

A Correlation of

**Pearson
iLit ELL
©2016**



To the

**Puerto Rico Core Standards
English Program 2014
Grade 6**

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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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<p>Listening:</p>		
<p>Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.</p>		
<p>6.L.1 Listen and interact with peers during group participation and oral presentations.</p>	<p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p>	<p>6.2, 6.4, 6.6</p>

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<p>a. Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p>	<p>6.2, 6.3</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: Small-Group Discussion Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 4 Lesson 14: Small Group Conversation Unit 6 Lesson 7: Whole Group Conversation</p>	<p>6.1, 6.2, 6.4, 6.5</p>

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<p>c. Listen, memorize, and respond to complex instructions, expressing self using complete sentences.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 4 Lesson 14: Small Group Conversation Unit 6 Lesson 7: Whole Group Conversation</p>	<p>6.3</p>
<p>d. Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea, character, and setting.</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 34: Partner Conversation Unit 2 Lesson 42: Small-Group Conversation Unit 3 Lesson 4: Small-Group Discussion Unit 5 Lesson 2: Small-Group Discussion Unit 6 Lesson 34: Partner Conversation</p>	<p>6.1, 6.4</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.		
6.S.1 Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	<u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation <u>Classroom Conversation (examples)</u> Unit 2 Lessons 22, 24, 14: Partner Conversation Unit 3 Lessons 4, 7, 9: Small-Group Discussion Unit 4 Lessons 19, 22: Whole-Group Conversation	6.1, 6.4
Evaluate information and determine appropriate responses to answer questions effectively.		
6.S.2 Respond orally to closed and open-ended questions.		
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	6.2, 6.3 6.3

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<p>b. Express self using correct, simple, compound, and complex sentences.</p>	<p><u>Sentences</u> Unit 4 Lesson 4: Vocabulary (sentence stems) Unit 6 Lesson 19: Vocabulary (write sentences) Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Speaking Activities (examples)</u> Unit 4 Lesson 38: Whole Group (Practice Fluent Reading) Unit 7 Lesson 2: Classroom Conversation</p>	<p>6.1, 6.4</p>
<p>c. Answer and formulate both closed and open-ended questions in both formal and informal discussions.</p>	<p><u>Ask Questions (examples)</u> Unit 2 Lesson 1: Whole Group Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 8: Read Aloud, Think Aloud; Work Time Unit 3 Lessons 7-8: Work Time</p>	<p>6.1, 6.2, 6.3</p>
<p>d. Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.</p>	<p><u>Sentences</u> Unit 4 Lesson 4: Vocabulary (sentence stems) Unit 6 Lesson 19: Vocabulary (write sentences) Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Plan an Interview Presentation</u> Unit 3 Lesson 6: Work Time</p> <p><u>Present an Explanatory Essay</u> Unit 6 Lesson 38: Work Time</p> <p><u>Whole Class/Small Group Activity: Plan a Multimedia Presentation</u> Unit 5 Lesson 8: Whole Group; Work Time</p>	<p>6.1, 6.4</p>

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	<p>Contribute to social, academic, college, and career conversations using accurate and appropriate language.</p>	
<p>6.S.3 Use appropriate vocabulary, including homonyms, homographs, and grammatically correct language to discuss experiences and texts with precision and detail.</p>	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lesson 37: Work Time Unit 4 Lesson 37: Work Time Unit 6 Lesson 38: Work Time</p> <p><u>Homographs</u> Unit 4 Lesson 28: Vocabulary</p>	<p>6.3, 6.5</p>
	<p>Provide, justify, and defend opinions or positions in speech.</p>	
<p>6.S.4 Negotiate with or persuade others in conversations using grade-appropriate vocabulary, as well as open responses, to provide and support counter-arguments.</p>	<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> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Whole-Group Conversation Unit 3 Lesson 2: Small-Group Discussion Unit 5 Lesson 4: Partner Conversation</p>	<p>6.2, 6.3</p>

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<p>Adjust language choices according to the task, context, purpose, and audience.</p>		
<p>6.S.5 Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary, adjusting language choices according to purpose, task and audience.</p>	<p><u>Presenting a Writing Project (examples)</u> Unit 2 Lesson 37: Work Time Unit 4 Lesson 37: Work Time Unit 6 Lesson 38: Work Time</p> <p><u>Present Argumentative Essays</u> Unit 4 Lesson 37: Work Time</p> <p><u>Plan and Present Multimedia Presentation</u> Unit 4 Lesson 37: Work Time</p>	<p>6.1, 6.4</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>6.S.6 Plan and deliver oral presentations on a variety of topics and content areas, using details and evidence to support ideas.</p>	<p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p> <p><u>Present Writing (examples)</u> Unit 2 Lesson 37: Work Time Unit 3 Lesson 9: Work Time Unit 4 Lesson 37: Work Time</p>	<p>6.2</p>
<p>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>	<p><u>Retelling</u> Unit 3 Lesson 3: Work Time</p> <p><u>Recall (examples)</u> Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 14: Read Aloud, Think Aloud Unit 4 Lesson 3: Read Aloud, Think Aloud Unit 4 Lesson 33: Read Aloud, Think Aloud</p>	<p>6.1, 6.4</p>

