

A Correlation of

**iLit45**



**Level A**

**To**

**Wisconsin Standards for  
English Language Arts 2020  
Grade 4**

## **A Correlation of iLit 45 Level A to the Wisconsin Standards for English Language Arts 2020, Grade 4**

### **Introduction**

This document demonstrates how *iLit 45* meets the objectives of the Wisconsin Standards for English Language Arts 2020. Correlation references are cited by feature and unit and lesson number.

*iLit* is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

*iLit* engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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<b>RF.4: Reading Foundational Skills</b>	
Phonics and Word Recognition	
RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. Use 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.	<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>Greek and Latin Roots (examples)</u> Unit 4 Lesson 33: Whole Group Unit 6 Lesson 11: Vocabulary; Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 1: Skill 1: Short Vowel Sounds; Part 2: Skill 2: Forming Plurals Unit 2 Lessons 31–35: Part 4: Skill 9: Consonant Blends; Part 5: Skill 10: Consonant Digraphs Unit 4 Lessons 1–5: Part 3: Skill 14: Irregular Plurals; Part 5: Skill 15: R-Controlled Vowels Unit 6 Lessons 1–5: Part 3: Skill 23: Suffixes Unit 6 Lessons 31–35: Part 2: Skill 2: Three Letter Blends; Part 3: Skill 3: Silent Consonants</p>
Fluency	
RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4.a: Read grade-level text with purpose and understanding.	<p><u>Fluency Practice (examples)</u> Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers Unit 2 Lesson 10: Whole Group Unit 2 Lesson 24: Work Time Unit 6 Lesson 25: Whole Group</p>

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<p>RF.4.4.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>Read Fluently</u>            Unit 1 Lesson 4: Work Time: Oral Reading Fluency in Word Study Readers            Unit 2 Lesson 10: Whole Group: Read with Expression            Unit 2 Lesson 24: Work Time: Reteach Fluency            Unit 4 Lesson 20: Whole Group: Use Phrasing to Read Fluently            Unit 6 Lesson 25: Whole Group: Read Fluently</p>
<p>RF.4.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>Use Context Clues</u>            Unit 2 Lesson 5: Whole Group; Work Time            Unit 2 Lesson 6: Work Time            Unit 6 Lesson 48: Whole Group; Work Time            Unit 6 Lesson 49: Work Time</p> <p><u>Using Context Clues (examples)</u>            Unit 2 Lesson 32: Vocabulary            Unit 3 Lesson 4: Vocabulary            Unit 4 Lesson 2: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues            Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>

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<b>R.4: Reading</b>	
Key Ideas and Details	
R.4.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (narrative examples)</u> Unit 2 Lesson 7: Read Aloud, Think Aloud Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time</p> <p><u>Make Inferences (narrative examples)</u> Unit 2 Lesson 21: Whole Group Unit 2 Lesson 22: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 23: Work Time Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lessons 22, 23: Read Aloud, Think Aloud</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 5 Lesson 9: Read Aloud, Think Aloud</p>

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<p>R.4.2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&amp;RL)</p>	<p><u>Explore Theme (example)</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><u>Main Idea and Details (examples)</u> Unit 2 Lesson 45: Work Time Unit 5 Lesson 4: Read Aloud, Think Aloud Unit 5 Lesson 5: Work Time</p> <p><u>Introduce the Unit Theme</u> Unit 4 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 28: Read Aloud, Think Aloud Unit 4 Lesson 11: Whole Group</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Work Time Unit 6 Lesson 6: Work Time</p> <p><u>Summarize</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 44: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 20: Whole Group</p>

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<p>R.4.3: Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Describe a Character</u> Unit 3 Lesson 5: Small Group</p> <p><u>Plot</u> Unit 3 Lesson 3: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 2 Lesson 14: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Story Structure</u> Unit 4 Lesson 10: Whole Group</p> <p><u>Recognize Cause and Effect (examples)</u> Unit 2 Lesson 4: Read Aloud, Think Aloud Unit 2 Lesson 12: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time</p> <p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group; Work Time Unit 6 Lesson 40: Whole Group; Work Time</p> <p><u>Summarize Text</u> Unit 4 Lesson 31: Whole Group Unit 4 Lesson 42: Read Aloud, Think Aloud; Work Time</p>



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<p><b>Craft and Structure</b></p> <p>R.4.4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&amp;RL)</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 2 Lesson 24: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 2 Lesson 2: Read Aloud, Think Aloud Unit 4 Lessons 21: Whole Group Unit 4 Lessons 22: Work Time Unit 7 Lessons 2–3: Work Time</p> <p><u>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>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 17–19, 28–29; Vocabulary Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues</p>

