



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 1

### California Standard

#### Writing Strategies

California Standard	COVERED	IT!® Topic
1.1 Select a focus when writing. . . . .	Yes . . . . .	1.1
1.2 Use descriptive words when writing.. . . .	Yes . . . . .	1.1
1.3 Print legibly and space letters, words, and sentences appropriately. . . . .	No	

#### Writing Applications (Genres and Their Characteristics)

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.. . . .	Yes . . . . .	1.1
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details. . . . .	Yes . . . . .	1.1

#### Written and Oral English Language Conventions

1.1 Write and speak in complete, coherent sentences. . . . .	Yes . . . . .	3.1
1.2 Identify and correctly use singular and plural nouns. . . . .	Yes . . . . .	4.1
1.3 Identify and correctly use contractions and singular possessive pronouns in writing and speaking. . . . .	No	
1.4 Distinguish between declarative, exclamatory, and interrogative sentences.. . . .	Yes . . . . .	5.1
1.5 Use a period, exclamation point, or question mark at the end of sentences. . . . .	Yes . . . . .	5.1
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. . . . .	Yes . . . . .	5.1
1.7 Capitalize the first word of a sentence, names of people, and the pronoun I. . . . .	Yes . . . . .	5.1
1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. . . . .	Yes . . . . .	5.2 5.3 5.4

#### Listening and Speaking Strategies . . . . .

No

#### Speaking Applications (Genres and Their Characteristics) . . . . .

No

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# Correlation of IT!® Writing to California Academic Content Standards

## Grade 2

### California Standard

COVERED	IT!® Topic
<b>Writing Strategies</b>	
1.1 Group related ideas and maintain a consistent focus. . . . .	Yes . . . . . 1.1
1.2 Create readable documents with legible handwriting. . . . .	No
1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). . . . .	No
1.4 Revise original drafts to improve sequence and provide more descriptive detail. . . . .	No
<b>Writing Applications (Genres and Their Characteristics)</b>	
2.1 Write brief narratives based on their experiences: . . . . .	Yes . . . . . 1.1
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.. . . .	No
<b>Written and Oral English Language Conventions</b>	
1.1 Distinguish between complete and incomplete sentences.. . . .	Yes . . . . . 3.1
1.2 Recognize and use the correct word order in written sentences. . . . .	Yes . . . . . 3.1
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. . . . .	Yes . . . . . 4.2
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. . . . .	Yes . . . . . 5.2
1.5 Use quotation marks correctly. . . . .	Yes . . . . . 5.2
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. . . . .	Yes . . . . . 5.1 5.2
1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).. . . .	Yes . . . . . 5.4 5.5
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. . . . .	Yes . . . . . 5.3
<b>Listening and Speaking Strategies</b> . . . . .	No
<b>Speaking Applications (Genres and Their Characteristics)</b> . . . . .	No

(p) indicates that this Standard is partially covered.



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 3

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1 Create a single paragraph:a. Develop a topic sentence.b. Include simple supporting facts and details. . . . .	Yes . . . . .	1.1
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. . . . .	No	
1.3 Understand the structure and organization of various reference materials. . . . .	No	
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. . . . .	Yes . . . . .	3.1
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. . . . .	No	
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations . . . . .	No	
1.6 Use sentence and word context to find the meaning of unknown words.. . . .	No	
1.7 Use a dictionary to learn the meaning and other features of unknown words. . . . .	No	
1.8 Use knowledge of prefixes and suffixes to determine the meaning of words. . . . .	No	

#### Writing Applications (Genres and Their Characteristics)

2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.. . . .	Yes . . . . .	1.1
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.. . . .	Yes . . . . .	1.1
2.3 Write personal and formal letters, thank-you notes, and invitations:. . . . .	No	
2.3a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. . . . .	Yes . . . . .	1.1
2.3b. Include the date, proper salutation, body, closing, and signature. . . . .	No	

