

A Correlation of

**Pearson
iLit ELL
©2016**



To the

**Puerto Rico Core Standards
English Program 2014
Grade 5**

A Correlation of Pearson iLit ELL ©2016 to the Puerto Rico Core Standards English Program 2014, Grade 5

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.

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Puerto Rico Core Standards English Program 2014 Grade 5	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.		
5.L.1 Listen and interact with peers during group participation and oral presentations.		5.3, 5.4, 5.7
a. Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 3: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 5 Lesson 8: Classroom Conversation</p>	5.2, 5.4, 5.5

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<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 5</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>b. Interact in a socially appropriate manner.</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 (examples)</u> Unit 2 Lesson 14: Collaborative Discussion Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Small-Group Discussion Unit 6 Lesson 7: Partner Discussion</p>	<p>5.2, 5.6</p>
<p>c. Listen, memorize, and respond to complex instructions, expressing self using complete sentences.</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>Lessons with Instructions (examples)</u> Unit 1 Lesson 4: Work Time: Active Listening Unit 3 Lesson 2: Work Time: Small Group: Ask Questions Unit 4 Lesson 36: Whole Group: Speak and Listen Well Unit 5 Lesson 8: Whole Group: Listening Unit 5 Lesson 9: Work Time: Rehearse Presentation</p>	<p>5.5</p>
<p>d. Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), character, and setting (fiction).</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 38-39: Main Idea Unit 4 Lesson 37: Main Idea Unit 4 Lesson 38: Genre: Short Story Unit 4 Lesson 47: Main Idea Unit 2 Lesson 23: Retelling Unit 2 Lesson 29: Retelling</p>	<p>5.1, 5.3, 5.6, 5.7</p>

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Speaking:		
Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.		
5.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 <u>Classroom Conversation (examples)</u> Unit 2 Lessons 2, 4, 7, 9, 14: Collaborative Discussion Unit 3 Lessons 2, 4, 7: Small-Group Discussion Unit 4 Lessons 29, 32, 34, 37: Whole-Group Discussion	5.1, 5.2, 5.5
5.S.2 Respond orally to closed and open-ended questions.		5.4, 5.5
a. Listen, analyze, and respond to complex instructions.	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. <u>Lessons with Instructions (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 12: Read Aloud, Think Aloud Unit 2 Lesson 15: Whole Group Unit 2 Lesson 35: Whole Group Unit 4 Lesson 25: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud <u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group <u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group	5.5
b. Express self using correct simple and compound sentences.	<u>Sentence Variety</u> Unit 6 Lesson 14: Work Time <u>Speaking Activities (examples)</u> Unit 5 Lesson 8: Whole Group Unit 6 Lesson 34: Classroom Conversation Unit 6 Lessons 38-39: Work Time	5.3

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c. Answer and formulate both closed and open-ended questions in both formal and informal discussions.	<u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 3: Read Aloud, Think Aloud Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 2: Read Aloud, Think Aloud; Work Time	5.4, 5.5
d. Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.	<u>Sentence Variety</u> Unit 6 Lesson 14: Work Time <u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group <u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group <u>Presenting a Narrative</u> Unit 2 Lesson 38: Work Time Unit 2 Lesson 41: Work Time <u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time	5.3, 5.6
Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
5.S.3 Use appropriate vocabulary, including homonyms and grammatically correct language to discuss experiences and texts.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Collaborative Discussion: Think-Pair-Share Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Small-Group Discussion <u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 38, 41: Work Time Unit 6 Lessons 38-39: Work Time Unit 7 Lesson 5: Whole Group	5.1, 5.4