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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
<p>R.4.5: Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p><u>Introduce: Understand Autobiography</u> Unit 6 Lesson 33: Read Aloud; Think Aloud</p> <p><u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Read Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time</p> <p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1–4: Work Time</p> <p><u>Introduce Genre: Novel</u> Unit 2 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 3 Lessons 1–10</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>R.4.6: In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)</p>	<p><u>Compare and Contrast Point of View</u> Unit 2 Lesson 3: Whole Group Unit 6 Lesson 40: Whole Group</p> <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Hurricane Sandy</u> “Hurricane Sandy Survivor” (news article) Unit 4 Lesson 43: Read Aloud, Think Aloud “Hurricane Sandy Aftermath: A Photo Essay” (photo essay) Unit 4 Lesson 43: Read Aloud, Think Aloud</p>

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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
<b>Integration of Knowledge and Ideas</b>	
R.4.7: Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)	<p><u>Analyze Text Features</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 44: Read Aloud, Think Aloud; Work Time</p> <p><u>Connect Visuals to Text</u> Unit 6 Lesson 38: Whole Group</p> <p><u>Informational Text/ Fact Cards</u> Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p>
R.4.8: Explain how claims in a text are supported by relevant reasons and evidence. (RI)	<p>For supporting content please see:</p> <p><u>Preview and Set a Purpose</u> Unit 2 Lesson 42: “Midway Atoll: The Pacific Garbage Patch” (blog post): Read Aloud, Think Aloud: Whole Group; Work Time</p> <p><u>Opinion Poll</u> Unit 2 Lesson 16: Read Aloud, Think Aloud</p> <p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 23: Whole Group</p>
R.4.9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	<p><u>Introduce Genre: Poetry</u> Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 7 Lesson 1–4: Work Time</p> <p><u>Introduce Genre: Novel</u> Unit 2 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Novel</u> Unit 3 Lessons 1–10</p> <p><u>Introduce: Understand Autobiography</u> Unit 6 Lesson 33: Real Aloud; Think Aloud</p> <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Informational Text/ Fact Cards</u> Unit 2 Lessons 38–39: Real Aloud; Think Aloud</p> <p><u>Informational Text/Blog Post</u> Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p>

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<p>(Continued) R.4.9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p>	<p>(Continued) <u>Recognize Text Structure</u> Unit 2 Lesson 43: Whole Group Unit 2 Lesson 47: Real Aloud; Think Aloud Unit 2 Lesson 48: Whole Group; Work Time Unit 2 Lesson 49: Work Time  <u>Library – Drama</u> <i>Romeo and Juliet</i> <i>Antigone</i> <i>A Midsummer Night’s Dream</i> <i>Macbeth</i></p>
<p><b>W.4: Writing Standards</b></p>	
<p>Text Types and Purposes</p>	
<p>W.4.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p><u>Writing Activities</u> Unit 2 Lessons 8-9; Unit 4 Lessons 3–5; Unit 6 Lessons 7-9: Students Plan, Write, and Revise a Narrative  Unit 4 Lessons 26-29, 32-34, 38, 3: Students Plan, Write, and Revise an Explanatory Piece  Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise a Multimedia Project  Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time: Students Plan, Write, and Revise an Opinion Piece  <u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 31–35: Write an Opinion Essay</p>

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W.4.2: Write text in a variety of modes:	
W.4.2.a: Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.	<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 23, 24-25: Work Time Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 6 Lesson 33-39: 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 Unit 6 Lessons 31–35: Write an Opinion Essay</p>
W.4.2.b: Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.	<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><u>Write an Explanatory Essay (examples)</u> Unit 4 Lessons 26-29, 32-34, 38, 39: Work Time</p> <p><u>Multimedia Project (examples)</u> Unit 5 Lessons 1–3, 8-10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Explanatory Essay</p>

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<p>W.4.2.c: Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p><u>Write a Narrative (examples)</u> Unit 1 Lesson 4-5: Work Time Unit 2: Lesson 8: Whole Group Unit 2 Lessons 9: Work Time Unit 4 Lesson 4-5: Work Time</p> <p><u>Write a Narrative Essay</u> Unit 2 Lessons 27-34, 38, 39: Work Time</p> <p><u>Write a Personal Narrative</u> Unit 6 Lesson 6: Whole Group Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 2 Lessons 26–30: Prewrite a Narrative Essay Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 4-5: Narrative Unit 6 Lessons 6-10: Narrative</p>
<p>W.4.3: Create writing that utilizes:</p> <p>W.4.3.a: Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.</p>	<p><u>Writing Activities</u> 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 4 Lessons 26-29, 32-34, 38, 3: Students Plan, Write, and Revise an Explanatory Piece</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p>Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time: Students Plan, Write, and Revise an Opinion Piece</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 31–35: Write an Opinion Essay</p>