#### Written and Oral English Language Conventions

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. . . . .	Yes . . . . .	1.1
1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. . . . .	Yes . . . . .	5.1
1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.. . . .	Yes . . . . .	5.1
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. . . . .	Yes . . . . .	5.1
1.5 Punctuate dates, city and state, and titles of books correctly. . . . .	Yes . . . . .	6.1
1.6 Use commas in dates, locations, and addresses and for items in a series. . . . .	Yes . . . . .	6.1
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. . . . .	Yes . . . . .	6.1
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns , and common homophones. . . . .	Yes . . . . .	6.2 6.3 6.4 6.5
1.9 Arrange words in alphabetic order. . . . .	No	

#### Listening and Speaking Strategies . . . . .

No

#### Speaking Applications (Genres and Their Characteristics) . . . . .

No

(p) indicates that this Standard is partially covered.



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 4

### California Standard

#### Writing Strategies

California Standard	COVERED	IT!® Topic
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. . . . .	Yes . . . . .	1.1
1.2 Create multiple-paragraph compositions: . . . . .	Yes . . . . .	1.1
a. Provide an introductory paragraph.. . . .	Yes . . . . .	1.1
b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.. . . .	Yes . . . . .	1.1
c. Include supporting paragraphs with simple facts, details, and explanations.. . . .	Yes . . . . .	1.1
d. Conclude with a paragraph that summarizes the points.. . . .	Yes . . . . .	1.1
e. Use correct indentation.. . . .	Yes . . . . .	1.1
1.3 Use traditional structures for conveying information. . . . .	Yes . . . . .	1.1
1.4 Write fluidly and legibly in cursive or joined italic . . . . .	No	
1.5 Quote or paraphrase information sources, citing them appropriately. . . . .	No	
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). . . . .	No	
1.7 Use various reference materials (e.g., dictionary, thesaurus, etc.) as an aid to writing. . . . .	No	
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.. . . .	No	
1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology. . . . .	No	
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. . . . .	Yes . . . . .	3.1 3.2

#### Writing Applications (Genres and Their Characteristics)

2.1a. Write narratives: Relate ideas, observations, or recollections of an event or experience. . . . .	Yes . . . . .	1.1
2.1b. Write narratives: Provide a context to enable the reader to imagine the world of the event or experience. . . . .	Yes . . . . .	1.1
2.1c. Write narratives: Use concrete sensory details.. . . .	Yes . . . . .	1.1
2.1d. Write narratives: Provide insight into why the selected event or experience is memorable. . . . .	Yes . . . . .	1.1
2.2 a. Write responses to literature: Demonstrate an understanding of the literary work.. . . .	No	
2.2 b. Write responses to literature: Support judgments through references to both the text and prior knowledge. . . . .	No	
2.3a. Write information reports: Frame a central question about an issue or situation. . . . .	No	
2.3b. Write information reports: Include facts and details for focus.. . . .	No	
2.3c. Write information reports: Draw from more than one source of information. . . . .	No	
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details. . . . .	No	

#### Written and Oral English Language Conventions

1.1 Use simple and compound sentences in writing and speaking.. . . .	Yes . . . . .	4.1 4.3
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. . . . .	Yes . . . . .	4.1 4.2

#### (Writing Continued)

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. . . . .	Yes . . . . .	4.3 5.1
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(p) indicates that this Standard is partially covered.



1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. . . . .	<b>Yes</b> . . . . .	5.2 6.1 6.5
1.5	Use underlining, quotation marks, or italics to identify titles of documents. . . . .	<b>Yes</b> . . . . .	6.1
1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. . . . .	<b>Yes</b> . . . . .	6.1
1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. . . . .	<b>Yes</b> . . . . .	6.2 6.3 6.4
<b>Listening and Speaking Strategies</b> . . . . .		<b>No</b>	
<b>Speaking Applications (Genres and Their Characteristics)</b> . . . . .		<b>No</b>	



