



Correlation of First Grade IT![®] Reading to First Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 1		
1.1 Match oral words to printed words.	No	
1.2 Identify the title and author of a reading selection.	No	
1.3 Identify letters, words, and sentences.	No	
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	Yes	1.1
1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	Yes	1.1
1.6 Create and state a series of rhyming words, including consonant blends.	No	
1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).	No	
1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).	No	
1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat)	No	
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	No	
1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of)	No	
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	No	
1.13 Read compound words and contractions.	No	
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	Yes	1.1
1.15 Read common word families (e.g., -ite, -ate).	No	
1.16 Read aloud with fluency in a manner that sounds like natural speech.	No	
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	No	
2.1 Identify text that uses sequence or other logical order.	Yes	1.6
2.2 Respond to who, what, when, where, and how questions.	Yes	1.6 1.5
2.3 Follow one-step written instructions.	No	
2.4 Use context to resolve ambiguities about word and sentence meanings.	Yes	1.4
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	Yes	4.1
2.6 Relate prior knowledge to textual information.	No	
2.7 Retell the central ideas of simple expository or narrative passages.	Yes	1.2
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending	Yes	2.2 2.3 2.4
3.2 Describe the roles of authors and illustrators and their contributions to print materials.	No	

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Correlation of Second Grade IT![®] Reading to Second Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 2		
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	No	
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).	No	
1.3 Decode two-syllable nonsense words and regular multisyllable words.	No	
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	No	
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives).	No	
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	No	
1.7 Understand and explain common antonyms and synonyms.	No	
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	Yes	1.2
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	Yes	1.3 1.1 1.4
1.10 Identify simple multiple-meaning words	Yes	
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	No	
2.2 State the purpose in reading (i. e., tell what information is sought).	No	
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	No	
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).	No	
2.5 Restate facts and details in the text to clarify and organize ideas.	Yes	1.5
2.6 Recognize cause-and-effect relationships in a text.	Yes	4.1
2.7 Interpret information from diagrams, charts, and graphs.	Yes	3.1
2.8 Follow two-step written instructions	No	
3.1 Compare and contrast plots, settings, and characters presented by different authors.	No	
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	No	
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	No	
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	No	

(p) indicates that this Standard is partially covered.



Correlation of Third Grade IT![®] Reading to Third Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 3		
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	No	
1.2 Decode regular multisyllabic words.	No	
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	No	
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	Yes	(p) 1.5
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).	No	
1.6 Use sentence and word context to find the meaning of unknown words.	Yes	1.3 1.3
1.7 Use a dictionary to learn the meaning and other features of unknown words.	Yes	1.3 1.5
1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	Yes	1.2 1.1
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	No	
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	Yes	4.1 4.3
2.3 Demonstrate comprehension by identifying answers in the text.	Yes	1.6
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	Yes	1.6
2.5 Distinguish the main idea and supporting details in expository text.	Yes	4.1
2.6 Extract appropriate and significant information from the text, including problems and solutions.	Yes	2.3
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Yes	1.6
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	Yes	(p) 3.2
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Yes	(p) 2.3
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Yes	2.1
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	Yes	3.3
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	No	
3.6 Identify the speaker or narrator in a selection.	No	

(p) indicates that this Standard is partially covered.



Correlation of Fourth Grade IT![®] Reading to Fourth Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 4		
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	No	
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	Yes	1.1
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	Yes	1.2
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	Yes	1.2
1.5 Use a thesaurus to determine related words and concepts.	No	
1.6 Distinguish and interpret words with multiple meanings.	Yes	1.1
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	Yes	3.1 4.4
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	No	
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	Yes	3.4
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	No	
2.5 Compare and contrast information on the same topic after reading several passages or articles.	Yes	3.6 4.4
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	Yes	3.1 4.2
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	No	
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	No	
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Yes	2.2
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Yes	2.1 2.2
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	No	
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	Yes	1.1

(p) indicates that this Standard is partially covered.



Correlation of Fifth Grade IT!® Reading to Fifth Grade California Academic Content Standards

California Standard	COVERED	IT!® Topic
Grade 5		
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. . . . .	.No	
1.2 Use word origins to determine the meaning of unknown words. . . . .	.Yes	.1.1
1.3 Understand and explain frequently used synonyms, antonyms, and homographs. . . . .	.No	
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). . . . .	.Yes	.1.2
1.5 Understand and explain the figurative and metaphorical use of words in context. . . . .	.Yes	.1.1
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. . . . .	.Yes	.3.3
2.2 Analyze text that is organized in sequential or chronological order. . . . .	.Yes	.3.1
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. . . . .	.Yes	.1.3
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. . . . .	.Yes	.4.1
2.5 Distinguish facts, supported inferences, and opinions in text. . . . .	.Yes	.4.2
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. . . . .	.No	
3.2 Identify the main problem or conflict of the plot and explain how it is resolved. . . . .	.Yes	.2.2
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. . . . .	.Yes	.2.1
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. . . . .	.Yes	.4.4
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). . . . .	.No	
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. . . . .	.No	
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives. . . . .	.Yes	.1.1 3.5 3.7

(p) indicates that this Standard is partially covered.



