

A Correlation of

iLit45



Level B

To

**Wisconsin Standards for
English Language Arts 2020
Grade 5**

A Correlation of iLit 45 Level B to the Wisconsin Standards for English Language Arts 2020, Grade 5

Introduction

This document demonstrates ***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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Wisconsin Standards for English Language Arts 2020, Grade 4	iLit 45 Level B
RF.5: Reading Foundational Skills	
Phonics and Word Recognition	
RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.5.3.a: 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>Consonant Digraphs (examples)</u> Unit 2 Lesson 1: Vocabulary; Work Time Unit 2 Lesson 2: Work Time Unit 2 Lesson 5: Vocabulary</p> <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>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</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 2: Skill 2: Long Vowels; Part 3: Skill 3: Consonant Blends Unit 2 Lessons 31–35: Part 2: Skill 7: Consonant Digraphs; Part 3: Skill 8: R-Controlled Vowels 1 Unit 4 Lessons 1–5: Part 4: Skill 14: Long o Sound; Part 5: Skill 15: Long i Sound Unit 6 Lessons 31–35: Part 1: Skill 1: Consonant Sound Spellings; Part 2: Skill 2: Three-Letter Blends; Part 3: Skill 3: Silent Consonants</p>

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Fluency	
RF.5.4: Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4.a: Read grade-level text with purpose and understanding.	<p><u>Read Fluently with Expression</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Read Fluently (examples)</u> Unit 4 Lesson 8: Whole Group; Work Time</p> <p><u>Practice Fluent Reading</u> Unit 4 Lesson 44: Work Time Unit 6 Lesson 25: Whole Group</p> <p><u>Reading Strategy (informative examples)</u> Unit 2 Lesson 47: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 17: Read Aloud, Think Aloud; Work Time</p>
RF.5.4.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><u>Read Fluently with Expression</u> Unit 2 Lesson 16: Whole Group</p> <p><u>Read Fluently (examples)</u> Unit 4 Lesson 8: Whole Group; Work Time</p> <p><u>Practice Fluent Reading</u> Unit 4 Lesson 44: Work Time Unit 6 Lesson 25: Whole Group</p>
RF.5.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<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>

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R.5: Reading	
Key Ideas and Details	
<p>R.5.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>Students cite textual evidence in each selection of iLit. The Read Aloud, Think Aloud close reading activities include comprehension monitoring questions. Every day, during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice including making inferences.</p> <p><u>Ask Questions (examples)</u> Unit 2 Lessons 3, 4, 9: Read Aloud, Think Aloud Unit 3 Lesson 2: Read Aloud, Think Aloud Unit 4 Lesson 28: Read Aloud, Think Aloud Unit 5 Lesson 2: Read Aloud, Think Aloud Unit 5 Lesson 3: Work Time Unit 7 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Make Inferences (narrative examples)</u> Unit 4 Lesson 16: Whole Group Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (informative/nonfiction examples)</u> Unit 4 Lesson 18: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 24: Read Aloud, Think Aloud Unit 4 Lesson 27: Read Aloud, Think Aloud</p>

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<p>R.5.2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p>	<p><u>Identify Main Idea (informative examples)</u> Unit 2 Lesson 35: Whole Group 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</p> <p><u>Theme (examples)</u> Unit 3 Lesson 5: Whole Group Unit 3 Lesson 5: Whole Group Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 7 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Compare Themes</u> Unit 4 Lesson 40: Whole Group</p> <p><u>Retelling (examples)</u> Unit 2 Lesson 15: Whole Group Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</p> <p><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</p>
<p>R.5.3: Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p>	<p>Students have many opportunities to connect story elements, for examples see:</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Analyze Characters</u> Unit 3 Lessons 3-4: Work Time</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</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>

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<p>(Continued) R.5.3: Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p>	<p>(Continued) <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>
Craft and Structure	
<p>R.5.4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&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 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> <p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 11–15: Skill 16: Context Clues Unit 5 Lessons 11–15: Skill 20: Word Associations</p>