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 5

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot; b. Describe the setting; c. Present an ending. . . . .	<b>Yes</b> . . . . .	1.1
1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order; b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought; c. Offer a concluding paragraph that summarizes important ideas and details. . . . .	<b>Yes</b> . . . . .	1.1
1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. . . . .	<b>No</b>	
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).. . . . .	<b>No</b>	
1.5 Use a thesaurus to identify alternative word choices and meanings. . . . .	<b>No</b>	
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. . . . .	<b>Yes</b> . . . . .	3.1 3.2

#### Writing Applications (Genres and Their Characteristics)

2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict; b. Show, rather than tell, the events of the story. . . . .	<b>Yes</b> . . . . .	1.1
2.2 Write responses to literature: . . . . .	<b>No</b>	
2.3 Write research reports about important ideas, issues, or events by using the following guidelines: . . . . .	<b>No</b>	
2.4 Write persuasive letters or compositions: . . . . .	<b>No</b>	

#### Written and Oral English Language Conventions

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. . . . .	<b>Yes</b> . . . . .	4.1 4.3
1.2 Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns. . . . .	<b>Yes</b> . . . . .	5.4
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. . . . .	<b>No</b>	
1.4 Use correct capitalization. . . . .	<b>Yes</b> . . . . .	6.1
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. . . . .	<b>Yes</b> . . . . .	6.2 6.3 6.4

#### Listening and Speaking Strategies . . . . .

**No**

#### Speaking Applications (Genres and Their Characteristics) . . . . .

**No**



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 6

### California Standard

#### Writing Strategies

California Standard	COVERED	IT!® Topic
1.1 Choose the form of writing that best suits the intended purpose.. . . . .	Yes . . . . .	1.1
1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose; b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader; c. Conclude with a detailed summary linked to the purpose of the composition.. . . . .	Yes . . . . .	1.1
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. . . . .	Yes . . . . .	1.1
1.4 Use organizational features of electronic text to locate information. . . . .	No	
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design.. . . . .	Yes . . . . .	1.1
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs. . . . .	Yes . . . . .	2.1 3.1 3.2

#### Writing Applications (Genres and Their Characteristics)

2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories; b. Include sensory details and concrete language to develop plot and character; c. Use a range of narrative devices.. . . . .	Yes . . . . .	1.1
2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose; b. Explain the situation; c. Follow an organizational pattern appropriate to the type of composition; d. Offer persuasive evidence to validate arguments and conclusions as needed.. . . . .	Yes . . . . .	1.1
2.3 Write research reports: . . . . .	No	
2.4 Write responses to literature: . . . . .	No	
2.5 Write persuasive compositions: . . . . .	No	

#### Written and Oral English Language Conventions

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. . . . .	Yes . . . . .	4.1 4.2
1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. . . . .	Yes . . . . .	5.2 5.3 5.4
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. . . . .	Yes . . . . .	6.1
1.4 Use correct capitalization. . . . .	Yes . . . . .	6.1
1.5 Spell frequently misspelled words correctly (e.g., their, they're, there). . . . .	Yes . . . . .	6.2 6.4

#### 1.0 Listening and Speaking Strategies . . . . .

No

#### 2.0 Speaking Applications (Genres and Their Characteristics) . . . . .

No

(p) indicates that this Standard is partially covered.



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 7

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. . . . .	Yes . . . . .	1.1 3.2
1.2	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.. . . .	Yes . . . . .	1.1
1.3	Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. . . . .	Yes . . . . .	1.1
1.4	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.. . . .	No	
1.5	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. . . . .	No	
1.6	Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. . . . .	No	
1.7	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. . . . .	Yes . . . . .	2.1 3.1 3.2

