

A Correlation of

iLit45



Level C

To

**Wisconsin Standards for
English Language Arts 2020
Grade 6**

A Correlation of iLit 45 Level C to the Wisconsin Standards for English Language Arts 2020, Grade 6

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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R.6: Reading	
Key Ideas and Details	
<p>R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>Students cite textual evidence in each selection of <i>iLit</i>. 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 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 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 3 Lessons 7-8: Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time</p> <p><u>Make Inferences (fiction/narrative examples)</u> Unit 4 Lesson 24: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 25: Work Time Unit 5 Lesson 9: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (informative/nonfiction examples)</u> Unit 6 Lesson 28: Read Aloud, Think Aloud</p> <p><u>Assignments</u> Throughout the Interactive Readers, Reading Checkpoints encourage students to understand and use newly acquired vocabulary. Instant feedback is provided for these activities.</p> <p>Unit 2 Lesson 1-5: The Battle of the Sexes; Holding Back the Desert Unit 4 Lessons 6–10: Visiting Comic-Con; Cesar Chavez: Fighting for Fairness Unit 5 Lessons 1-5: Race to the Moon; Lessons from the Animal World</p>

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<p>R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)</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> <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><u>Assignments</u> Interactive Readers: At the conclusion of the Interactive Readers selections, students use the program to write a summary of what they have just read. Instant feedback is provided for these summaries.</p>

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<p>R.6.3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<p><u>Analyze Character and Plot</u> Unit 2 Lesson 23: Work Time Unit 3 Lessons 3–4: Work Time Unit 4 Lesson 11: Whole Group Unit 4 Lesson 16: Work Time Unit 4 Lesson 17: Read Aloud, Think Aloud</p> <p><u>Determine Main Idea and Details (informative/nonfiction)</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</p> <p><u>Reading Strategy: Make Connections (examples)</u> Unit 5 Lesson 3: Whole Group Unit 4 Lesson 37: Read Aloud, Think Aloud Unit 5 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 6: Whole Group Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative examples)</u> Unit 2 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group Unit 6 Lesson 4: Read Aloud, Think Aloud Unit 6 Lesson 8: Read Aloud, Think Aloud Unit 6 Lesson 13: Read Aloud, Think Aloud</p>

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<p>Craft and Structure</p> <p>R.6.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</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 2 Lesson 24: Vocabulary Unit 4 Lesson 27: Vocabulary Unit 6 Lesson 28: Vocabulary Unit 6 Lesson 33: Vocabulary</p> <p><u>Multiple Meaning Words</u> Unit 1 Lesson 2: Vocabulary Unit 3 Lesson 5: Vocabulary</p> <p><u>Figurative Language (examples)</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>Assignments – Vocabulary Study Plan</u> Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations Unit 5 Lessons 6–10: Part 2: Skill 17: Multiple-Meaning Words</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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<p>R.6.5: In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</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>Introduce Genre: Drama</u> Unit 3 Lesson 1: Whole Group</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><u>Library – Drama</u> Romeo and Juliet Antigone A Midsummer Night’s Dream Macbeth Prometheus and the Gift of Fire The Fabulous Perpetual Motion Machine Lone Dog (poem) Computer (poem) Alone (poem) The Raven (poem)</p>
<p>R.6.6: In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL) In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>	<p><u>Identify Point of View</u> Unit 4 Lesson 30: Whole Group</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</p> <p><u>Recognize Author’s Purpose (examples)</u> Unit 2 Lessons 33–34: Read Aloud, Think Aloud Unit 4 Lesson 39: Read Aloud, Think Aloud Unit 5 Lesson 7: Read Aloud, Think Aloud Unit 6 Lesson 30: Whole Group Unit 6 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Preview a Text and Set a Purpose for Reading</u> Unit 6 Lesson 1: Whole Group</p>

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<p>Integration of Knowledge and Ideas</p> <p>R.6.7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)</p>	<p>Each selection in <i>iLit</i> 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>Letter and Profile (synthesizing viewpoints on a single subject)</u> <i>"Eleanor Roosevelt Takes a Stand"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud <i>"Marian Anderson"</i> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>"Marian Anderson"</u> Unit 6 Lesson 34: Read Aloud, Think Aloud</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 35: Whole Group Unit 6 Lesson 1: Whole Group</p> <p><u>Text Features in an Article</u> Unit 4 Lesson 44: Read Aloud, Think Aloud</p>
<p>R.6.8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)</p>	<p><u>Analyze Argument</u> Unit 4 Lesson 20: Whole Group</p> <p><u>Supporting Opinions</u> Unit 6 Lesson 27: Read Aloud, Think Aloud</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time</p>

