



Correlation of First Grade IT![®] Reading to First Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 1		
A. Concepts About Print		
1. Match oral words to printed words (e.g., pointing to print as one reads).	No	
2. Practice reading print in the environment at school and at home with assistance.	No	
3. Locate and identify the title, author, and illustrator of a book or reading selection.	No	
4. Interpret simple graphs, charts, and diagrams	Yes	3.1
B. Phonological Awareness (includes phonemic awareness)		
1. Demonstrate understanding of all sound- symbol relationships.	Yes	1.1
2. Blend or segment the phonemes of most one-syllable words.	No	
3. Listen and identify the number of syllables in a word.	No	
4. Merge spoken segments into a word.	No	
5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).	No	
C. Decoding and Word Recognition		
1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).	Yes	1.1
2. Recognize and use rhyming words to reinforce decoding skills.	No	
3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).	No	
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.	No	
5. Recognize high frequency words in and out of context.	No	
6. Decode unknown words using basic phonetic analysis.	No	
7. Decode unknown words using context clues.	Yes	1.4
D. Fluency		
1. Answer questions correctly that are posed about stories read.	Yes	1.5 1.6 2.3 2.4 4.2
2. Begin to read simple text with fluency.	Yes	All topics
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.	Yes	All topics
E. Reading Strategies (before, during, and after reading)		
1. Use prior knowledge to make sense of text.	Yes	4.1
2. Establish a purpose for reading and adjust reading rate.	No	

1-800-337-5335
www.sleek.com
info@sleek.com

(p) indicates that this Standard is partially covered.



New Jersey Standard

COVERED

IT!® Topic

Grade 1 (continued)

- 3. Use pictures as cues to check for meaning. **No**
- 4. Check to see if what is being read makes sense. **No**
- 5. Monitor their reading by using fix-up strategies (e.g., searching for clues). **Yes** 1.4
- 6. Use graphic organizers to build on experiences and extend learning. **Yes** 3.1
- 7. Begin to apply study skills strategies (e.g., survey, question, read) to assist with retention and new learning. **No**

F. Vocabulary and Concept Development

- 1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words. **No**
- 2. Use and explain common antonyms and synonyms. **No**
- 3. Comprehend common and/or specific vocabulary in informational texts and literature. **Yes** 1.4

G. Comprehension Skills and Response to Text

- 1. Draw simple conclusions from information gathered from pictures, print, and people. **Yes** 1.2
4.2
- 2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers. **No**
- 3. Sequence information learned from text into a logical order to retell facts. **Yes** 1.6
- 4. Identify, describe, compare, and contrast the elements of plot, setting, and characters. **Yes** 2.2
2.3
2.4
- 5. Make simple inferences. **Yes** 4.1
- 6. Read regularly in independent-level materials **No**
- 7. Engage in silent independent reading for specific purposes. **No**

H. Inquiry and Research

- 1. Ask and explore questions related to a topic of interest. **No**
- 2. Draw conclusions from information and data gathered. **Yes** 4.2
- 3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading. **Yes** All topics

(p) indicates that this Standard is partially covered.



Correlation of Second Grade IT![®] Reading to Second Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 2		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition		
1. Look for known chunks or small words to attempt to decode an unknown word.	Yes	1.2
2. Reread inserting the beginning sound of the unknown word.	Yes	1.1
3. Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo).	No	
4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.	No	
D. Fluency	No	
E. Reading Strategies (before, during, and after reading)	No	
F. Vocabulary and Concept Development		
1. Develop a vocabulary of 500-800 regular and irregular sight words.	No	
2. Know and relate meanings of simple prefixes and suffixes.	Yes	1.3 1.1
3. Demonstrate evidence of expanding language repertory.	No	
4. Understand concept of antonyms and synonyms.	No	
5. Begin to use a grade-appropriate dictionary with assistance from teacher.	No	
G. Comprehension Skills and Response to Text		
1. Demonstrate ability to recall facts and details of text.	Yes	1.5
2. Recognize cause and effect in text.	Yes	4.1
3. Make inferences and support them with textual information.	Yes	4.1
4. Continue to identify story elements in text.	Yes	2.1 2.2 2.3
5. Respond to text by using how, why, and what-if questions.	Yes	(p) 4.1
H. Inquiry and Research		
1. Locate information using alphabetical order.	No	
2. Read a variety of nonfiction and fiction books and produce evidence of reading.	Yes	All topics

(p) indicates that this Standard is partially covered.