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<p>b. Analyze a poem or work of art and compare two or more current events.</p>	<p><u>"Skateboarders" & "Douglas's Win Sends Message to Kids"</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"The King of the United States"</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>"The Computer Ate My Homework"</u> Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare Multiple Perspectives</u> Unit 6 Lesson 28: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 29: Whole Group; Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>	<p>6.5</p>

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Reading:		
Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.		
<p>6.R.1 Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from 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 5: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Main Idea and Details (examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p>	6.1, 6.2
Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<p>6.R.2 L. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><u>Identify and Analyze Theme</u> Unit 2 Lesson 16: Whole Group; Work Time Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p>	6.1, 6.4, 6.5

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<p>I. Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text.</p>	<p><u>Identify Main Idea (informative examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Summarize Text (informative/nonfiction)</u> Unit 4 Lesson 40: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 24: Read Aloud, Think Aloud; Work Time</p>	<p>6.2</p>
<p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>		
<p>6.R.3 L. Compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><u>Compare and contrast characters (examples)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Compare and Contrast Setting</u> Unit 2 Lesson 42: Read Aloud, Think Aloud</p>	<p>6.4</p>

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<p>I. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Ask Questions (Academic Text)</u> Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare Multiple Perspectives</u> Unit 6 Lesson 28: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 29: Whole Group; Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>	<p>6.3</p>

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<p>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.</p>		
<p>6.R.4 L. Determine the meaning of words and phrases as they are used in a literary text, including figurative language.</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Reading Strategy: Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group</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 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p>	<p>6.4, 6.5</p>
<p>I. Determine the meaning of academic and content-specific words and phrases in an informational text.</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 2 Lesson 20: Whole Group Unit 2 Lesson 45: Whole Group; Work Time Unit 2 Lesson 46: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 37: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p>	<p>6.2, 6.3</p>

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<p>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.</p>		
<p>6.R.5 L. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Characteristics and Language of Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud; Work Time</p> <p><u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night's Dream</i> <i>Macbeth</i></p>	<p>6.5</p>
<p>I. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts.</p>	<p><u>Cause and Effect (examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 4 Lesson 6: Whole Group Unit 4 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Sequence</u> Unit 6 Lesson 18: Read Aloud, Think Aloud Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 48: Read Aloud, Think Aloud; Work Time</p>	<p>6.2</p>

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<p>Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>6.R.6 L. Describe how a narrator's or speaker's point of view influences how events are described in a literary text.</p>		<p>6.4</p>
<p>I. Analyze the same event or topic from different informational text sources, noting similarities and differences in the point of view they represent.</p>	<p><u>Compare Multiple Perspectives</u> Unit 6 Lesson 28: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 29: Whole Group; Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>	<p>6.3</p>
<p>Integrate and evaluate content presented in diverse media and formats.</p>		
<p>6.R.7 L. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>"The Computer Ate My Homework"</u> Unit 7 Lesson 2: Whole Group</p> <p><u>"The King of the United States"</u> Unit 6 Lesson 34: Whole Group</p> <p><u>Background Video (examples)</u> Unit 7 Lesson 3: Whole Group</p>	<p>6.5</p>

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<p>I. Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.</p>	<p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Plan and Organize a Multimedia Presentation (examples)</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 9: Work Time</p> <p><u>Compare Multiple Perspectives</u> Unit 6 Lesson 28: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 29: Whole Group; Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>	<p>6.2</p>
<p>Delineate and evaluate an author's argument through evidence specified in a text.</p>		
<p>6.R.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.</p>	<p><u>Main Idea and Details (examples)</u> Unit 6 Lesson 35: Whole Group; Work Time Unit 6 Lesson 35: Read Aloud, Think Aloud Unit 6 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 39: Work Time</p> <p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p>	<p>6.3</p>