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Provide, justify, and defend opinions or positions in speech.		
5.S.4 Negotiate with or persuade others in conversations using grade-appropriate vocabulary as well as open responses to provide counter-arguments.	<p>As students prepare for Persuasive writing, they develop arguments to persuade others.</p> <p><u>Persuasive Writing</u> Unit 4 Lessons 35–38: Work Time Unit 6 Lessons 18–20: Work Time</p> <p><u>Supporting Opinions</u> Unit 6 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Opinion Speech</u> Unit 4 Lesson 36: Work Time</p>	5.2, 5.7
Adjust language choices according to the task, context, purpose, and audience.		
5.S.5 Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary.	<p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 38, 41: Work Time Unit 6 Lessons 38-39: Work Time Unit 7 Lesson 5: Whole Group</p> <p><u>Opinion Speech</u> Unit 4 Lesson 36: Work Time</p>	5.2, 5.3, 5.6
Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
5.S.6 Plan and deliver oral presentations on a variety of topics and content areas.		5.3, 5.7
a. Retell 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><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 2 Lessons 17, 22–23: Read Aloud, Think Aloud Unit 2 Lesson 19: Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</p>	5.4

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<p>b. Explain a report on a current event or recount a memorable experience with increasing sophistication.</p>	<p><u>Presenting a Narrative</u> Unit 2 Lesson 38: Work Time Unit 2 Lesson 41: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Multimedia Presentation</u> Unit 5 Lesson 7: Work Time</p>	<p>5.4, 5.6, 5.7</p>
<p><u>Reading:</u></p>		
<p>Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.</p>		
<p>5.R.1 Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to describe, explain, and evaluate ideas, phenomena, processes, cultural identity, and relationships, referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text. 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>Inferences (examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 35 Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p>	<p>5.1, 5.2, 5.5</p>

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Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
5.R.2 L. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		5.1, 5.3, 5.4
I. Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.	<u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35 Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time <u>Summarize Text (informative/nonfiction)</u> Unit 6 Lesson 21: Whole Group; Unit 6 Lesson 22: Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 34: Read Aloud, Think Aloud	5.3, 5.4, 5.7
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
5.R.3 L. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time <u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time <u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time	5.1, 5.2, 5.4, 5.6

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<p>1. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Reading Strategy: Compare and Contrast</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 46: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Identify Main Idea and Supporting Details</u> Unit 6 Lesson 35: Whole Group Unit 2 Lesson 38–39: Read Aloud, Think Aloud</p>	<p>5.2, 5.5</p>

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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.		
5.R.4 L. Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 20: Whole Group Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 24: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p>	5.1, 5.3
I. Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area.	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: Whole Group Unit 6 Lesson 15: Whole Group; Work Time Unit 6 Lesson 16: Work Time Unit 6 Lesson 27: Vocabulary</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p>	5.1, 5.3, 5.7

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Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
5.R.5 L. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a literary text.	<u>Introduce: Drama; Difference Between Drama, Novel, Poetry</u> Unit 3 Lesson 1: Whole Group <u>Introduce Genre</u> Unit 2 Lesson 37: Read Aloud, Think Aloud (Informational Text) Unit 2 Lesson 38: Read Aloud, Think Aloud (Speech) Unit 4 Lesson 33: Read Aloud, Think Aloud (Personal Account) Unit 4 Lesson 38: Read Aloud, Think Aloud (Short Story) Unit 6 Lesson 37: Read Aloud, Think Aloud (Fictionalized Biography)	5.6
I. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an informational text or part of a text.	<u>Text Structure (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 34: Read Aloud, Think Aloud Unit 2 Lessons 44, 47, 48: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud	5.3, 5.5, 5.7
Assess how point of view or purpose shapes the content and style of a text.		
5.R.6 L. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time	5.6
I. Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided.	<u>Compare and Contrast (examples)</u> Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lesson 17: Read Aloud, Think Aloud	5.4, 5.7