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W.4.3.b: Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.	<p><u>Write Descriptive Details &amp; Write a Narrative Paragraph</u> Unit 4 Lesson 2: Whole Group; Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay (Drafting: Body - Transitions)</p>
W.4.3.c: Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lesson 8: Work Time Unit 3 Lessons 3–4: Work Time</p> <p><u>Write an Informative Paragraph (examples)</u> Unit 2 Lesson 18: Whole Group Unit 2 Lessons 19–20: Work Time</p> <p>Also see:</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>
<b>Production and Distribution of Writing</b>	
W.4.4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p><u>Writing Activities</u> 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 4 Lessons 26-29, 32-34, 38, 3: Students Plan, Write, and Revise an Explanatory Piece</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p>Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time: Students Plan, Write, and Revise an Opinion Piece</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 31–35: Write an Opinion Essay</p>

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<p>W.4.5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p>	<p><u>Writing Activities</u>            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 4 Lessons 26-29, 32-34, 38, 3: Students Plan, Write, and Revise an Explanatory Piece</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p>Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time: Students Plan, Write, and Revise an Opinion Piece</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 26–30: Plan a Narrative Essay            Unit 2 Lessons 26–30: Prewrite a Narrative Essay            Unit 2 Lessons 26–30: Write Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing)            Unit 4 Lessons 26–30: Brainstorm Explanatory Essay            Unit 4 Lessons 26–30: Prewrite Explanatory Essay            Unit 4 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)            Unit 4 Lessons 31–35: Peer Conference            Unit 6 Lessons 26-30: Plan an Opinion Essay            Unit 6 Lessons 26-30: Prewrite an Opinion Essay            Unit 6 Lessons 31–35: Write an Opinion Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>



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<p>W.4.6: With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Writing Activities</u> 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 4 Lessons 26-29, 32-34, 38, 3: Students Plan, Write, and Revise an Explanatory Piece</p> <p>Unit 5 Lessons 1–3, 8, 10: Work Time: Students Plan, Write, and Revise a Multimedia Project</p> <p>Unit 6 Lessons 23-25, 26-39: Whole Group, Work Time: Students Plan, Write, and Revise an Opinion Piece</p> <p><u>Assignments</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Essay Unit 6 Lessons 31–35: Write an Opinion Essay</p>

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<p>Inquiry to Build and Present Knowledge</p> <p>W.4.7: Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 1-3: Work Time</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Gather Information from Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Organize Information</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Prepare, Rehearse and Present a Multimedia Presentation</u> Unit 5 Lessons 8-10: Work Time</p> <p><u>Assignments</u> Unit 5 Lesson 1-5: Multimedia Presentation</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 16: Whole Group Unit 5 Lesson 1: Whole Group</p> <p><u>Take Notes from Reliable Sources</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Gather Information from Sources</u> Unit 5 Lesson 4: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 5: Whole Group</p> <p><u>Organize Information</u> Unit 5 Lesson 6: Whole Group</p> <p><u>Analyze a Firsthand Account</u> Unit 4 Lesson 30: Whole Group</p> <p><u>Prepare, Rehearse and Present a Multimedia Presentation</u> Unit 5 Lessons 8-10: Work Time</p> <p><u>Assignments</u> Unit 5 Lesson 1-5: Multimedia Presentation</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>
<p>W.4.9: Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p><u>Interactive Reading and Explanatory Paragraph</u> Unit 4 Lesson 18: Work Time Unit 4 Lesson 29: Work Time</p> <p><u>Describe When, Where and How (Independent Reading)</u> Unit 6 Lesson 45: Whole Group; Work Time</p> <p><u>Assignments – Interactive Reader (examples)</u> Unit 2 - weekly Interactive Reader Critical Responses Unit 4 -weekly Interactive Reader Critical Responses Unit 6 - weekly Interactive Reader Critical Responses</p>