Correlation of Third Grade IT![®] Reading to Third Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 3		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)		
1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs)	Yes	1.1
C. Decoding and Word Recognition		
1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).	Yes	1.1
2. Use letter-sound knowledge and structural analysis to decode words.	No	
3. Use context to accurately read words with more than one pronunciation.	No	
D. Fluency		
E. Reading Strategies (before, during, and after reading)		
1. Set purpose for reading and check to verify or change predictions during/after reading.	No	
2. Monitor comprehension and accuracy while reading in context and self-correct errors.	No	
3. Use pictures and context clues to assist with decoding of new words.	Yes	1.3
4. Develop and use graphic organizers to build on experiences and extend learning.	Yes	3.1
F. Vocabulary and Concept Development		
1. Spell previously studied words and spelling patterns accurately.	No	
2. Point to or clearly identify specific words or wording that are causing comprehension difficulties.	No	
3. Infer word meanings from taught roots, prefixes, and suffixes.	Yes	1.2
4. Use a grade-appropriate dictionary with assistance from teacher.	Yes	(p) 1.5
5. Use pictures and context clues to assist with meaning of new words.	Yes	(p) 1.3
G. Comprehension Skills and Response to Text		
1. Recognize purpose of the text.	Yes	3.3
2. Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts.	Yes	1.4 4.1 4.2
3. Interpret information in graphs, charts, and diagrams.	Yes	3.1
4. Ask how, why, and what-if questions in interpreting nonfiction texts.	Yes	(p) 4.1
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.	Yes	(p) 3.3
6. Discuss underlying theme or message in interpreting fiction.	Yes	(p) 3.3
7. Summarize major points from fiction and nonfiction texts.	Yes	1.7
8. Draw conclusions and inferences from texts.	Yes	4.1

(p) indicates that this Standard is partially covered.



New Jersey Standard

Grade 3(continued)

9. Recognize first-person "I" point of view.	No	
10. Compare and contrast story plots, characters, settings, and themes.	Yes	(p) 2.1 2.2 2.3
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).	No	
12. Read regularly in materials appropriate for their independent reading level.	No	
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.	Yes	All topics
14. Use information and reasoning to examine bases of hypotheses and opinions.	Yes	(p) 4.2

H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.	No	
2. Draw conclusions from information and data gathered.	Yes	4.1
3. Read a variety of nonfiction and fiction books and produce evidence of understanding.	Yes	All topics

COVERED	IT!® Topic
No	
Yes	(p) 2.1 2.2 2.3
No	
No	
Yes	All topics
Yes	(p) 4.2
No	
Yes	4.1
Yes	All topics

(p) indicates that this Standard is partially covered.



Correlation of Fourth Grade IT![®] Reading to Fourth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 4		
A. Concepts About Print		
1. Develop knowledge about various print formats, including newspapers, magazines, books, and reference resources.	No	
2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.	No	
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).	Yes	3.3
B. Phonological Awareness (includes phonemic awareness)		
C. Decoding and Word Recognition		
1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.	No	
2. Know and use common word families to decode unfamiliar words.	No	
3. Recognize compound words, contractions, and common abbreviations.	No	
D. Fluency		
E. Reading Strategies (before, during, and after reading)		
1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading. . .	No	
2. Identify specific words or passages causing comprehension difficulties and seek clarification.	Yes	All topics
3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).	No	
F. Vocabulary and Concept Development		
1. Infer word meanings from learned roots, prefixes, and suffixes.	Yes	1.2
2. Infer specific word meanings in the context of reading passages.	Yes	1.1
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	No	
4. Use a grade-appropriate dictionary (independently) to define unknown words.	Yes	(p) 1.1
G. Comprehension Skills and Response to Text		
1. Discuss underlying themes across cultures in various texts.	No	
2. Distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies).	Yes	3.1 4.2 1.3 4.3
3. Cite evidence from text to support conclusions.	Yes	1.3