#### Writing Applications (Genres and Their Characteristics) . . . . .

No

#### Written and Oral English Language Conventions

1.1	Place modifiers properly and use the active voice. . . . .	No	
1.2	Identify and use infinitives and participles and make clear references between pronouns and antecedents.. . . .	Yes . . . . .	5.1 5.4
1.3	Identify all parts of speech and types and structure of sentences. . . . .	No	
1.4	Demonstrate the mechanics of writing and appropriate English usage . . . . .	Yes . . . . .	5.1 5.2 5.3 5.4 5.5 6.1
1.5	Identify hyphens, dashes, brackets, and semicolons and use them correctly. . . . .	Yes . . . . .	6.1
1.6	Use correct capitalization. . . . .	Yes . . . . .	6.1
1.7	Spell derivatives correctly by applying the spellings of bases and affixes. . . . .	Yes . . . . .	6.2

#### Listening and Speaking Strategies . . . . .

No

#### Speaking Applications (Genres and Their Characteristics) . . . . .

No



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 8

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. . . . .	<b>Yes</b> . . . . .	1.1 3.2
1.2	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. . . . .	<b>Yes</b> . . . . .	1.1
1.3	Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. . . . .	<b>Yes</b> . . . . .	1.1
1.4	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. . . . .	<b>No</b>	
1.5	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. . . . .	<b>No</b>	
1.6	Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. . . . .	<b>No</b>	
1.7	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. . . . .	<b>Yes</b> . . . . .	2.1 3.1 3.2

#### Writing Applications (Genres and Their Characteristics) . . . . .

**No**

#### Written and Oral English Language Conventions

1.1	Place modifiers properly and use the active voice. . . . .	<b>No</b>	
1.2	Identify and use infinitives and participles and make clear references between pronouns and antecedents. . . . .	<b>Yes</b> . . . . .	5.1 5.4
1.3	Identify all parts of speech and types and structure of sentences. . . . .	<b>No</b>	
1.4	Demonstrate the mechanics of writing and appropriate English usage . . . . .	<b>Yes</b> . . . . .	5.1 5.2 5.3 5.4 6.1
1.5	Identify hyphens, dashes, brackets, and semicolons and use them correctly. . . . .	<b>Yes</b> . . . . .	6.1
1.6	Use correct capitalization. . . . .	<b>Yes</b> . . . . .	6.1
1.7	Spell derivatives correctly by applying the spellings of bases and affixes. . . . .	<b>Yes</b> . . . . .	6.2

#### Listening and Speaking Strategies . . . . .

**No**

(p) indicates that this Standard is partially covered.



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 9

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. . . . .	Yes . . . . .	4.1 (from reading)
1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.. . . .	Yes . . . . .	4.1 (from reading)
1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. . . . .	No	
1.4	Develop the main ideas within the body of the composition through supporting evidence . . . . .	Yes . . . . .	4.1 (from reading)
1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium. . . . .	No	
1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas. . . . .	No	
1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).. . . . .	No	
1.8	Design and publish documents by using advanced publishing software and graphic programs. . . . .	No	
1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.. . . .	Yes . . . . .	2.1

#### Writing Applications (Genres and Their Characteristics)

2.1	Write biographical or autobiographical narratives or short stories: . . . . .	No	
2.2	Write responses to literature:		
	a. Demonstrate a comprehensive grasp of the significant ideas of literary works. . . . .	Yes . . . . .	4.1 (from reading)
	b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.. . . .	Yes . . . . .	4.1 (from reading)
	c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created. . . . .	No	
	d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. . . . .	No	
2.3	Write expository compositions, including analytical essays and research reports: . . . . .	No	
2.4	Write persuasive compositions: . . . . .	No	
2.5	Write business letters: . . . . .	No	
2.6	Write technical documents . . . . .	No	

#### Written and Oral English Language Conventions

1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). . . . .	Yes . . . . .	1.1 1.2
1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).. . . . .	Yes . . . . .	1.2 1.3
1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.. . . .	Yes . . . . .	1.2  1.3
1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.. . . .	Yes . . . . .	1.1
1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations.. . . .	No	