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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
<b>SL.4: Speaking &amp; Listening</b>	
Comprehension and Collaboration	
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.	
SL.4.1.a: Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference Unit 4 Lesson 35: Work Time: Peer Conference</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion Unit 6 Lesson 12: Whole-Group Discussion</p>
SL.4.1.b: Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	<p><u>Plan a Multimedia Presentation</u> Unit 5 Lessons 1-3: Work Time</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>
SL.4.1.c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p> <p><u>Ask Questions (informative/nonfiction examples)</u> Unit 4 Lesson 32: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud</p>

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SL.4.1.d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p><u>Discussion Opportunities (examples)</u> Unit 4 Lesson 2: Classroom Conversation Unit 4 Lesson 7: Classroom Conversation</p> <p><u>Clarify Text by Paraphrasing (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time</p>
SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats.	<p><u>Speak to an Audience</u> Unit 2 Lesson 36: Whole Group; Work Time</p> <p><u>Clarify Text by Retelling (examples)</u> Unit 2 Lesson 13: Whole Group Unit 4 Lesson 11: Read Aloud, Think Aloud</p> <p><u>Clarify Text by Paraphrasing</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 6: Work Time Unit 6 Lessons 12–13: Read Aloud, Think Aloud</p> <p><u>Multimedia Project and Presentation</u> Unit 5 Lessons 1-3: Work Time: Plan a Multimedia Presentation Unit 5 Lesson 8: Work Time: Prepare a Multimedia Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p>
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	<p><u>Support an Opinion</u> Unit 2 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 4 Lesson 9: Whole-Group Discussion Unit 4 Lesson 12: Small-Group Discussion</p>

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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
<b>Presentation of Knowledge and Ideas</b>	
SL.4.4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.	<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 9: Finalize and Rehearse Presentation Unit 5 Lesson 10: Work Time: Give Multimedia Presentation</p> <p><u>Present an Opinion Essay &amp; Oral Presentation</u> Unit 6 Lesson 38, 39: Work Time</p> <p><u>Present a Poem</u> Unit 7 Lesson 5: Whole Group</p> <p><u>Present Explanatory Essay</u> Unit 4 Lesson 39: Work Time</p> <p><u>Present a Narrative Essay</u> Unit 2 Lessons 38-39: Work Time</p>
SL.4.5: Integrate audio and visual content in presentations to enhance the development of main ideas or themes.	<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>
<b>L.4: Language</b>	
<b>Knowledge of Language</b>	
L.4.1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
L.4.1.a: Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	<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>

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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
<p>(Continued) L.4.1.a: Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).</p>	<p>(Continued) <u>Classroom Conversation</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion Unit 4 Lesson 12: Small-Group Discussion Unit 4 Lesson 29: Whole-Group Discussion Unit 6 Lesson 12: Whole-Group Discussion</p>
<p>L.4.1.b: Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).</p>	<p>Opportunities to address this issue may be found with the following:</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>Oral Reading Fluency &amp; Presentations and Projects Presenting</u> Unit 1 Lesson 4: Work Time</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lesson 9: Work Time Unit 2 Lesson 26: Whole Group Unit 4 Lesson 17: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 2: Collaborative Discussion Unit 3 Lesson 2: Small Group Discussion</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Write Narrative Essay Unit 4 Lessons 31–35: Write an Explanatory Unit 6 Lessons 31–35: Write an Opinion Essay</p>
<p>L.4.1.c: Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.</p>	<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>

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L.4.1.d: Choose punctuation for effect.	<p><u>Edit Writing</u> Unit 2 Lessons 33–34, 38: Work Time Unit 6 Lessons 37–38: Whole Group; work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Choose Punctuation for Effect, 132–135</p>
Vocabulary Acquisition and Use	
L.4.2: Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
L.4.2.a: Use context as a clue to the meaning of a word or phrase.	<p><u>Use Context Clues</u> Unit 2 Lesson 5: Whole Group; Work Time Unit 2 Lesson 6: Work Time Unit 6 Lesson 48: Whole Group; Work Time Unit 6 Lesson 49: Work Time</p> <p><u>Using Context Clues (examples)</u> Unit 2 Lesson 32: Vocabulary Unit 3 Lesson 4: Vocabulary Unit 4 Lesson 2: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues</p>
L.4.2.b: Consult print and digital reference materials for meaning and pronunciation.	<p><u>Use a Dictionary or Glossary</u> Unit 4 Lesson 45: Whole Group Unit 4 Lesson 46: Whole Group</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p> <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>