New Jersey Standard

Grade 4 (continued)

	COVERED	IT!® Topic
4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods (cf. social studies standards).	Yes	3.7
5. Follow simple multiple-steps in written instructions (cf. mathematics standard 4.4).	Yes	3.1
6. Recognize an author's point of view.	Yes	3.7
7. Identify and summarize central ideas in informational texts.	Yes	1.4
8. Recognize differences among forms of literature (poetry, drama, fiction, nonfiction).	Yes	3.6
9. Recognize literary elements in stories, including setting, characters, plot, and mood.	Yes	(p) 2.2 2.1
10. Identify some literary devices in stories.	No	
11. Identify the structures in poetry.	No	
12. Identify the structures in drama (cf. visual and performing arts standards).	No	
13. Read regularly in materials appropriate for their independent reading level.	Yes	All topics
H. Inquiry and Research	No	

(p) indicates that this Standard is partially covered.



Correlation of Fifth Grade IT!® Reading to Fifth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT!® Topic
Grade 5		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition		
1. Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.	Yes	(p) 1.1 1.2
2. Interpret and use new words correctly (refer to word parts and word origin).	No	
D. Fluency	No	
E. Reading Strategies (before, during, and after reading)		
1. Activate prior knowledge and anticipate what will be read or heard.	Yes	4.1
2. Vary reading strategies according to their purpose for reading and the nature of the text.	No	
3. Reread to make sense of difficult paragraphs or sections of text.	No	
4. Make revisions to text predictions during and after reading.	No	
5. Use reference aids for word meanings when reading.	No	
6. Apply graphic organizers to illustrate key concepts and relationships in a text	Yes	3.3
F. Vocabulary and Concept Development		
G. Comprehension Skills and Response to Text		
1. Respond critically to an author’s ideas, views, and beliefs.	Yes	3.4 4.3
2. Select texts for a particular purpose using the genre format of the text as a guide.	No	
3. Distinguish between cause effect and persuasion across texts.	Yes	(p) 3.1 4.4
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.	No	
5. Recognize propaganda techniques used to influence readers.	Yes	3.4
6. Recognize historical and cultural biases and different points of view.	No	
7. Distinguish between major and minor details.	No	
8. Make inferences using textual information and provide supporting evidence.	Yes	4.1 4.3
9. Recognize common organizational patterns in text that support comprehension.	Yes	4.5
10. Identify and analyze text type, literary forms, elements, and devices in nonfiction.	Yes	(p) 2.1
11. Recognize characterization, setting, plot, theme, and point of view in fiction.	Yes	(p) 2.1 2.2 4.4

(p) indicates that this Standard is partially covered.



New Jersey Standard

Grade 5 (continued)

- | | | |
|---|------------|---------|
| 12. Identify and respond to the elements of sound and structure in poetry. | No | |
| 13. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture. | No | |
| 14. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed. | No | |
| 15. Explain ways that the setting contributes to the mood of a novel, play, poem, etc. | Yes | (p) 2.2 |

H. Inquiry and Research

- | | | |
|--|------------|---------|
| 1. Develop and revise questions for investigations prior to, during, and after reading. | No | |
| 2. Use multiple sources to locate information relevant to research questions. | No | |
| 3. Draw conclusions from information gathered from multiple sources. | No | |
| 4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. | No | |
| 5. Summarize and organize information by taking notes, outlining ideas, and/or making charts. | Yes | (p) 3.3 |
| 6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. | No | |
| 7. Select books to fulfill one's purposes. | No | |
| 8. Compare themes, characters, settings and ideas across texts or works, and produce evidence of understanding. | Yes | 4.4 |

COVERED **IT!® Topic**

(p) indicates that this Standard is partially covered.