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<p>Compare and contrast two or more authors' presentations of similar themes or topics.</p>		
<p>6.R.9 L. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><u>Introduce Genre</u> Unit 2 Lesson 33: Read Aloud, Think Aloud (Memoir) Unit 2 Lesson 39: Read Aloud, Think Aloud (Short Story) Unit 6 Lesson 34: Read Aloud, Think Aloud (Poetry)</p> <p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p>	<p>6.4</p>
<p>I. Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Compare Multiple Perspectives</u> Unit 6 Lesson 28: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 29: Whole Group; Work Time</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p> <p><u>Research Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p>	<p>6.2, 6.3</p>

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	Read and comprehend complex literary and informational texts independently and proficiently.	
6.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><i>“Saint Luis Armstrong Beach”</i></u> (novel) Unit 1 Lessons 2-32</p> <p><u><i>“Waikiki’s Story”</i></u> (short story) Unit 2 Lesson 39 Unit 2 Lesson 42</p> <p><u><i>“Don’t Call Me Hero”</i></u> (novel; realistic fiction) Unit 4 Lessons 2–33</p> <p><u><i>“I Want to Unplug”</i></u> (poem) Unit 7 Lesson 3</p> <p><u>Paraphrase to Monitor Understanding</u> Unit 6 Lesson 19: Work Time</p> <p><u>Reading Strategy (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 7: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>	6.2, 6.4
Foundational Skill: Phonemic Awareness (Attended when necessary.)		
Foundational Skill: Print Features and Text Organization (Attended when necessary.)		

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Puerto Rico Core Standards English Program 2014 Grade 6	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Writing:		
Write arguments to support point of view using valid reasoning and sufficient evidence.		
6.W.1 Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge.	<u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38 <u>Assignments (examples)</u> Unit 4 Lessons 21-25: Write an Argumentative Paragraph	6.2, 6.3
Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.		
6.W.2 Write longer informational texts to examine a topic and convey ideas with increasing independence using appropriate text organization, grammar structure and spelling.	<u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time <u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time <u>Assignments (examples)</u> Unit 2 Lessons 11-15: Plan an Explanatory Paragraph	6.2
Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.		
6.W.3 Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other cohesive devices to better organize writing.	<u>Write a Narrative (examples)</u> Unit 2 Lessons 18–20, 28-37: Work Time Unit 2 Lesson 28: Whole Group Unit 3 Lessons 6-10: Extra Practice <u>Assignments (examples)</u> Unit 2 Lessons 16-20: Write a Narrative Paragraph	6.1, 6.4

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<p>Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).</p>		
<p>6.W.4 Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p>	<p>6.2, 6.4</p>
<p>Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</p>		
<p>6.W.5 Use technology, including the Internet, 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>Multimedia Presentation</u> Unit 5 Lessons 2-4: Work Time Unit 5 Lessons 8-9: Work Time</p> <p><u>Present Writing</u> Unit 2 Lessons 37: Work Time Unit 3 Lessons 6, 9: Work Time</p>	<p>6.3</p>

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	<p>Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.</p>	
<p>6.W.6 With increasing independence, 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 Activities</u> Unit 5 Lesson 1: Whole Group Unit 5 Lesson 3: Work Time Unit 5 Lesson 4: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Small Group: Ask Questions</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lessons 2-4, 8-9: Work Time</p> <p><u>Organize Information</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Whole Group; Work Time</p>	<p>6.2</p>

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<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>6.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p> <p><u>Compare and contrast characters (sentence frames)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud</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>6.3, 6.5</p>

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Puerto Rico Core Standards English Program 2014 Grade 6	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.		
6.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 2 Lessons 18–20, 28-37: Students Plan, Write, and Revise a Narrative Essay</p> <p>Unit 2 Lessons 13-15: Work Time; Unit 4 Lessons 18-20: Work Time; Unit 6 Lessons 14-15: Work Time: Students Plan, Write, and Revise an Explanatory Essay</p> <p>Unit 4 Lesson 21: Whole Group; Unit 4 Lessons 22–24: Work Time; Unit 4 Lesson 31, 32-38: Students Plan, Write, and Revise an Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Write a Narrative Paragraph</p>	6.1, 6.2, 6.3, 6.4, 6.5
Foundational Skill: Print Features and Text Organization (Attended when necessary)		
Foundational Skill: Phonics (Attended when necessary)		

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Puerto Rico Core Standards English Program 2014 Grade 6	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Language:		
Demonstrate command of the conventions of English grammar and usage.		
6.LA.1 Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.	<p><u>Grammar (examples)</u> Unit 2 Lessons 6, 16: Vocabulary Unit 2 Lesson 18: Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 3: Work Time Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement; Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentence. In addition see all Grammar Study Plan activities.</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: All lessons</p>	6.2, 6.3
a. Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case (subjective, objective, possessive).	<p><u>Pronouns</u> Unit 2 Lessons 6, 16: Vocabulary Unit 2 Lesson 18: Work Time Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 4 Lessons 1–5: Part 2: Skill 12: Pronouns Unit 4 Lessons 1–5: Part 3: Skill 13: Pronouns and Antecedents</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: 18–30</p>	6.3