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<p>R.5.5: Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p><u>Understand Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud Unit 3 Lesson 34: Read Aloud, Think Aloud Unit 6 Lesson 49: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Informational Text/ Quotations</u> Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Blog</u> Unit 4 Lesson 37: Read Aloud, Think Aloud</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>Introduce Genre: Poetry</u> Unit 4 Lesson 27: Read Aloud, Think Aloud Unit 4 Lesson 42: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Short Story</u> Unit 4 Lesson 38: Read Aloud, Think Aloud</p> <p><u>Introduce Genre: Fable</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>Analyze Plot (examples)</u> Unit 4 Lesson 11: Whole Group Unit 4 Lesson 25: Whole Group Unit 4 Lesson 26: Work Time</p> <p><u>Library – Drama</u> <i>Little Women</i> <i>A Christmas Carol</i> <i>How Coyote Gave Fire to the People</i> <i>Don't Call Me Hero</i></p>

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<p>R.5.6: In literary text, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p>	<p><u>Compare Point of View</u> Unit 6 Lesson 36: Whole Group; Work Time</p> <p><u>Compare and Contrast Two Characters</u> Unit 2 Lesson 15–16: Work Time</p> <p><u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 Sports Kids 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</p>
Integration of Knowledge and Ideas	
<p>R.5.7: Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)</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>Reader’s Theater</u> Unit 2 Lesson 25: Work Time</p> <p><u>Background Video</u> Unit 6 Lesson 368: Whole Group</p> <p><u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Presenting a Scene</u> Unit 3 Lesson 6: Work Time Unit 3 Lesson 9: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 39: Work Time</p> <p><u>Blog Post and Online Article</u> Unit 6 Lesson 38: “2012 Sports Kids of the Year: Conner and Cayden Long” (blog post) Unit 6 Lesson 39: “Rudolph Ran and the World Went Wild” (online article)</p>

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(Continued) R.5.7: Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	(Continued) <u>"We Need to Go to School" and "Justice Speaks"</u> Unit 2 Lesson 37: Read Aloud, Think Aloud
R.5.8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)	<u>Explain How Author Uses Reasons and Evidence</u> Unit 6 Lesson 3: Read Aloud, Think Aloud <u>Recognize Author's Purpose</u> Unit 6 Lesson 20: Whole Group Unit 6 Lesson 22: Read Aloud, Think Aloud
R.5.9: Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	Students explore choices in the following selections. <u>Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time <u>Short Stories</u> Unit 4 Lesson 38: "The Hardest Lap" Unit 4 Lesson 39: "Shake It Off and Take a Step Up" <u>Tales of Famous Heroes (nonfiction)</u> Unit 6 Lessons 2-4, 709, 12-14 <u>Blog Post and Online Article</u> Unit 6 Lesson 38: "2012 Sports Kids of the Year: Conner and Cayden Long" (blog post) Unit 6 Lesson 39: "Rudolph Ran and the World Went Wild" (online article) <u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group

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W.5: Writing Standards	
Text Types and Purposes	
W.5.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	<p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 7-9, 26-29, 32-38, 41: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 26: Whole Group Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31-35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 26–30: Write an Opinion Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lessons 31-35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>
W.5.2: Write text in a variety of modes:	
W.5.2.a: Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.	<p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Plan and Write an Opinion Paragraph</u> Unit 2 Lessons 22-24: Work Time Unit 6 Lesson 18-20: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 21–25: Plan an Opinion Paragraph Unit 2 Lessons 21–25: Write an Opinion Paragraph Unit 4 Lessons 26–30: Write an Opinion Essay</p>