Correlation of Sixth Grade IT![®] Reading to Sixth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 6		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition		
1. Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.	Yes	(p) 1.1 1.2
2. Interpret and use new words correctly (refer to word parts and word origin).	No	
D. Fluency	No	
E. Reading Strategies (before, during, and after reading)		
1. Activate prior knowledge and anticipate what will be read or heard.	Yes	4.1
2. Vary reading strategies according to their purpose for reading and the nature of the text.	No	
3. Reread to make sense of difficult paragraphs or sections of text.	No	
4. Make revisions to text predictions during and after reading.	No	
5. Use reference aids for word meanings when reading.	No	
6. Apply graphic organizers to illustrate key concepts and relationships in a text (cf. mathematics standard 4.4-A).	Yes	3.3
F. Vocabulary and Concept Development	No	
G. Comprehension Skills and Response to Text		
1. Respond critically to an author's ideas, views, and beliefs.	Yes	3.4 4.3
2. Select texts for a particular purpose using the genre format of the text as a guide.	No	
3. Distinguish between cause effect and persuasion across texts.	Yes	(p) 3.1 4.4
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.	No	
5. Recognize propaganda techniques used to influence readers.	Yes	3.4
6. Recognize historical and cultural biases and different points of view.	No	
7. Distinguish between major and minor details.	No	
8. Make inferences using textual information and provide supporting evidence.	Yes	4.1 4.3
9. Recognize common organizational patterns in text that support comprehension.	Yes	4.5
10. Identify and analyze text type, literary forms, elements, and devices in nonfiction.	Yes	(p) 2.3
11. Recognize characterization, setting, plot, theme, and point of view in fiction.	Yes	(p) 2.1 2.2 3.4

(p) indicates that this Standard is partially covered.



New Jersey Standard

Grade 6 (continued)

- | | COVERED | IT!® Topic |
|---|----------------|-------------------|
| 12. Identify and respond to the elements of sound and structure in poetry. | No | |
| 13. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture. | No | |
| 14. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed. | No | |
| 15. Explain ways that the setting contributes to the mood of a novel, play, poem, etc. | Yes | (p) 2.2
4.6 |

H. Inquiry and Research

- | | | |
|--|------------|---------|
| 1. Develop and revise questions for investigations prior to, during, and after reading. | No | |
| 2. Use multiple sources to locate information relevant to research questions. | No | |
| 3. Draw conclusions from information gathered from multiple sources. | No | |
| 4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. | No | |
| 5. Summarize and organize information by taking notes, outlining ideas, and/or making charts. | Yes | (p) 3.3 |
| 6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. | No | |
| 7. Select books to fulfill one's purposes. | No | |
| 8. Compare themes, characters, settings and ideas across texts or works, and produce evidence of understanding. | Yes | 4.4 |

(p) indicates that this Standard is partially covered.



Correlation of Seventh Grade IT![®] Reading to Seventh Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 7		
A. Concepts About Print		
1. Identify and use common textual and graphic features and organizational structures to comprehend information.	Yes	(p) 3.3 3.1
B. Phonological Awareness (includes phonemic awareness)		
No		
C. Decoding and Word Recognition		
1. Distinguish among the spellings of homophones (e.g. cite, site, and sight).	No	
2. Apply spelling rules that aid in correct spelling.	No	
3. Continue to use structural analysis and context analysis to decode new words.	Yes	1.1 1.2
D. Fluency.		
No		
E. Reading Strategies (before, during, and after reading)		
1. Monitor reading for understanding by automatically setting a purpose for reading, asking essential questions, and relating new learning to background experiences.	No	
2. Use increasingly complex text guides, maps, charts, and graphs to assist with reading comprehension	Yes	(p) 3.3
F. Vocabulary and Concept Development		
No		
G. Comprehension Skills and Response to Text		
1. Speculate about text by generating literal and inferential questions.	No	
2. Distinguish between essential and nonessential information.	Yes	1.5
3. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.	Yes	4.2 3.4
4. Articulate the purposes and characteristics of different genres.	Yes	3.4
5. Analyze ideas and themes found in texts.	Yes	4.4
6. Compare several authors' perspectives of a historical character, setting, or event.	Yes	3.4
7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.	Yes	2.2
8. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and provide textual evidence of understanding.	Yes	(p) 3.3
9. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and provide textual evidence of understanding.	Yes	2.3 4.4 4.6 3.1
10. Respond critically to text ideas and craft by using textual evidence to support interpretations.	Yes	4.3

(p) indicates that this Standard is partially covered.