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<p>b. Use correctly and explain the function of prepositions in general and in particular sentences.</p>	<p><u>Prepositions</u> Unit 2 Lesson 27: 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: Read Aloud, Think Aloud</p> <p><u>Assignments - Grammar Study Plan</u> Unit 6 Lessons 6–10: Part 1: Skill 21: Prepositions and Prepositional Phrases</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 97–100</p>	<p>6.4</p>
<p>c. Form and appropriately use the perfect verb tenses.</p>	<p><u>Editing (examples)</u> Unit 2 Lesson 8: Work Time Unit 2 Lesson 35–36: Work Time</p> <p><u>Assignments - Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Perfect Verb Tenses, 45-49</p>	<p>6.2</p>

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<p>d. Apply appropriate verb tenses to convey various times, sequences, states, and conditions, including use of the linking verb and the helping verb.</p>	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 26: Work Time Unit 2 Lesson 41: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 16: Vocabulary</p> <p><u>Assignments - Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44</p>	<p>6.2</p>
<p>e. Apply knowledge of subject-verb agreement to write and speak effectively.</p>	<p><u>Subject-Verb Agreement</u> Unit 2 Lesson 11: Vocabulary Unit 3 Lesson 3: Work Time Unit 6 Lesson 21: Vocabulary Unit 6 Lesson 23: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Subject-Verb Agreement, 67–69</p>	<p>6.2</p>

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<p>f. Correct inappropriate shifts in verb tense.</p>	<p><u>Verb Tenses (examples)</u> Unit 2 Lesson 26: Work Time Unit 2 Lesson 41: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud Unit 6 Lesson 16: Vocabulary</p> <p><u>Assignments - Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses Unit 3 Lessons 1–5: Part 3: Skill 8: Consistent Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44</p>	<p>6.2</p>
<p>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p><u>Sentences</u> Unit 4 Lesson 4: Vocabulary (sentence stems) Unit 6 Lesson 19: Vocabulary (write sentences) Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement; Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentence</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>	<p>6.3, 6.4</p>
<p>h. Form and use homophones.</p>	<p>Students can examine homophones with the following:</p> <p><u>Use a Dictionary and Context to Clarify Word Meaning</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: Work Time</p>	<p>6.5</p>

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<p>Apply English conventions using appropriate capitalization, punctuation, and spelling.</p>		
<p>6.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</p> <p><u>Revising and Editing</u> Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time Unit 4 Lesson 35: Work Time Unit 6 Lesson 36: Whole Group Unit 6 Lesson 37: Work Time</p> <p><u>Informative Writing (example)</u> Unit 2 Lessons 8-10: Work Time</p> <p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lessons 18-20: Work Time Unit 6 Lessons 14-15: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Short Vowel Sounds Unit 2 Lessons 1–5: Part 2: Skill 2: Forming Plurals Unit 6 Lessons 6–10: Part 2: Skill 22: Commas Unit 6 Lessons 6–10: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>	<p>6.2</p>

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<p>a. Use commas correctly in all situations.</p>	<p><u>Assignments: Grammar Study Plan</u> Unit 6 Lessons 6–10: Part 2: Skill 22: Commas Unit 6 Lessons 6–10: Part 3: Skill 23: Quotations and Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125</p>	<p>6.3</p>
<p>b. Spell correctly.</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>Activity: Spelling Study Plan</u> Unit 2 Lesson 5: Work Time Unit 2 Lesson 41: Work Time Unit 4 Lesson 38: Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 41: Work Time</p> <p><u>Word Study: Consonant Spellings</u> Unit 2 Lessons 31, 35: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 1–5: Part1: Skill 11: Forming Plurals</p>	<p>6.2</p>

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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>6.LA.3 Demonstrate knowledge of correct language usage when writing, speaking, or reading.</p>	<p>The Classroom Conversation section throughout iLit encourages students to speak with each other and present materials to others using grammatically and socially appropriate language.</p> <p><u>Revising and Editing</u> Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time Unit 4 Lesson 35: Work Time Unit 6 Lesson 36: Whole Group Unit 6 Lesson 37: Work Time</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 4 Lesson 28: Work Time: Peer Conference</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 9: Small-Group Discussion Unit 5 Lesson 9: Small-Group Discussion</p> <p><u>Present Multimedia Project</u> Unit 5 Lessons 8-9: Work Time: Multimedia Presentation</p>	<p>6.2</p>