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<p>W.5.2.b: Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.</p>	<p><u>Write an Explanatory Paragraph</u> Unit 2 Lessons 13-15: Work Time Unit 4 Lesson 3-5: Work Time</p> <p><u>Write an Informative Paragraph</u> Unit 6 Lessons 12-14: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 26: Whole Group Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write an Explanatory Paragraph Unit 6 Lessons 11–15: Write an Informative Paragraph Unit 6 Lessons 31-35: Write an Explanatory Essay (Publishing)</p>
<p>W.5.2.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 Lessons 4–5: Work Time Unit 1 Lesson 1-5: Extra Practice Unit 2 Lesson 6: Whole Group Unit 2 Lessons 7-9, 26-29, 32-38, 41: Work Time Unit 6 Lessons 7-9: Work Time</p> <p><u>Assignments (examples)</u> Unit 1 Lessons 1-5: Write a Narrative Paragraph Unit 2 Lessons 6–10: Plan a Narrative Paragraph Unit 2 Lessons 6–10: Write a Narrative Paragraph Unit 6 Lessons 6–10: Plan a Narrative Paragraph Unit 6 Lessons 6–10: Write a Narrative Paragraph</p>

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W.5.3: Create writing that utilizes:	
W.5.3.a: Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.	<p><u>Write and Plan an Explanatory Paragraph</u> Unit 2 Lessons 14–15: Work Time Unit 6 Lesson 26: Whole Group Unit 6 Lessons 32–39: Whole Group</p> <p><u>Writing Activities</u> Unit 4 Lessons 26–30: Prewrite Opinion Essay & Write an Opinion Essay (Drafting: Introduction & Drafting: Body)</p> <p><u>Narrative Writing (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</p> <p><u>Assignments</u> Unit 2 Lessons 11–15: Plan an Explanatory Paragraph Unit 4 Lessons 1–5: Plan an Explanatory Paragraph Unit 6 Lessons 11–15: Plan an Informative Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting: Body)</p>
W.5.3.b: Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.	<p><u>Write an Explanatory Essay</u> Unit 6 Lessons 26, 28, 32–35, 37–38: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay – Draft: Body</p>
W.5.3.c: Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.	<p><u>Revise Writing</u> Unit 2 Lesson 33: Whole Group Unit 2 Lessons 34–35: Work Time</p> <p><u>Assignments</u> Unit 1 Lessons 16–20: Write a Narrative Essay (Revising) Unit 4 Lessons 26–30: Write an Opinion Essay (Revising-improve word choice) Unit 6 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising-vivid details)</p>

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Production and Distribution of Writing	
<p>W.5.4: 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>	<p><u>Write a Narrative Essay (examples)</u> Unit 2 Lessons 7-9, 26-29, 32-38, 41: Work Time</p> <p><u>Write an Opinion Essay (examples)</u> Unit 4 Lesson 26: Whole Group Unit 4 Lesson 27-29, 32-38: Work Time</p> <p><u>Write an Explanatory Essay (examples)</u> Unit 6 Lessons 26: Whole Group Unit 6 Lessons: 28, 32–35, 37–39: Work Time</p> <p><u>Assignments</u> Unit 2 Lessons 31-35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 26–30: Write an Opinion Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 6 Lessons 31-35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>
<p>W.5.5: Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for 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>Students write every day in iLit. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during “Work Time”, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing.</p> <p><u>Writing Lessons (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 Unit 6 Lesson 26: Whole Group Unit 6 Lessons 28, 32-39: 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>

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<p>W.5.6: With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).</p>	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Plan Writing (examples)</u> Unit 2 Lessons 6–7, 13–14, 22–23, 28–29: Work Time Unit 4 Lesson 3–4: Work Time</p> <p><u>Revise Writing (example)</u> Unit 4 Lesson 33: Whole Group; Work Time</p> <p><u>Edit Writing (examples)</u> Unit 4 Lesson 35: Work Time Unit 4 Lesson 36: 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>
Inquiry to Build and Present Knowledge	
<p>W.5.7: Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Each of the two 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</p> <p><u>Take Notes</u> Unit 5 Lesson 3: Whole Group Unit 5 Lesson 5: Work Time</p> <p><u>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p>

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<p>(Continued) W.5.7: Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>(Continued) <u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group</p>
<p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, provide a list of sources.</p>	<p><u>Research a Topic</u> Unit 4 Lesson 3: 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>Research a Multimedia Presentation</u> Unit 5 Lesson 3–4: Work Time</p> <p><u>Analyze Multiple Sources</u> Unit 6 Lesson 38: Whole Group Unit 6 Lesson 40: Work Time</p> <p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Library</u> The Student Library includes broad range of titles that students can use as primary or secondary sources.</p>