New Jersey Standard

Grade 7 (continued)

	COVERED	IT!® Topic
11. Locate and analyze literary techniques and elements (such as figurative language, meter, rhetorical and stylistic features, etc.) of text.	Yes	(p) 1.2 4.6
12. Identify and analyze recurring themes across literary works.	Yes	4.4
13. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).	No	
14. Identify and understand the author’s use of idioms, analogies, metaphors, and similes in prose and poetry.	No	
15. Understand perspectives of authors in a variety of interdisciplinary works.	Yes	3.4
16. Interpret text ideas through journal writing, discussion, and enactment.	No	
17. Demonstrate familiarity with everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.	No	
H. Inquiry and Research	No	

(p) indicates that this Standard is partially covered.



Correlation of Eighth Grade IT![®] Reading to Eighth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 8		
A. Concepts About Print		
1. Identify and use common textual and graphic features and organizational structures to comprehend information.	Yes	(p) 3.3 3.1
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition		
1. Distinguish among the spellings of homophones (e.g. cite, site, and sight).	No	
2. Apply spelling rules that aid in correct spelling.	No	
3. Continue to use structural analysis and context analysis to decode new words.	Yes	1.1 1.2
D. Fluency	No	
E. Reading Strategies (before, during, and after reading)		
1. Monitor reading for understanding by automatically setting a purpose for reading, asking essential questions, and relating new learning to background experiences.	No	
2. Use increasingly complex text guides, maps, charts, and graphs to assist with reading comprehension.	Yes	(p) 3.3
F. Vocabulary and Concept Development.	No	
G. Comprehension Skills and Response to Text		
1. Speculate about text by generating literal and inferential questions.	No	
2. Distinguish between essential and nonessential information.	Yes	1.5
3. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.	Yes	4.2 3.4
4. Articulate the purposes and characteristics of different genres.	Yes	3.4
5. Analyze ideas and themes found in texts.	Yes	4.4
6. Compare several authors' perspectives of a historical character, setting, or event.	Yes	3.6
7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.	Yes	2.1 2.2
8. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and provide textual evidence of understanding.	Yes	(p) 3.1 3.4
9. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and provide textual evidence of understanding.	Yes	2.3 4.4 4.6 3.1
10. Respond critically to text ideas and craft by using textual evidence to support interpretations.	Yes	4.3



New Jersey Standard

Grade 8 (continued)

	COVERED	IT!® Topic
11. Locate and analyze literary techniques and elements (such as figurative language, meter, rhetorical and stylistic features, etc.) of text.	Yes	(p) 4.6
12. Identify and analyze recurring themes across literary works.	Yes	4.4
13. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).	No	
14. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.	No	
15. Understand perspectives of authors in a variety of interdisciplinary works.	Yes	3.6
16. Interpret text ideas through journal writing, discussion, and enactment.	No	
17. Demonstrate familiarity with everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.	No	
H. Inquiry and Research	No	

(p) indicates that this Standard is partially covered.



Correlation of Ninth Grade IT![®] Reading to Ninth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 9		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition	No	
D. Fluency		
1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.	Yes	All Topics
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.	No	
3. Read a variety of genres and types of text with fluency and comprehension.	Yes	All Topics
E. Reading Strategies (before, during, and after reading)	No	
F. Vocabulary and Concept Development		
1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.	Yes	1.1
2. Use knowledge of root words to understand new words.	Yes	1.2
3. Apply reading vocabulary in different content areas.	Yes	1.1
G. Comprehension Skills and Response to Text		
1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.	Yes	1.5
2. Understand the study of literature and theories of literary criticism.	No	
3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.	No	
4. Compare and evaluate the relationship between past literary traditions and contemporary writing.	No	
5. Analyze how works of a given period reflect historical and social events and conditions.	Yes	3.3
6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.	Yes	3.7 3.6
7. Interpret how literary devices affect reading emotions and understanding.	Yes	2.7 2.8
8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).	Yes	1.1.4
9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.	Yes	3.7 3.5 3.6 3.10 3.9
10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	Yes	3.5 3.6
11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or		

(p) indicates that this Standard is partially covered.



purpose of the work.	Yes	1.1.4
		3.5
12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.	No	
13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).	No	
H. Inquiry and Research	No	

(p) indicates that this Standard is partially covered.