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Integrate and evaluate content presented in diverse media and formats.		
5.R.7 L. 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.	<u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time <u>Introduce: Drama; Difference Between Drama, Novel, Poetry</u> Unit 3 Lesson 1: Whole Group <u>Text: The Stormy Giovanni Club (play/drama)</u> Unit 3 Lessons 7–9: Read Aloud, Think Aloud	5.1
1. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the informational text in which it appears.	<u>Text Features and Visuals</u> Unit 4 Lesson 48: Read Aloud, Think Aloud: Text Features Unit 4 Lesson 49: Read Aloud, Think Aloud: Diagrams; Text Features Unit 5 Lesson 7: Read Aloud, Think Aloud: Text Features Unit 5 Lesson 7: Work Time: Visuals	5.5
Delineate and evaluate an author's argument through evidence specified in a text.		
5.R.8 Explain how an author uses reasons and evidence to support particular points in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	<u>Supporting Details and Evidence</u> Unit 2 Lesson 39: Read Aloud, Think Aloud: Main Ideas and Supporting Details Unit 6 Lesson 3: Read Aloud, Think Aloud: Explain How Author Uses Reasons and Evidence Unit 6 Lesson 3: Whole Group: Identify Main Ideas and Supporting Details Unit 6 Lesson 3: Read Aloud, Think Aloud: Supporting Opinions	5.7

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<p>Compare and contrast two or more authors' presentations of similar themes or topics.</p>		
<p>5.R.9 L. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Compare and Contrast (examples)</u> Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 13: Whole Group Unit 6 Lesson 17: Read Aloud, Think Aloud</p>	<p>5.2, 5.4</p>
<p>I. Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 SportsKids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article)</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p>	<p>5.2, 5.4, 5.7</p>

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Read and comprehend complex literary and informational texts independently and proficiently.		
5.R.10 Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) 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>Alamo Wars (novel)</u> Unit 2 Lessons 2-4, 7-9, 12-14, 17-19, 22-24, 27-29, 32-33</p> <p><u>"People Equal" and "Inequality in America"</u> Unit 2 Lessons 42-43</p> <p><u>"Clutch Hitter" and "Winners" (poems)</u> Unit 4 Lesson 42</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 47: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Interactive Reading</u> Unit 2 Lesson 29: Work Time Unit 2 Lesson 39: Work Time</p> <p><u>Analyze Literature</u> Unit 4 Lesson 41: Whole Group; Work Time Unit 4 Lesson 42: Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>	5.6

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Foundational Skill: Phonemic Awareness		
(Attended when necessary.)		
Foundational Skill: Print Features and Text Organization		
5.R.FS.12 Know and apply phonics and word analysis skills to decode words.		5.1, 5.3, 5.6
a. Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<u>Affixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 15: Work Time Unit 4 Lesson 16: Work Time Unit 4 Lesson 40: Vocabulary <u>Multisyllabic Words</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 45: Whole Group; Work Time <u>Roots (examples)</u> Unit 2 Lesson 49: Work Time Unit 4 Lesson 26: Vocabulary; Work Time <u>Supplemental Lessons</u> Lessons 1-29, 32-35, 37-40: Phonological Awareness	5.3, 5.6
Foundational Skill: Print Features and Text Organization		
(Attended when necessary.)		
Writing:		
Write arguments to support point of view using valid reasoning and sufficient evidence.		
5.W.1 Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content.	<u>Argumentative Writing (examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lessons 22–24: Work Time Unit 4 Lesson 23-25, 27, 28-29, 32-38 <u>Assignments (examples)</u> Unit 4 Lessons 21-25: Write an Opinion Paragraph	5.3, 5.7

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Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.		
5.W.2 Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.	<u>Informative Writing (example)</u> Unit 6 Lessons 12-14: Work Time <u>Write an Explanatory Paragraph (examples)</u> Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: Work Time <u>Assignments (examples)</u> Unit 6 Lessons 26-30: Plan an Explanatory Paragraph	5.5, 5.7
Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.		
5.W.3 Write descriptive paragraphs 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.	<u>Write a Narrative (examples)</u> Unit 1 Lessons 4–5: Work Time Unit 2 Lesson 6: Whole Group Unit 2 Lessons 8-9, 27-29, 32-38, 41: Work Time <u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph	5.4, 5.6
Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).		
5.W.4 Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.	<u>Writing Activities</u> Unit 2 Lessons 26–29, 32–38: Students Plan, Write, and Revise a Narrative Essay Unit 2 Lessons 13–15; Unit 4 Lessons 3–5; Unit 6 Lessons 26, 28, 32–35, 37–38: Students Plan, Write, and Revise an Explanatory Essay Unit 5 Lessons 1–5, 7: Work Time: Students Plan, Write, and Revise an Multimedia Project	5.1, 5.3, 5.4, 5.6