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<p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<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>
<p>SL.5: Speaking & Listening</p>	
<p>Comprehension and Collaboration</p>	
<p>SL.5.1: 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.</p>	
<p>SL.5.1.a: Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</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>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing Unit 2 Lesson 37: Work Time: Peer Conference</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

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<p>SL.5.1.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>	<p><u>Plan a Multimedia Project</u> Unit 5 Lesson 2: Work Time</p> <p><u>Organize Information</u> Unit 4 Lesson 31: Whole Group Unit 5 Lesson 8: Work Time</p> <p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.5.1.c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <p><u>Ask and Respond to 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</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

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<p>SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</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>Discussion Opportunities (examples)</u> Unit 2 Lesson 14: Classroom Conversation Unit 5 Lesson 4: Classroom Conversation</p> <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</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats.</p>	<p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Speak to an Audience</u> Unit 2 Lesson 25: Whole Group</p> <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</p> <p><u>Paraphrase (examples)</u> Unit 6 Lesson 5: Whole Group; Work Time Unit 6 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines</p>

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<p>SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><u>Identify Main Idea and Supporting Details</u> Unit 2 Lesson 35: Whole Group Unit 4 Lessons 37, 47: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p> <p><u>Speak and Listen Well</u> Unit 4 Lesson 36: Whole Group</p> <p><u>Whole Class/Small Group Discussion (examples)</u> Unit 2 Lesson 42: Classroom Conversation Unit 4 Lesson 34: Classroom Conversation Unit 6 Lesson 7: Classroom Conversation</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines</p>
Presentation of Knowledge and Ideas	
<p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and 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>	<p><u>Multimedia Project and Presentation</u> Unit 5 Lesson 1: Work Time: Rubric for a Multimedia Presentation and Research a Topic Unit 5 Lesson 2: Work Time: Plan a Multimedia Presentation Unit 5 Lessons 3-4: Work Time: Research a Multimedia Presentation Unit 5 Lesson 7: Work Time: Multimedia Presentation Unit 5 Lesson 9: Work Time: Finalize Presentation</p> <p><u>Present an Opinion Essay</u> Unit 4 Lessons 37, 38: Work Time</p> <p><u>Present a Poem</u> Unit 7 Lesson 5: Whole Group</p> <p><u>Present Explanatory Essay</u> Unit 6 Lessons 38, 39: Work Time</p> <p><u>Present a Narrative Essay</u> Unit 2 Lessons 38, 41: Work Time</p> <p><u>Supplemental Lessons (examples)</u> Active Listening Routines Peer Conferencing Routine Presenting Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

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SL.5.5: Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.	<p><u>Plan and Present Multimedia Project</u> Unit 5 Lesson 2: Work Time Unit 5 Lesson 3: Work Time Unit 5 Lesson 7: Work Time</p> <p><u>Connect Images and Ideas</u> Unit 5 Lesson 6: Whole Group Unit 5 Lesson 8: Whole Group</p>
L.5: Language	
Knowledge of Language	
L.5.1: 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.5.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<p>Opportunities to address this objective may be found with the following:</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>
L.5.1.b: 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>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 4 Lesson 18: Whole Group Unit 4 Lessons 19–20: Work Time Unit 6 Lessons 48–49: Work Time</p> <p><u>Vocabulary Activities (examples)</u> Unit 4 Lesson 42: Vocabulary Unit 6 Lesson 32: Vocabulary</p> <p><u>Figurative Language</u> Unit 2 Lesson 41: Whole Group Unit 2 Lessons 42–43; Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 4 Lessons 21–25: Part 1: Skill 1: Context Clues</p>

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L.5.1.c: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<p>Opportunities to address this objective may be found with the following:</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>
L.5.1.d: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<p><u>Sentence Variety</u> Unit 6 Lesson 14: Work Time</p> <p><u>Assignments: Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 5: Skill 5: Simple Sentences Unit 4 Lessons 11–15: Part 2: Skill 12: Complete Sentences Unit 4 Lessons 1–5: Part 5: Skill 15: Compound Sentences</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5</p>
Vocabulary Acquisition and Use	
L.5.2: 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.5.2.a: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p><u>Use Prefixes and Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time 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 Unit 4 Lesson 40: Vocabulary</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>