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<p>R.6.9: Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<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 informational selections, academic articles, and biographies. Examples include:</p> <p><u><i>“Kids on Strike!”</i> (nonfiction)</u> Unit 3 Lessons 1-19</p> <p><u><i>“A Gesture of Comradeship”</i> (autobiography)</u> Unit 4 Lesson 22</p> <p><u><i>“Heroes of the Environment”</i> (informational text)</u> Unit 5 Lesson 1-14</p> <p><u>Text: Ancient Greece and Modern Culture</u> Unit 4 Lessons 48-49</p> <p><u>Reading Strategy (informative examples)</u> Unit 1 Lesson 21: Read Aloud, Think Aloud; Work Time Unit 3 Lesson 3: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library includes a broad range of information articles, short stories, dramas, and poems. The easy to use digital library includes a dictionary and audio examples of words, translation to various languages, and an active table of contents.</p> <p><u>Examples of the iLit Library</u> Almost Astronauts Ellen Ochoa The Price and the Promise Brothers Inaugural Addresses for various presidents Babes in the Woods Early Warning System 40 Famous Women</p> <p><u>Supplemental Lessons (examples)</u> <u>Book Club</u> A Day for Love Crash Test Abraham Lincoln Movie Magic No Home Red Planet</p>

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W.6: Writing Standards	
Text Types and Purposes	
<p>W.6.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>Students compose writing every day in <i>iLit</i>. 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 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
<p>W.6.2: Write text in a variety of modes:</p> <p>W.6.2.a: Write arguments to support claims with clear reasons, relevant evidence, and literary theory.</p>	<p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay</p>

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<p>W.6.2.b: Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</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 6 Lessons 6–10: Write an Informative Paragraph Unit 4 Lessons 16–20: Write an Explanatory Paragraph Unit 4 Lessons 31–35: Write an Explanatory Essay</p>
<p>W.6.2.c: Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.</p>	<p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4, 5: Work Time Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lessons 20–21: Work Time Unit 2 Lessons 28–30, 32–37: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
<p>W.6.3: Create writing that utilizes:</p> <p>W.6.3.a: Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.</p>	<p><u>Plan and Write an Explanatory Essay</u> Unit 6 Lesson 31: Whole Group</p> <p><u>Plan an Explanatory Essay</u> Unit 6 Lesson 34: Work Time</p> <p><u>Plan an Informative Paragraph</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 9: 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>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Body: Introduction)</p>

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<p>W.6.3.b: Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><u>Assignments (examples)</u> Unit 4 Lessons 31–35: Write an Argumentative Essay (Revising: Transitions) Unit 6 Lessons 31–35: Write an Explanatory Essay (Revising: Transitions)</p> <p>Also see: <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>W.6.3.c: Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.</p>	<p><u>Use Domain-Specific Words</u> Unit 2 Lesson 20: Whole Group</p> <p><u>Analyze Word Choice</u> Unit 6 Lesson 26: Whole Group Unit 6 Lesson 27: Work Time</p> <p><u>Plan an Informative Paragraph</u> Unit 2 Lesson 8: Whole Group; Work Time Unit 2 Lesson 9: Work Time</p> <p><u>Assignments (examples)</u> Unit 6 Lessons 31–35: Write an Explanatory Essay (Drafting)</p>

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Production and Distribution of Writing	
<p>W.6.4: Independently and collaboratively produce clear and coherent writing in which the development, organization, and style 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>Students write every day in <i>iLit</i>. 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 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
<p>W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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 31–35: Write a Narrative Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 31–35: Write an Explanatory Essay (Prewriting, Drafting, Revising, Editing, Publishing) Unit 4 Lessons 31–35: Write an Argumentative Essay (Prewriting, Drafting, Revising, Editing, Publishing)</p>

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<p>W.6.6: Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.</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 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 a Multimedia Project</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 11–15: Write an Explanatory Paragraph Unit 4 Lessons 1–5: Write a Descriptive Paragraph Unit 6 Lessons 1–5: Write a Narrative Paragraph</p>
<p>Inquiry to Build and Present Knowledge</p> <p>W.6.7: Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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>Evaluate Sources</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time</p> <p><u>Find Additional Sources/Visuals</u> Unit 5 Lesson 5: Wrap Up: Extend Activity Unit 5 Lesson 6: Wrap Up: Extend Activity</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p>