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	<p>Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</p>	
<p>5.W.5 Use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 6–7, 13–14, 22–23, 28–29: Work Time Unit 4 Lesson 3–4: Work Time</p> <p><u>Present Writing</u> Unit 4 Lessons 37–38: Work Time Unit 5 Lesson 10: Work Time Unit 6 Lessons 38–39: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Essay Unit 4 Lessons 26–30: Write an Opinion Essay</p>	<p>5.5</p>

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	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
5.W.6 With increasing independence, conduct short research projects that build knowledge about a topic.	<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 3: Whole Group Unit 5 Lesson 1: Whole Group Unit 5 Lessons 3–4: Work Time</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lessons 1–4, 7: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p>	5.4, 5.5
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
5.W.7 Draw evidence from literary and informational text.	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time</p> <p><u>Assignment: Why Did That Happen?</u> Unit 2 Lessons 19–20: Work Time</p> <p><u>Write an Opinion Paragraph</u> Unit 2 Lessons 23–24: Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>	5.3, 5.7

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Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.		
5.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 Lessons (examples)</u> Unit 1 Lesson 5: Work Time Unit 2 Lesson 9, 14–15, 23–24: Work Time Unit 2 Lessons 26, 28, 29: Whole Group Unit 4 Lessons 4–5, 14–15: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 6-10: Write a Narrative Essay Unit 4 Lessons 26–30: Write an Opinion Essay</p>	5.1, 5.2, 5.3, 5.4, 5.6
Foundational Skill: Print Features and Text Organization		
(Attended when necessary)		
Foundational Skill: Phonics		
(Attended when necessary)		

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Language:		
Demonstrate command of the conventions of English grammar and usage.		
5.LA.1 Demonstrate command of English grammar and usage when writing or speaking.		5.4, 5.6
a. Use correctly and explain the function of prepositions in general and in particular sentences.	<u>Prepositions</u> Unit 2 Lesson 32: Read Aloud, Think Aloud Unit 4 Lesson 6: Vocabulary Unit 4 Lesson 8: Work Time Unit 4 Lesson 11: Vocabulary Unit 4 Lesson 13: Work Time Unit 6 Lesson 13: Red Aloud, Think Aloud	5.3, 5.5
b. Form and appropriately use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses.	<u>Perfect Tenses</u> Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 6 Lesson 22: Read Aloud, Think Aloud <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Perfect Tenses, 45–49	5.3, 5.6
c. Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb.	<u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary <u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44	5.3, 5.6
d. Apply knowledge subject-verb agreement to write and speak effectively.	<u>Subject-Verb Agreement</u> Unit 3 Lesson 3: Work Time Unit 3 Lesson 8: Work Time Unit 6 Lesson 21: Vocabulary Unit 6 Lesson 23: Work Time	5.3, 5.6

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<p>e. Correct inappropriate shifts in verb tense.</p>	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 41: Whole Group Unit 2 Lesson 43: Work Time Unit 6 Lesson 11: Vocabulary</p> <p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verb Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44</p>	<p>5.3</p>
<p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p><u>Sentences</u> Unit 4 Lesson 35: Whole Group Unit 6 Lesson 14: Work Time Unit 7 Lesson 3: Work Time</p> <p><u>Revise Writing</u> Unit 4 Lesson 33: Whole Group; Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 11–15: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>	<p>5.3, 5.7</p>
<p>g. Form and use homophones.</p>	<p><u>Homophones</u> Unit 6 Lesson 8: Whole Group</p> <p><u>Assignments: Spelling Study Plan (example)</u> Unit 6 Lessons 1–5: Part 4: Skill 24: Homophones</p>	<p>5.3</p>