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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
L.4.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.3.a: Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.	<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>Figurative Language (examples)</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud            Unit 4 Lessons 21: Whole Group            Unit 4 Lessons 22: Work Time            Unit 7 Lessons 2–3: Work Time</p> <p><u>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>
L.4.3.b: Explain common idioms and proverbs.	<p><u>Understand Idioms</u>            Unit 6 Lesson 20: Work Time</p> <p><u>Proverbs/Adages</u>            Unit 6 Lesson 19: Work Time</p> <p><u>Vocabulary - Idioms (examples)</u>            Unit 2 Lesson 18: Vocabulary            Unit 2 Lesson 23: Vocabulary</p>

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<p>L.4.3.c: Understand words by relating them to synonyms and antonyms.</p>	<p><u>Synonyms and Antonyms</u> Unit 2 Lesson 15: Whole Group; Work Time Unit 4 Lessons 7, 11: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 3: Vocabulary Unit 5 Lesson 7: Vocabulary</p> <p><u>Assignments – Vocabulary Study Plan (examples)</u> Unit 2 Lessons 11–15: Synonyms Unit 2 Lessons 21–25: Part 3: Skill 13: Synonyms and Antonyms</p>
<p>L.4.3.d: Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).</p>	<p>Students learn new vocabulary weekly during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words. In all activities students are encouraged to make connections to the real world.</p> <p><u>Vocabulary (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 14: Vocabulary Unit 3 Lesson 9: Vocabulary Unit 4 Lesson 11: Vocabulary Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan</u> Unit 4 Lessons 21–25: Part 5: Skill 15: Word Associations Unit 4 Lessons 21–25: Part 4: Skill 14: Shades of Meaning Unit 6 Lessons 21–25: Part 4: Skill 24: Shades of Meaning</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>

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<b>Wisconsin Standards for English Language Arts 2020, Grade 4</b>	<b>iLit 45 Level A</b>
L.4.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	
L.4.4.a: Identify and use phrases 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>Students can explore this objective with the following:</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>Informational Text/Blog Post</u>            Unit 2 Lessons 42–43: Real Aloud; Think Aloud</p> <p><u>“Biomimicry: From Biology to Technology” (academic text)</u>            Unit 2 Lesson 33</p> <p><u>“What Are Tornadoes?”</u>            Unit 4 Lesson 37</p>
Conventions of Standardized English	
L.4.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.	
L.4.5.a: Relative pronouns and adverbs.	<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 2 Lessons 1–5: Part 3: Skill 3: Pronouns            Unit 5 Lessons 1–5: Part 3: Skill 18: Adverbs</p> <p><u>Professional Learning Community</u>            Teacher Resources: Language Conventions            Practice: Relative Adverbs, 94; Using Relative Pronouns, 26</p>

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L.4.5.b: Prepositional phrases.	<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>
L.4.5.c: Order of adjectives.	<p><u>Adjectives and Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><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 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: Adjective Order, 84–96</p>
L.4.5.d: Adjectives, adverbs, conjunctions.	<p><u>Adjectives And Adverbs</u> Unit 2 Lesson 24: Read Aloud, Think Aloud</p> <p><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</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Adjective Order, 84–87</p>

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L.4.5.e: Compound and complex sentences.	<p><u>Sentences</u> Unit 7 Lesson 1: Vocabulary Unit 7 Lesson 3: Work Time</p> <p><u>Assignments- Grammar Study Plan</u> Unit 2 Lessons 1–5: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Compound and Complex Sentences, 107–108</p>
L.4.5.f: Easily confused words (e.g., to, too, two).	<p>Vocabulary is introduced in each lesson of iLit. For supporting content please see:</p> <p><u>Vocabulary (examples)</u> Unit 2 Lessons 28-29: Vocabulary Unit 6 Lessons 2-4, 7, 12-14, 22-23, 27-29, 37-39, 47-49: Vocabulary</p> <p><u>Assignments- Spelling Study Plan</u> 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 5: Skill 25: Forming Plurals</p>
L.4.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
L.4.6.a: Capitalization.	<p><u>Edit Writing</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Capitalization, 113–115</p>

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L.4.6.b: Commas and quotation marks for quotations.	<p><u>Edit Writing</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125; Quotations and Quotation Marks, 126–127; Dialogue, 128</p>
L.4.6.c: Commas in compound sentences.	<p><u>Edit Writing</u> Unit 4 Lesson 38: Whole Group; Work Time Unit 4 Lesson 39: Work Time</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Commas, 118–125; Quotations and Quotation Marks, 126–127; Dialogue, 128</p>
L.4.6.d: Spell grade-level words correctly using reference materials to solve words as needed.	<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>