



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

New Jersey Standard

COVERED

IT![®] Topic

Grade 1

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

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|--|----------------------|------------|
| 1. Begin to generate ideas for writing through talking, sharing, and drawing. | No | |
| 2. Observe the modeling of writing. | No | |
| 3. Begin to use a basic writing process to develop writing. | No | |
| 4. Use simple sentences to convey ideas. | Yes | 3.1 |
| 5. Increase fluency (ability to write ideas easily) to improve writing. | No | |
| 6. Continue to use pictures, developmental spelling or conventional text to create writing drafts. | No | |
| 7. Revisit pictures and writings to add detail. | No | |
| 8. Begin to mimic an author’s voice and patterns. | No | |
| 9. Begin to use a simple checklist to improve writing with teacher support.. . . . | No | |
| 10. Begin to use simple computer writing applications during some parts of the writing process. | Yes | All topics |

B. Writing as a Product (resulting in a product or publication)

- | | | |
|---|----------------------|---------|
| 1. Produce finished writings to share with class and/or for publication.. . . . | No | |
| 2. Produce stories from personal experiences. | Yes | (p) 1.1 |
| 3. Show and talk about own writing for classroom audience. | No | |
| 4. Collect favorite works to place in personal writing folder. | No | |

C. Mechanics, Spelling, and Handwriting

- | | | |
|--|----------------------|-------------------|
| 1. Write all letters (upper and lowercase) of the alphabet from memory. | No | |
| 2. Begin to use basic punctuation and capitalization. | Yes | 5.1 |
| 3. Apply sound/symbol relationships to writing words. | No | |
| 4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary. | Yes | 5.2
5.3
5.4 |
| 5. Develop awareness of conventional spelling. | Yes | 5.2
5.3
5.4 |
| 6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.. . . . | No | |

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

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|---|-----------|--|
| 1. Create written texts for others to read. | No | |
| 2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text. | No | |



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

New Jersey Standard	COVERED	IT! [®] Topic
Grade 2		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing.	No	
2. Observe the modeling of writing.	Yes	All topics
3. Begin to develop an awareness of simple story structures and author's voice.	No	
4. Use sentences to convey ideas in writing.	Yes	3.1
5. Maintain the use of a basic writing process to develop writing.	No	
6. Use graphic organizers to assist with planning writing.. . . .	No	
7. Compose readable first drafts.	No	
8. Use everyday words in appropriate written context.	Yes	1.1
9. Reread drafts for meaning, to add details, and to improve correctness.	No	
10. Focus on elaboration as a strategy for improving writing.	No	
11. Participate with peers to comment on and react to each other's writing.	No	
12. Use a simple checklist to improve elements of own writing.	Yes	(p) 1.1
13. Use computer writing applications during some parts of the writing process.	Yes	All topics
B. Writing as a Product (resulting in a product or publication)		
1. Produce finished writings to share with classmates and/or for publication.. . . .	No	
2. Produce stories from personal experiences.	Yes	(p) 1.1
3. Produce a narrative with a beginning, middle, and end.	Yes	1.1
4. Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.	No	
5. Organize favorite work samples in a writing folder or portfolio.	No	
C. Mechanics, Spelling, and Handwriting		
1. Use correct end point punctuation.	Yes	5.1 5.2
2. Apply basic rules of capitalization.	Yes	5.1 5.2
3. Use correct spelling of some high frequency words.	Yes	5.3 5.4 5.5
4. Apply sound/symbol relationships to writing words.	No	
5. Recognize and apply basic spelling patterns.	Yes	5.3 5.4 5.5
6. Write legibly to meet district standards.	No	



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

New Jersey Standard	COVERED	IT! [®] Topic
Grade 3		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.	No	
2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.	No	
3. Use graphic organizers to assist with planning writing.	No	
4. Compose first drafts from prewriting work.	No	
5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.	Yes	3.1
6. Participate with peers to comment on and react to each other's writing.	No	
7. Build awareness of ways authors use paragraphs to support meaning.	No	
8. Begin to develop author's voice in own writing.	No	
9. Use reference materials to revise work, such as a dictionary or internet/software resource.	No	
10. Edit work for basic spelling and mechanics.	Yes	6.1 6.2 6.3 6.4 6.5 6.6
11. Use computer word-processing applications during parts of the writing process.	Yes	All topics
12. Understand and use a checklist and/or rubric to improve writing.	Yes	(p) 1.1
13. Reflect on own writing, noting strengths and areas needing improvement.	No	
B. Writing as a Product (resulting in a product or publication)		
1. Write a descriptive piece, such as a description of a person, place, or object.	Yes	(p) 1.1
2. Write a narrative piece based on personal experiences.	Yes	(p) 1.1
3. Write a nonfiction piece and/or simple informational report across the curriculum.	Yes	(p) 1.1
4. Present and discuss writing with other students.	No	
5. Apply elements of grade-appropriate rubrics to improve writing.	No	
6. Develop a collection of writings (e.g., a literacy folder or portfolio).	No	