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<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><u>Sentences</u> Unit 4 Lesson 4: Vocabulary (sentence stems) Unit 6 Lesson 19: Vocabulary (write sentences) Unit 6 Lesson 25: Vocabulary (recognize complete sentences)</p> <p><u>Assignments- Grammar Study Plan</u> Unit 3 Lessons 1–5: Part 5: Skill 10: Subject-Verb Agreement; Unit 4 Lessons 1–5: Part 1: Skill 11: Four Kinds of Sentence</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5; Fragments and Run-ons, 138–140</p>	<p>6.3, 6.4</p>
<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p>	<p><u>Dialogue</u> Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud</p> <p><u>Idioms</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Dialogue, 128</p>	<p>6.4, 6.5</p>

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Puerto Rico Core Standards English Program 2014 Grade 6	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
6.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.		6.2, 6.4
a. Use context clues and other strategies to help determine meaning of a word or phrase.	<u>Use Context Clues</u> Unit 2 Lesson 23: Work Time Unit 4 Lesson 25: Whole Group Unit 6 Lesson 8: Whole Group Unit 6 Lesson 20: Whole Group Unit 6 Lessons 25-26: Whole Group <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 6 Lessons 21–25: Part 1: Skill 21: Context Clues	6.2, 6.4
b. Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., "able" - affordable, sociable, disposable).	<u>Use Prefixes and Suffixes</u> Unit 2 Lesson 21-22: Work Time Unit 2 Lesson 25: Vocabulary Unit 5 Lesson 6: Vocabulary Unit 6 Lesson 1: Vocabulary; Work Time Unit 6 Lesson 2: Work Time Unit 6 Lesson 5: Work Time Unit 6 Lesson 11: Work Time Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 17: Work Time <u>Use Greek and Latin Roots</u> Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 30-31: Work Time	6.1, 6.4

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<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: 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>6.4</p>
<p>d. Check predicted word meanings through context or in a dictionary.</p>	<p><u>Use a Dictionary or Glossary</u> Unit 6 Lesson 40: Whole Group Unit 6 Lesson 42: 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>6.4</p>

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	<p>Demonstrate understanding of figurative language, word relationships, and variation in word meanings</p>	
<p>6.LA.5 Demonstrate understanding of figurative language, word relationships, and differences in word meanings.</p>	<p><u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p> <p><u>Understand Similes</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p>	<p>6.5</p>
<p>a. Identify, interpret, and integrate figurative language, including personification, similes, and metaphors, appropriately into writing and speaking.</p>	<p><u>Figurative Language</u> Unit 2 Lesson 23: Whole Group Unit 2 Lessons 24: Work Time Unit 6 Lessons 9: Read Aloud, Think Aloud Unit Lessons 2-3: Work Time</p> <p><u>Understand Similes</u> Unit 2 Lesson 29: Read Aloud, Think Aloud</p> <p><u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary</p>	<p>6.5</p>
<p>b. Recognize, explain, analyze, and apply common idioms, sayings, and proverbs.</p>	<p><u>Vocabulary - Idioms (examples)</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p>	<p>6.5</p>

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<p>c. Apply synonyms, antonyms, homographs appropriately to demonstrate meaning.</p>	<p><u>Homographs</u> Unit 4 Lesson 28: Vocabulary</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 4 Lessons 30-35: Part 1-2: Skill 16-17: Syllable Patterns</p>	<p>6.4, 6.5</p>
<p>d. Apply words that signal contrast (e.g., addition, however, although, nevertheless, similarly, moreover, in addition) to provide subtle differences in meaning.</p>	<p><u>Compare Theme Across Genres</u> Unit 4 Lesson 41: Whole Group Unit 4 Lesson 42: Whole Group</p> <p><u>Compare and contrast characters (sentence frames)</u> Unit 2 Lesson 11: Whole Group Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Whole Group Unit 2 Lesson 22: Whole Group Unit 4 Lesson 2: Read Aloud, Think Aloud</p>	<p>6.2, 6.3</p>
<p>e. Use conjunctions correctly.</p>	<p><u>Conjunctions</u> Unit 2 Lessons 19, 22: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 6 Lesson 14: Read Aloud. Think Aloud</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Part 4: Skill 20: Conjunctions</p>	<p>6.2, 6.3</p>

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Puerto Rico Core Standards English Program 2014, Grade 6**

<p style="text-align: center;">Puerto Rico Core Standards English Program 2014 Grade 6</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>6.LA.6 Acquire and use accurately developmentally appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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 12: 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>6.2</p>