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Apply English conventions using appropriate capitalization, punctuation, and spelling.		
5.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.		5.4, 5.6
a. Use correct punctuation.	<u>Punctuation</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116-135	5.4, 5.6
b. Spell words correctly, consulting references materials like dictionaries as needed.	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. <u>Language Conventions: Capitalization, Punctuation, Spelling</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time <u>Conventional Spelling</u> Unit 2 Lessons 32–33: Work Time Unit 4 Lesson 4: Work Time <u>Spelling Hint (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 6 Lesson 4: Vocabulary <u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part1: Skill 11: Forming Plurals	5.5, 5.6

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<p>Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.</p>		
<p>5.LA.3 Demonstrate knowledge of correct language usage when writing, speaking, or reading.</p>		<p>5.4, 5.6</p>
<p>a. Choose words and phrases to convey ideas precisely.</p>	<p><u>Analyze and Evaluate Language Choices</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 24: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Revise Writing (examples)</u> Unit 4 Lesson 34: Work Time Unit 6 Lesson 33: Whole Group; Work Time Unit 6 Lesson 35: Work Time</p>	<p>5.3, 5.5, 5.6</p>
<p>b. Choose appropriate punctuation.</p>	<p><u>Punctuation</u> Unit 2 Lesson 9: Work Time Unit 4 Lesson 25: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116-135</p>	<p>5.4, 5.6</p>

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Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
5.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.		5.3, 5.5, 5.7
a. Use context clues and other strategies to help determine word meaning.	<p><u>Use Context Clues</u> Unit 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 28: Vocabulary Unit 4 Lesson 3: Vocabulary Unit 4 Lesson 34: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>	5.1, 5.3, 5.7
b. Use common Greek and Latin affixes and other etymologies to help determine meaning of a word (e.g., telegraph, photograph, autograph).	<p><u>Use Prefixes and Suffixes</u> Unit 2 Lesson 36: Whole Group; Work Time Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 36: Work Time</p> <p><u>Use Greek and Latin Roots</u> Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 48: Read Aloud, Think Aloud; Work Time</p> <p><u>Vocabulary – Affixes & Roots</u> Unit 4 Lesson 4: Vocabulary Unit 4 Lesson 11: Vocabulary</p>	5.2, 5.5

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<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 2 Lesson 48–49: Vocabulary</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <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>5.4, 5.5, 5.6</p>
<p>Demonstrate understanding of figurative language, word relationships, and variation in word meanings</p>		
<p>5.LA.5 Demonstrate understanding of figurative language, word relationships, and differences in word meanings.</p>		<p>5.4</p>
<p>a. Analyze and use figurative language, including similes and metaphors, appropriately.</p>	<p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: Work Time</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>	<p>5.4</p>
<p>b. Recognize and explain common idioms, sayings, and proverbs.</p>	<p><u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</p> <p><u>Vocabulary - Idioms (examples)</u> Unit 4 Lesson 47: Vocabulary Unit 6 Lesson 13: Vocabulary</p>	<p>5.4</p>

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<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 32: Whole Group Unit 2 Lesson 33: Work Time Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Work Time Unit 4 Lesson 21: Work Time Unit 4 Lesson 21: Whole Group</p> <p><u>Homographs</u> Unit 6 Lesson 36: Vocabulary; Work Time Unit 6 Lesson 37: Work Time Unit 6 Lesson 40: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 37: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan (example)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms</p>	<p>5.1</p>
<p>d. Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle difference in meaning.</p>	<p>For related material see: <u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 1–5: Part 5: Skill 20: Conjunctions</p>	<p>5.3</p>

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	<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>5.LA.6 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</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>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>5.3, 5.7</p>