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 10

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. . . . .	Yes . . . . .	4.1 (from reading)
1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. . . . .	Yes . . . . .	4.1 (from reading)
1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. . . . .	No	
1.4	Develop the main ideas within the body of the composition through supporting evidence . . . . .	Yes . . . . .	4.1 (from reading)
1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium. . . . .	No	
1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas. . . . .	No	
1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style). . . . .	No	
1.8	Design and publish documents by using advanced publishing software and graphic programs. . . . .	No	
1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. . . . .	Yes . . . . .	2.1

#### Writing Applications (Genres and Their Characteristics)

2.1	Write biographical or autobiographical narratives or short stories: . . . . .	No	
2.2	Write responses to literature:		
	a. Demonstrate a comprehensive grasp of the significant ideas of literary works. . . . .	Yes . . . . .	4.1 (from reading)
	b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. . . . .	Yes . . . . .	4.1 (from reading)
	c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created. . . . .	No	
	d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. . . . .	No	
2.3	Write expository compositions, including analytical essays and research reports: . . . . .	No	
2.4	Write persuasive compositions: . . . . .	No	
2.5	Write business letters: . . . . .	No	
2.6	Write technical documents . . . . .	No	

#### Written and Oral English Language Conventions

1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases and mechanics of punctuation. . . . .	Yes . . . . .	1.1 1.2
1.2	Understand sentence construction and proper English usage. . . . .	Yes . . . . .	1.2 1.3
1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. . . . .	Yes . . . . .	1.2 1.3
1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. . . . .	Yes . . . . .	1.1
1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations. . . . .	No	

(p) indicates that this Standard is partially covered.



# Correlation of IT!® Writing to California Academic Content Standards

## Grade 11

### California Standard

### COVERED

### IT!® Topic

#### Writing Strategies

1.1	Demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.. . . . .	<b>Yes</b>	4.1 (from reading)
1.2	Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. . . . .	<b>No</b>	
1.3	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. . . . .	<b>Yes</b>	4.1 (from reading)
1.4	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, . . . . .	<b>No</b>	
1.5	Use language in natural, fresh, and vivid ways to establish a specific tone. pictures); and the issuance of a call for action.. . . .	<b>No</b>	
1.6	Develop presentations by using clear research questions and creative and critical research strategies . . . . .	<b>No</b>	
1.7	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). . . . .	<b>No</b>	
1.8	Integrate databases, graphics, and spreadsheets into word-processed documents.. . . . .	<b>No</b>	
1.9	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. . . . .	<b>Yes</b>	2.1

#### Writing Applications (Genres and Their Characteristics)

2.1	Write fictional, autobiographical, or biographical narratives: . . . . .	<b>No</b>	
2.2a.	Write responses to literature: Demonstrate a comprehensive understanding of the significant ideas in works or . . . . .	<b>Yes</b>	4.1 (from reading)
2.2b.	Write responses to literature: Analyze the use of imagery, language, universal themes, and unique aspects of the text.. . . .	<b>No</b>	
2.2c.	Write responses to literature: Support important ideas and viewpoints through accurate and detailed references to the text and to other works. . . . .	<b>No</b>	
2.2d.	Write responses to literature: Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.. . . . .	<b>No</b>	
2.2e.	Write responses to literature: Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.. . . . .	<b>No</b>	
2.3a.	Write reflective compositions: Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). . . . .	<b>Yes</b>	4.1 (from reading)
2.3b.	Write reflective compositions: Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. . . . .	<b>No</b>	
2.3c.	Write reflective compositions: Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. . . . .	<b>Yes</b>	4.1 (from reading)
2.4	Write historical investigation reports: . . . . .	<b>No</b>	
2.5	Write job applications and resumés: . . . . .	<b>No</b>	
2.6	Deliver multimedia presentations: . . . . .	<b>No</b>	

#### Written and Oral English Language Conventions

1.1	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.. . . .	<b>Yes</b>	1.1A 1.2B 1.3C
1.2	Produce legible work that shows accurate spelling and correct punctuation and capitalization. . . . .	<b>Yes</b>	1.1A
1.3	Reflect appropriate manuscript requirements in writing.. . . .	<b>No</b>	

(p) indicates that this Standard is partially covered.