New Jersey Standard

Grade 3 (continued)

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.	Yes	4.1 6.1 6.2 6.3 6.4 6.5 6.6
2. Use grade-appropriate knowledge of English grammar and usage to craft writing: singular and plural nouns, subject/verb agreement, appropriate parts of speech.	Yes	5.1 6.4
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.	Yes	All topics
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.	Yes	6.2 6.3 6.4 6.5 6.6
5. Write legibly in manuscript or cursive to meet district standards.	No	

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community)..	No	
2. Develop fluency by writing daily and for sustained amounts of time.	No	
3. Generate ideas for writing in a variety of situations and across the curriculum.	No	
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.	Yes	(p) 1.1
5. Write the events of a story sequentially.	No	
6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.	No	
7. Respond to literature through writing to demonstrate an understanding of a text.	No	
8. Write narrative text (e.g., realistic, humorous, etc.).	No	
9. Write non-fiction text (e.g., reports, procedures, and letters).	No	

COVERED	IT!® Topic
Yes	4.1
Yes	6.1
Yes	6.2
Yes	6.3
Yes	6.4
Yes	6.5
Yes	6.6
Yes	5.1
Yes	6.4
Yes	All topics
Yes	6.2
Yes	6.3
Yes	6.4
Yes	6.5
Yes	6.6
No	
No	
No	
No	
Yes	(p) 1.1
No	
No	
No	
No	
No	



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

New Jersey Standard	COVERED	IT! [®] Topic
Grade 4		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.	No	
2. Develop an awareness of form, structure, and author's voice in various genres.	No	
3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.	No	
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	No	
5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.	Yes	3.1 3.2
6. Review own writing with others to understand the reader's perspective and to consider ideas for revision.	No	
7. Review and edit work for spelling, mechanics, clarity, and fluency.	Yes	2.1 3.1 3.2 5.1 6.4
8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.	No	
9. Use computer writing applications during most of the writing process.	Yes	All topics
10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.	No	
11. Reflect on one's writing, noting strengths and areas needing improvement.	Yes	3.1 3.2 1.1
B. Writing as a Product (resulting in a product or publication)		
1. Create narrative pieces, such as memoir or personal narrative, that contain description and relate ideas, observations, or recollections of an event or experience.	Yes	1.1
2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.	No	
3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.	Yes	(p) 3.1 3.2
4. Build knowledge of the characteristics and structures of a variety of genres.	No	
5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.	Yes	3.1 3.2



New Jersey Standard

Grade 4 (continued)

	COVERED	IT!® Topic
6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.	No	
7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.	Yes	4.1
8. Improve the clarity of writing by rearranging words, sentences, and paragraphs.	Yes	3.1
9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.	Yes	All topics
10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.	Yes	3.2
11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	No	

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are appropriate to the grade level (sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting).	Yes	(p) 4.1 4.2 4.3 5.1 5.2 5.3 5.4 6.1 6.2 6.3 6.4 6.5
2. Use increasingly complex sentence structure and syntax to express ideas.	Yes	4.1 4.2 4.3
3. Use grade appropriate knowledge of English grammar and usage to craft writing: subject/verb agreement, pronoun usage and agreement, appropriate verb tenses.	Yes	5.1
4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.	Yes	6.1
5. Use capital letters correctly in sentences, for proper nouns, and in titles.	Yes	6.1
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.	Yes	(p) All topics
7. Indent in own writing to show the beginning of a paragraph.	No	
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.	Yes	6.2 6.3 6.4
9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.	Yes	6.2 6.3 6.4
10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.	No	
11. Write legibly in manuscript or cursive to meet district standards.	No	