Correlation of Tenth Grade IT![®] Reading to Tenth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 10		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition	No	
D. Fluency		
1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.	Yes	All topics
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.	No	
3. Read a variety of genres and types of text with fluency and comprehension.	Yes	All topics
E. Reading Strategies (before, during, and after reading)	No	
F. Vocabulary and Concept Development		
1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.	Yes	1.1 1.2.2 3.1
2. Use knowledge of root words to understand new words.	Yes	1.2
3. Apply reading vocabulary in different content areas.	Yes	1.1 1.2.2 3.1
G. Comprehension Skills and Response to Text		
1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.	Yes	1.4
2. Understand the study of literature and theories of literary criticism.	No	
3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.	No	
4. Compare and evaluate the relationship between past literary traditions and contemporary writing.	No	
5. Analyze how works of a given period reflect historical and social events and conditions.	Yes	2.6
6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.	Yes	2.7 3.7 3.8
7. Interpret how literary devices affect reading emotions and understanding.	Yes	1.1 2.5 2.7
8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).	Yes	1.1.3 2.7
9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.	Yes	3.6 3.7 3.8 3.11

(p) indicates that this Standard is partially covered.



New Jersey Standard

Grade 10 (continud)

	COVERED	IT!® Topic
10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	Yes	3.7
11. Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	Yes	1.1.3 2.7 3.6 3.11
12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.	No	
13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).	No	
H. Inquiry and Research	No	

(p) indicates that this Standard is partially covered.



Correlation of Eleventh Grade IT![®] Reading to Eleventh Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT! [®] Topic
Grade 11		
A. Concepts About Print	No	
B. Phonological Awareness (includes phonemic awareness)	No	
C. Decoding and Word Recognition	No	
D. Fluency		
1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.	Yes	All topics
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.	No	
3. Read a variety of genres and types of text with fluency and comprehension.	Yes	All topics
E. Reading Strategies (before, during, and after reading)	No	
F. Vocabulary and Concept Development		
1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.	Yes	2.6 1.1 1.2
2. Use knowledge of root words to understand new words.	Yes	1.2
3. Apply reading vocabulary in different content areas.	Yes	1.1
G. Comprehension Skills and Response to Text		
1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.	Yes	1.4 2.1 2.2
2. Understand the study of literature and theories of literary criticism.	No	
3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.	No	
4. Compare and evaluate the relationship between past literary traditions and contemporary writing.	No	
5. Analyze how works of a given period reflect historical and social events and conditions.	Yes	2.6
6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.	Yes	3.8 3.6 2.7
7. Interpret how literary devices affect reading emotions and understanding.	Yes	2.5 2.7 3.11
8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).	Yes	1.1 2.7
9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.	Yes	3.10 3.11
10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	Yes	2.1

(p) indicates that this Standard is partially covered.



New Jersey Standard

Grade 11 (continud)

- | | COVERED | IT!® Topic |
|--|----------------|-------------------|
| 11. Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. | Yes | 3.9
3.6 |
| 12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc. | No | |
| 13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals). | No | |

H. Inquiry and Research

- | | | |
|--|------------|----------------|
| 1. Select appropriate electronic media for research and evaluate the quality of the information received. | No | |
| 2. Develop materials for a portfolio that reflect a specific career choice. | No | |
| 3. Develop increased ability to critically select works to support a research topic. | No | |
| 4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading. | No | |
| 5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position. | No | |
| 6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns. | Yes | (p) 3.6
3.7 |

(p) indicates that this Standard is partially covered.