL ©2016</p>	<p style="text-align: center;">Puerto Rico Department of Education Curriculum Units</p>
<p>e. Apply appropriate adverbs to modify verbs.</p>	<p><u>Adverbs</u> Unit 4 Lesson 4: Vocabulary Unit 7 Lesson 1: Vocabulary Unit 7 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 3: Skill 18: Adverbs Unit 5 Lessons 1–5: Part 4: Skill 19: Comparing with Adverbs</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Adverbs, 89-96</p>	<p>4.6</p>
<p>f. Form and use prepositional phrases.</p>	<p><u>Prepositions</u> Unit 4 Lesson 1: Vocabulary Unit 6 Lesson 31: Vocabulary Unit 6 Lesson 33: Work Time Unit 6 Lesson 36: Vocabulary Unit 6 Lesson 38: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Prepositions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Prepositions and Prepositional Phrases, 97-99</p>	<p>4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p style="text-align: center;">Pearson iLit ELL ©2016</p>	<p style="text-align: center;">Puerto Rico Department of Education Curriculum Units</p>
<p>g. Produce simple, compound, and complex sentences.</p>	<p><u>Sentences</u> Unit 7 Lesson 1: Vocabulary Unit 7 Lesson 3: Work Time</p> <p><u>Transitional Words</u> Unit 2 Lesson 9: Vocabulary</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 5: Skill 15: Compound Sentences Unit 4 Lessons 11–15: Part 1: Skill 11: Complete Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5, 106–111, 137–143</p>	<p>4.4, 4.6</p>
<p>h. Use conjunctions in writing and when speaking.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 5: Skill 20: Conjunctions Unit 6 Lessons 1–5: Part 5: Skill 20: Conjunctions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Conjunctions, 100–102</p>	<p>4.6</p>
<p>i. Correctly use frequently confused words/homonyms (e.g., to, too, two; there, their).</p>	<p>For related material see:</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 2 Lessons 21–25: Part 5: Skill 5: Word Associations Unit 3 Lessons 6–10: Part 5: Skill 10: 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>4.4</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p style="text-align: center;">Pearson iLit ELL ©2016</p>	<p style="text-align: center;">Puerto Rico Department of Education Curriculum Units</p>
<p>j. Use abstract nouns to convey an idea, emotion or feeling (e.g., freedom, happiness).</p>	<p>For related material see:</p> <p><u>Theme (talk about big concepts)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 2: Read Aloud, Think Aloud (Unit Theme) Unit 4 Lesson 19: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Nouns Unit 2 Lessons 1–5: Part 2: Skill 2: Plural Nouns</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning Unit 7 Lessons 1–5: Part 3: Skill 8: Analogies</p>	<p>4.1, 4.5</p>
<p>k. Form and use comparative adjectives and verbs (fast, faster, fastest).</p>	<p><u>Proper Nouns</u> Unit 2 Lesson 2: Vocabulary; Work Time Unit 2 Lesson 10: Vocabulary; Work Time Unit 2 Lesson 11: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 2: Skill 17: Comparing with Adjectives Unit 6 Lessons 1–5: Part 2: Skill 17: Adjectives that Compare</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 11–15: Part 1: Skill 16: Comparative Adjectives</p>	<p>4.5, 4.7</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
I. Form and use homophones.	For related material see: <u>Assignments: Vocabulary Study Plan</u> Unit 2 Lessons 21–25: Part 5: Skill 5: Word Associations Unit 3 Lessons 6–10: Part 5: Skill 10: 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	4.4
Apply English conventions using appropriate capitalization, punctuation, and spelling.		
4.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.		4.2, 4.5, 4.6
a. Use correct capitalization.	<u>Proper Nouns</u> Unit 2 Lesson 31: Vocabulary Unit 2 Lesson 33: Work Time <u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 4: Skill 24: Capitalization <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Capital Letters, 113–114	4.5, 4.6
b. Use commas and quotation marks to mark direct speech and quotations from a text.	<u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 11–15: Part 5: Skill 25: Quotations and Titles of Works <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125	4.3, 4.6, 4.7

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p align="center">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p align="center">Pearson iLit ELL ©2016</p>	<p align="center">Puerto Rico Department of Education Curriculum Units</p>
<p>c. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Every unit in iLit includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Language Conventions: Spelling</u> Unit 2 Lesson 19: Work Time</p> <p><u>Spelling Patterns and Rules</u> Unit 2 Lesson 26: Vocabulary; Work Time Unit 2 Lesson 27: Work Time Unit 2 Lesson 30: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 2 Lessons 1–5: Part 3: Skill 3: Adding Endings to Words Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes Unit 6 Lessons 1–5: Part 4: Skill 24: Words with More Than One Syllable</p>	<p>4.5, 4.7</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
d. Consult reference materials, including dictionaries, as needed to check and correct spellings, alphabetizing by the entire word, as necessary.	<p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time</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> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>	4.5, 4.7
Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.		
4.LA.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		4.5, 4.7
a. Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).	<p><u>Analyze and Evaluate Language Choices</u> Unit 2 Lesson 13: Read Aloud, Think Aloud Unit 2 Lesson 18: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: 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>	4.6

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
b. Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.	<u>Contractions: Speak to an Audience</u> Unit 2 Lesson 36: Work Time <u>Oral Reading Fluency & Presentations and Projects Presenting</u> Unit 1 Lesson 4: Work Time <u>Plan Presentation & Oops: Articles with Plural Nouns</u> Unit 5 Lesson 9: Work Time <u>Oral Presentation Rubric</u> Unit 6 Lesson 39: Work Time	4.6
c. Compare formal and informal uses of English.	<u>Formal and Informal Language</u> Unit 6 Lesson 2: Work Time Unit 6 Lesson 3: Work Time Unit 6 Lesson 4: Work Time	4.6
Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
4.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.		4.4, 4.5
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<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 <u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary <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 Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues	4.1, 4.3

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
<p>b. Determine the meaning of the new word formed when a prefixes and suffixes are added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p><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</p> <p><u>Assignments: Spelling Study Plan</u> Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes</p>	<p>4.3, 4.5</p>
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., joy, joyful).</p>	<p><u>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time Unit 6 Lesson 15: Vocabulary Unit 6 Lesson 36: Whole Group; Work Time</p>	<p>4.3</p>
<p>d. Use beginning dictionaries and thesauri, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group; Work Time Unit 4 Lesson 46: Work Time Unit 6 Lesson 28: Whole Group Unit 6 Lesson 30: Work Time</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> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>	<p>4.5, 4.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

Puerto Rico Core Standards English Program 2014 Grade 4	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
4.LA.5 Demonstrate understanding of figurative language, word relationships, and slight variation in word meanings.		4.4
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<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 <u>Analyze Similes and Metaphors</u> Unit 2 Lesson 35: Whole Group	4.4
b. Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<u>Shades of Meaning</u> Unit 6 Lesson 45: Work Time <u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning	4.5, 4.6, 4.7

**A Correlation of Pearson iLit ELL ©2016 to the
Puerto Rico Core Standards English Program 2014, Grade 4**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 4</p>	<p style="text-align: center;">Pearson iLit ELL ©2016</p>	<p style="text-align: center;">Puerto Rico Department of Education Curriculum Units</p>
	<p>Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.</p>	
<p>4.LA.6 Accurately use grade-appropriate general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</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>	<p>4.6, 4.7</p>