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<p>(Continued) W.6.7: Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>(Continued) <u>Assignments</u> Unit 5 Lessons 1-5: Plan a Multimedia Presentation Unit 5 Lessons 1-5: Rubric for a Multimedia Presentation Unit 5 Lessons 6-10: Research Project Blog Post Unit 5 Lessons 6-10: Create a Visual</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.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><u>Evaluate Sources</u> Unit 5 Lesson 4: Read Aloud, Think Aloud; Work Time</p> <p><u>Find Additional Sources/Visuals</u> Unit 5 Lesson 5: Wrap Up: Extend Activity Unit 5 Lesson 6: Wrap Up: Extend Activity</p> <p><u>Plan, Organize, and Create a Multimedia Presentation (examples)</u> Unit 5 Lesson 2-4: Work Time Unit 5 Lesson 8-9: Work Time</p> <p><u>Assignments</u> Unit 5 Lessons 6-10: Research Project Blog Post Unit 5 Lessons 6-10: Create a Visual</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.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p><u>Compare Themes Across Genres</u> Unit 4 Lesson 42: Work Time</p> <p><u>Narrative Writing (examples)</u> Unit 1 Lessons 4, 5: Work Time Unit 2 Lesson 19: Whole Group; Work Time Unit 2 Lessons 20–21: Work Time Unit 2 Lessons 28–30, 32–37: 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 Unit 6 Lesson 31: Whole Group Unit 6 Lessons 33-34, 35, 37-38: Work Time</p> <p><u>Analyze an Oral Argument & Listen to a Speech</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Argumentative Writing (examples)</u> Unit 4 Lesson 21: Whole Group Unit 4 Lessons 22–24: Work Time Unit 4 Lesson 31, 32-38</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 Unit 2 Lessons 11–15: Write an Explanatory Paragraph</p>

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SL.6: Speaking & Listening	
Comprehension and Collaboration	
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	
SL.6.1.a: Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<p><u>Classroom Conversation (examples)</u> Unit 2: Lesson 4: Small-Group Discussion Unit 4: Lesson 2: Partner Conversation Unit 4: Lesson 14: Small Group Conversation Unit 5: Lesson 4: Partner Conversation Unit 6: Lesson 17: Partner Conversation</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Whole Group</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
SL.6.1.b: With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	<p><u>Rules for Conversation Routine</u> Unit 1 Lesson 2: Whole Group</p> <p><u>Collaborative Conversation Routine</u> Unit 1 Lesson 2: Whole Group</p> <p><u>Evaluating Collaborative Conversation</u> Unit 1 Lesson 2: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 1: Lessons 25, 42, 44: Collaborative Conversation Unit 2: Lesson 22: Partner Conversation</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

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<p>SL.6.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><u>Ask and Answer Questions</u> Unit 2 Lesson 38: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 34: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 2: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 4 Lesson 27: Small Group Conversation Unit 4 Lesson 37: Partner Conversation Unit 5: Lesson 4: Partner Conversation Unit 6: Lesson 12: Whole Group Conversation</p> <p><u>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>
<p>SL.6.1.d: Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><u>Paraphrase and Summarize</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 37: Whole-Group Conversation Unit 3 Lesson 4: Small-Group Discussion Unit 4: Lesson 7: Small-Group Discussion Unit 4: Lesson 22: Whole-Group Conversation Unit 5 Lesson 9: Small-Group Discussion</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>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Active Listening Routines Peer Conferencing Routine Rules for Conversation Routine Collaborative Conversation Routine</p>

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<p>SL.6.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>Throughout the iLit program, interactive charts, videos, and texts is incorporated to explore diverse issues and texts.</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</p> <p><u>Plan & Present a Poetry Presentation</u> Unit 7 Lesson 4: Work Time</p> <p><u>Reading a Play Versus Watching a Play/Drama</u> Unit 3: Lesson 8: Whole Group</p> <p><u>Background Video (examples)</u> Unit 2 Lesson 3: Whole Group Unit 2 Lesson 15: Whole Group Unit 4 Lesson 30: Whole Group</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>Supplemental Lessons (examples)</u> <u>Routine Cards</u> Active Listening Routines Presenting Routine Collaborative Projects Routine</p>
<p>SL.6.3: Understand and evaluate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><u>Analyze an Oral Argument</u> Unit 4 Lesson 28: Whole Group</p> <p><u>Evaluate a Speaker's Arguments</u> Unit 4 Lesson 29: Work Time</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>

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Presentation of Knowledge and Ideas	
SL.6.4: Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	<u>Active Listening Routine</u> Unit 1 Lesson 5: Work Time <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 <u>Paraphrase and Summarize</u> Unit 2 Lesson 26: Whole Group Unit 4 Lessons 40, 42: Whole Group <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
SL.6.5: Include multimedia components and visual displays in presentations to clarify and enhance information.	<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
L.6: Language	
Knowledge of Language	
L.6.1: 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.6.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	Students can recognize variations from standard English with the following: <u>Idioms</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary <u>Dialogue</u> Unit 4 Lesson 15: Whole Group Unit 4 Lesson 16: Work Time Unit 6 Lesson 22: Read Aloud, Think Aloud <u>Understand Informal Language</u> Unit 4 Lesson 3: Read Aloud, Think Aloud <u>Use Formal Style</u> Unit 6 Lesson 23: Whole Group