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

No



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

New Jersey Standard

COVERED

IT!® Topic

Grade 5

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

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|---|-----|----------------|
| 1. Generate ideas for writing through reading and making connections across the curriculum and with current events.. | No | |
| 2. Expand knowledge about form, structure, and voice in a variety of genres. | No | |
| 3. Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing.. | No | |
| 4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. | No | |
| 5. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made. | Yes | (p) 5.2
5.4 |
| 6. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. | Yes | (p) 3.1
3.2 |
| 7. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision. | No | |
| 8. Review and edit work for spelling, usage, clarity, organization, and fluency. | Yes | All topics |
| 9. Use a variety of reference materials to revise work.. | No | |
| 10. Use computer writing applications during the writing process. | Yes | All topics |
| 11. Understand and apply the elements of a scoring rubric to improve and evaluate writing. | No | |
| 12. Reflect on own writing, noting strengths and setting goals for improvement. | No | |

B. Writing as a Product (resulting in a product or publication)

- | | | |
|---|-----|-----|
| 1. Expand knowledge of characteristics, structures, and tone of selected genres. | No | |
| 2. Write a range of grade-appropriate essays across curricula (e.g., persuasive, personal, descriptive, or issue-based). | Yes | 1.1 |
| 3. Write grade-appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports).. | No | |
| 4. Write pieces that contain narrative elements, such as memoir, biography, or autobiography.. | Yes | 1.1 |
| 5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources. | No | |
| 6. Prepare a works-cited page for reports or research papers.. | No | |
| 7. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. | Yes | 3.1 |

C. Mechanics, Spelling, and Handwriting

- | | | |
|--|-----|------------|
| 1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting).. | Yes | All topics |
|--|-----|------------|



New Jersey Standard

Grade 5 (continued)

	COVERED	IT!® Topic
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.	Yes	4.2 4.3
3. Use knowledge of English grammar and usage to express ideas effectively.	Yes	All topics
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	Yes	6.1
5. Use quotation marks and related punctuation correctly in passages of dialogue.	Yes	6.1
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	Yes	6.2 6.3 6.4
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.	No	
8. Spell frequently misspelled words correctly in writing.	Yes	6.4
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	No	
10. Write legibly in manuscript or cursive to meet district standards.	No	

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share, etc.) and a variety of audiences (e.g., self, peers, community).	No	
2. Gather, select, and organize information appropriate to a topic, task, and audience.	No	
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.	No	
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience, and referring to the text through sustained use of examples.	No	
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	No	
6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).	No	
7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works-cited page.	No	
8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	Yes	(p) 1.1
9. Demonstrate the ability to write business letters in correct format and coherent style.	No	
10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	No	
11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	Yes	(p) 1.1
12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs).	No	
13. Demonstrate the development of a personal style and voice in writing.	No	
14. Review scoring criteria of relevant rubrics.	No	
15. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).	No	



Correlation of Sixth Grade IT!® Writing to Sixth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard	COVERED	IT!® Topic
Grade 6		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Generate ideas for writing through reading and making connections across the curriculum and with current events..	No	
2. Expand knowledge about form, structure, and voice in a variety of genres..	No	
3. Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing..	No	
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	No	
5. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made..	Yes	(p) 3.1 5.1
6. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	Yes	3.1 3.2
7. Review own writing with others to understand the reader’s perspective and to consider and incorporate ideas for revision..	No	
8. Review and edit work for spelling, usage, clarity, organization, and fluency..	Yes	All topics
9. Use a variety of reference materials to revise work..	No	
10. Use computer writing applications during the writing process.	Yes	All topics
11. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	No	
12. Reflect on own writing, noting strengths and setting goals for improvement.	No	
B. Writing as a Product (resulting in a product or publication)		
1. Expand knowledge of characteristics, structures, and tone of selected genres.	No	
2. Write a range of grade-appropriate essays across curricula (e.g., persuasive, personal, descriptive, or issue-based).	Yes	1.1
3. Write grade-appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports)..	No	
4. Write pieces that contain narrative elements, such as memoir, biography, or autobiography..	Yes	1.1
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources.	No	
6. Prepare a works-cited page for reports or research papers..	No	
7. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	Yes	3.1
C. Mechanics, Spelling, and Handwriting		
1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting)..	Yes	All topics
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way..	Yes	4.1 4.2



New Jersey Standard

Grade 6 (continued)

	COVERED	IT!® Topic
3. Use knowledge of English grammar and usage to express ideas effectively.	Yes	All topics
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	Yes	6.1
5. Use quotation marks and related punctuation correctly in passages of dialogue.	Yes	6.1
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	Yes	6.2 6.3 6.4
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.	No	
8. Spell frequently misspelled words correctly in writing.	Yes	6.4
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	No	
10. Write legibly in manuscript or cursive to meet district standards.	No	