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<p>(Continued) L.5.2.a: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>(Continued) <u>Assignments - Vocabulary</u> Unit 4 Lessons 11–15: Use Prefixes and Suffixes <u>Assignments - Spelling Study Plan</u> Unit 6 Lessons 21-25: Part 3: Skill 23: Suffixes</p>
<p>L.5.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>L.5.3.a: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).</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 <u>Multiple Meanings (examples)</u> Unit 2 Lesson 38: Vocabulary Unit 4 Lesson 9: Vocabulary Unit 4 Lesson 14: Vocabulary Unit 6 Lesson 43: Vocabulary</p>
<p>L.5.3.b: Interpret similes and metaphors in context.</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 <u>Understand Similes</u> Unit 6 Lesson 23: Whole Group Unit 6 Lessons 24–25: Work Time <u>Language of Poetry</u> Unit 7 Lesson 1: Vocabulary <u>Understand Idioms</u> Unit 4 Lesson 6: Whole Group Unit 4 Lessons 7–8: Read Aloud, Think Aloud & Work Time</p>

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<p>L.5.3.c: Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).</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>L.5.3.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 every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</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><u>Use Domain-Specific Vocabulary</u> Unit 4 Lesson 49: Read Aloud, Think Aloud Unit 5 Lesson 5: 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>

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L.5.4: 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.5.4.a: Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<p><u>Write an Explanatory Essay</u> Unit 6 Lessons 26, 28, 32–35, 37–38: Students Plan, Write, and Revise an Explanatory Essay</p> <p><u>Assignments</u> Unit 6 Lessons 31–35: Write an Explanatory Essay – Draft: Body</p>
Conventions of Standardized English	
L.5.5: 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.5.5.a: Conjunctions.	<p><u>Conjunctions</u> Unit 4 Lesson 35: Whole Group Unit 4 Lesson 48: Read Aloud, Think Aloud Unit 6 Lesson 26: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 5: Skill 20: Conjunctions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Conjunctions, 100, 101, 102</p>
L.5.5.b: Verb tenses.	<p><u>Assignments - Grammar Study Plan</u> Unit 2 Lessons 11–15: Part 4: Skill 4: Verbs Unit 3 Lessons 1–5: Part 2: Skill 7: Verb Tenses</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verb Tenses, 39–44</p>
L.5.5.c: Correlative conjunctions.	<p><u>Conjunctions</u> Unit 4 Lesson 35: Whole Group</p> <p><u>Assignments: Grammar Study Plan</u> Unit 5 Lessons 1–5: Grammar Study Plan: Part 5: Skill 20: Conjunctions</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Conjunctions, 100, 101, 102</p>

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L.5.5.d: Use of “they” and “their” when referring to singular people or ideas.	<u>Identify Pronouns</u> Unit 4 Lessons 47-48: Read Aloud, Think Aloud <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Pronouns, 150, 151
L.5.6: 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.5.6.a: Commas (introductory elements, and elements that need to be set off like a question or direct address).	<u>Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 3: Skill 23: Commas <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Using Commas after Introductory Words, Phrases, and Clauses, 124
L.5.6.b: Italics, underlining, quotes with titles.	<u>Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Grammar Study Plan: Part 5: Skill 25: Quotations <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Quotations and Quotation Marks, 127
L.5.6.c: Spell grade-level words correctly using reference materials to solve words and edit written work as needed.	<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 Study Plan (examples)</u> Unit 2 Lessons 1–5: Part 4: Skill 4: Word Endings Unit 2 Lessons 1–5: Part 5: Skill 5: Two-Letter Vowel Sounds Unit 4 Lessons 1–5: Part 5: Skill 15: Long i Sound Unit 6 Lessons 1–5: Part 1: Skill 21: Compound Words 1