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<p>(Continued) L.6.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>(Continued) <u>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>
<p>L.6.1.b: Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>Many opportunities exist in iLit for students to demonstrate correct usage in writing and speaking activities. For examples see:</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>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p>
<p>L.6.1.c: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><u>Sentences</u> 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 (examples)</u> Teacher Resources: Language Conventions Practice: Sentences, 1–5, 106–111</p>

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L.6.1.d: Maintain consistency in style and tone.	<p><u>Verb Tenses</u> Unit 2 Lessons 26: Work Time Unit 4 Lesson 22: Read Aloud, Think Aloud</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 Tense, 43–54</p>
Vocabulary Acquisition and Use	
L.6.2: 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.6.2.a: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<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><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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L.6.2.b: Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	<p><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</p> <p><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</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6-10: Part 2: Skill 7: Word Parts (Prefixes, Suffixes, and Word Roots)</p> <p><u>Assignments: Spelling Study Plan (examples)</u> Unit 6 Lessons 1-5: Part 2: Skill 17: Prefixes <i>dis-</i>, <i>in-</i>, <i>mis-</i>, <i>re-</i> Unit 6 Lessons 1-5: Part 3: Skill 18: Suffixes <i>-ful</i>, <i>-ly</i>, <i>-ion</i></p>
L.6.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.3.a: Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	<p><u>Connotations</u> Unit 2 Lessons 6–7: Work Time Unit 2 Lesson 10: Vocabulary Unit 2 Lesson 23: Whole Group</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>Denotations</u> <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Synonyms and Antonyms</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p>

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L.6.3.b: Interpret figures of speech (e.g., personification) in context.	<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>Idioms</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p>
L.6.3.c: Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	<p><u>Synonyms</u> Unit 4 Lesson 26–27: Work Time</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 3: Skill 8: Synonyms Unit 3 Lessons 6–10: Part 4: Skill 9: Antonyms Unit 3 Lessons 6–10: Part 5: Skill 10: Word Associations</p>
L.6.3.d: Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<p><u>Connotations</u> Unit 2 Lessons 6–7: Work Time Unit 2 Lesson 10: Vocabulary Unit 2 Lesson 23: Whole Group</p> <p><u>Denotations</u> <u>Assignments: Vocabulary Study Plan (examples)</u> Unit 5 Lessons 6–10: Part 3: Skill 18: Synonyms and Antonyms Unit 6 Lessons 21–25: Part 3: Skill 23: Synonyms and Antonyms</p> <p><u>Vocabulary - Synonyms and Antonyms (examples)</u> Unit 4 Lesson 29: Vocabulary Unit 6 Lesson 3: Vocabulary</p>

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<p>L.6.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</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>
Conventions of Standardized English	
<p>L.6.5: 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.</p>	
<p>L.6.5.a: Use of objective, subjective, possessive, and intensive pronouns.</p>	<p><u>Pronouns</u> Unit 4 Lesson 8: Whole Group Unit 4 Lesson 9: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 12: Read Aloud, Think Aloud</p> <p><u>Understand References: Pronouns</u> Unit 4 Lesson 46: Whole Group Unit 4 Lesson 47: Work Time</p> <p><u>Assignments</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 (examples)</u> Teacher Resources: Language Conventions Practice: Pronouns, 18–22, 26–28; Pronoun Agreement, 77–78</p>

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<p>L.6.5.b: Strategies to improve expression in conventional language.</p>	<p>Students can recognize variations from standard English with the following:</p> <p><u>Idioms</u> Unit 3 Lesson 4: Vocabulary Unit 6 Lesson 3: Vocabulary</p> <p><u>Understand Informal Language</u> Unit 4 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Use Formal Style</u> Unit 6 Lesson 23: Whole Group</p> <p><u>Writing Lessons (examples)</u> Unit 2 Lessons 9–10: Work Time Unit 2 Lessons 14–15: Work Time Unit 2 Lessons 33–35: Work Time Unit 4 Lessons 5–6: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 26–30: Plan a Narrative Essay Unit 4 Lessons 31–35: Write an Argumentative Essay</p>
<p>L.6.6: 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.</p>	
<p>L.6.6.a: Commas, parentheses, and dashes.</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: Punctuation, 116–129</p>

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<p>L.6.6.b: Correct spelling.</p>	<p>Every unit in <i>iLit</i> 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>Editing (examples)</u> Unit 2 Lesson 8: Work Time Unit 2 Lesson 35–36: Work Time</p> <p><u>Assignments: Spelling Study Plan (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 4 Lessons 1–5: Part 2: Skill 12: Consonant Sounds /j/, /k/, and /s/ Unit 4 Lessons 1–5: Part 3: Skill 13: Silent Letters Unit 4 Lessons 1–5: Part 4: Skill 14: Irregular Plural Nouns</p>

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