Correlation of Sixth Grade IT![®] Reading to Sixth Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 6		
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	No	
1.2 Identify and interpret figurative language and words with multiple meanings.	Yes	1.1 1.3
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	No	
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	Yes	1.1
1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).	Yes	1.3
2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Yes	3.5
2.2 Analyze text that uses the compare-and-contrast organizational pattern.	Yes	4.4
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Yes	1.4
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	No	
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	No	
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	No	
2.7 Make reasonable assertions about a text through accurate, supporting citations.	Yes	4.1
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Yes	3.4
3.1 Identify the forms of fiction and describe the major characteristics of each form.	No	
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	Yes	2.1 2.2
3.3 Analyze the influence of setting on the problem and its resolution.	Yes	2.2
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	No	
3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).	No	
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	Yes	4.4
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	Yes	2.3
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Yes	2.2 2.1



Correlation of Seventh Grade IT![®] Reading to Seventh Grade California Academic Content Standards

California Standard

COVERED

IT![®] Topic

Grade 7

1.1	Identify idioms, analogies, metaphors, and similes in prose and poetry.	No	
1.2	Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Yes	1.1 1.3
1.3	Clarify word meanings through the use of definition, example, restatement, or contrast.	Yes	1.2
2.1	Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	Yes	3.5
2.2	Locate information by using a variety of consumer, workplace, and public documents.	No	
2.3	Analyze text that uses the cause-and-effect organizational pattern.	Yes	3.1 4.5
2.4	Identify and trace the development of an author's argument, point of view, or perspective in text.	Yes	3.4
2.5	Understand and explain the use of a simple mechanical device by following technical directions.	No	
2.6	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	No	
3.1	Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	No	
3.2	Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	Yes	2.2 2.3
3.3	Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Yes	2.1
3.4	Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	Yes	4.4
3.5	Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	No	
3.6	Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	No	



Correlation of Eighth Grade IT![®] Reading to Eighth Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 8		
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Yes	(p) 1.2
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	No	
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	No	
2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	No	
2.2 Analyze text that uses proposition and support patterns.	No	
2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Yes	3.2
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	Yes	1.6
2.5 Understand and explain the use of a complex mechanical device by following technical directions.	No	
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	No	
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Yes	3.1 4.5
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	No	
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Yes	2.2
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	No	
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Yes	2.2
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Yes	4.4
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Yes	2.3
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	No	

(p) indicates that this Standard is partially covered.



Correlation of Ninth Grade IT![®] Reading to Ninth Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 9		
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	Yes	1.1
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	No	
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	No	
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	Yes	(p) 3.5
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	No	
2.3 Generate relevant questions about readings on issues that can be researched.	No	
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	Yes	1.6 3.4
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Yes	3.4
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	No	
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	No	
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	Yes	3.5 3.6 3.7 3.1
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	Yes	2.8
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	Yes	3.4
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	Yes	2.4 2.5
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	No	
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Yes	3.4
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Yes	2.3 2.7 2.8
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Yes	1.1 2.6 2.8

(p) indicates that this Standard is partially covered.



California Standard

Grade 9 (continued)

	COVERED	IT!® Topic
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	No	
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	No	
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	No	
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Yes	1.1 2.7 2.8
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	Yes	3.3

(p) indicates that this Standard is partially covered.



Correlation of Tenth Grade IT![®] Reading to Tenth Grade California Academic Content Standards

California Standard

COVERED

IT![®] Topic

Grade 10

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	Yes	1.1
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Yes	3.1
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).	No	
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	No	
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	No	
2.3 Generate relevant questions about readings on issues that can be researched.	No	
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	Yes	1.4
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Yes	3.5
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	No	
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	No	
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	Yes	3.6 3.7
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	No	
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	Yes	2.2 3.5
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	Yes	(p)2.4
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	No	
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Yes	2.2
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Yes	(p)2.7 2.3
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Yes	1.1 2.5 2.7
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	No	

(p) indicates that this Standard is partially covered.



California Standard

Grade 10 (continued)

COVERED

IT!® Topic

3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Yes	(p) 3.7
3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	No	
3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Yes	(p) 1.1 2.7
3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) . . .	Yes	2.6

(p) indicates that this Standard is partially covered.



Correlation of Eleventh Grade IT![®] Reading to Eleventh Grade California Academic Content Standards

California Standard	COVERED	IT! [®] Topic
Grade 11		
1.1 Trace the etymology of significant terms used in political science and history.	No	
1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	Yes	(p) 1.2
1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	Yes	3.2
2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	No	
2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	Yes	3.3 3.6
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	No	
2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.	Yes	3.5 3.7
2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.	No	
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).	Yes	(p)3.11 3.8
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	No	
3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	Yes	2.2 2.1
3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.	Yes	(p) 2.5 3.6
3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.	No	
3.5a Trace the development of American literature from the colonial period forward.	No	
3.5b Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.	No	
3.5c Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	Yes	2.6
3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy Macbeth).	No	
3.7a Contrast the major literary forms, techniques, and characteristics of the major literary periods	No	
3.7b Relate literary works and authors to the major themes and issues of their eras.	No	
3.7c Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.	Yes	2.6

(p) indicates that this Standard is partially covered.



California Standard

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IT!® Topic

Grade 10 (continued)

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| 3.8 | Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach) | No |
| 3.9 | Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach) | No |

(p) indicates that this Standard is partially covered.