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share, etc.) and a variety of audiences (e.g., self, peers, community).	No	
2. Gather, select, and organize information appropriate to a topic, task, and audience.	No	
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.	No	
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience, and referring to the text through sustained use of examples.	No	
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	No	
6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).	No	
7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works-cited page.	No	
8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	Yes	(p) 1.1
9. Demonstrate the ability to write business letters in correct format and coherent style.	No	
10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.. . . .	No	
11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	Yes	(p) 1.1
12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs).	No	
13. Demonstrate the development of a personal style and voice in writing.. . . .	No	
14. Review scoring criteria of relevant rubrics.	No	
15. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).	No	



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

New Jersey Standard	COVERED	IT! [®] Topic
Grade 7		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Engage in the full writing process (from prewriting through post-writing) by writing daily and for sustained amounts of time.	No	
2. Revise drafts by rereading for meaning, narrowing focus, elaborating, deleting, reorganizing, creating sentence variety as needed, maintaining consistency of voice, and reworking introductions, transitions, conclusions, and awkward passages.	Yes	3.1 3.2
3. Review and edit work for spelling, usage, clarity, organization, and fluency.	Yes	All topics
4. Demonstrate understanding of a scoring rubric to improve and evaluate writing.	No	
5. Compose, revise, edit, and publish writing using appropriate word processing software.	Yes	(p) 1.1
B. Writing as a Product (resulting in a product or publication)		
1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.	No	
2. Write pieces that contain narrative elements, such as short stories, biography, autobiography, or memoir.	Yes	(p) 1.1
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page.	No	
4. Write a range of essays, including persuasive, descriptive, personal, or issue-based.	Yes	1.1
C. Mechanics, Spelling, and Handwriting		
1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling)..	Yes	All topics
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	Yes	4.1 4.2
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	No	
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.	No	
5. Use transition words to reinforce a logical progression of ideas.	Yes	3.2
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.. . . .	Yes	All topics
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	No	
8. Write legibly in manuscript or cursive to meet district standards.. . . .	No	
D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)		
1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.	No	
2. Apply knowledge and strategies for composing pieces in a variety of genres (narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing, etc.).. . . .	No	



New Jersey Standard

Grade 7 (continued)

	COVERED	IT!® Topic
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	No	
4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	Yes	(p) 1.1
5. Use narrative and descriptive writing techniques (e.g., dialogue, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters.)	Yes	(p) 1.1
6. Use a variety of primary and secondary sources to understand the value of each when writing a research report.	No	
7. Write reports based on research and include citations, quotations, and a works cited page.	No	
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	No	
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.	No	
10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	Yes	(p) 1.1
11. When writing persuasive essays, present evidence, examples, and justification to support arguments.	Yes	(p) 1.1
12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, etc. to effectively present a topic, point of view, or argument.. . . .	No	
13. Use personal style and voice effectively to support the purpose and engage the audience of a piece of writing.. . . .	No	
14. Develop a collection of writing (e.g., a literacy folder, a literacy portfolio)..	No	



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

New Jersey Standard	COVERED	IT! [®] Topic
Grade 8		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Engage in the full writing process (from prewriting through post-writing) by writing daily and for sustained amounts of time.	No	
2. Revise drafts by rereading for meaning, narrowing focus, elaborating, deleting, reorganizing, creating sentence variety as needed, maintaining consistency of voice, and reworking introductions, transitions, conclusions, and awkward passages.	Yes	3.1 3.2
3. Review and edit work for spelling, usage, clarity, organization, and fluency.	Yes	All topics
4. Demonstrate understanding of a scoring rubric to improve and evaluate writing.	No	
5. Compose, revise, edit, and publish writing using appropriate word processing software.	Yes	(p) 1.1
B. Writing as a Product (resulting in a product or publication)		
1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.	No	
2. Write pieces that contain narrative elements, such as short stories, biography, autobiography, or memoir.	Yes	(p) 1.1
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page.	No	
4. Write a range of essays, including persuasive, descriptive, personal, or issue-based.	Yes	1.1
C. Mechanics, Spelling, and Handwriting		
1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling)..	Yes	All topics
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	Yes	4.3 4.4
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	No	
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.	No	
5. Use transition words to reinforce a logical progression of ideas.	Yes	4.1
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.. . . .	Yes	All topics
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	No	
8. Write legibly in manuscript or cursive to meet district standards.. . . .	No	
D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)		
1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.	No	
2. Apply knowledge and strategies for composing pieces in a variety of genres (narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing, etc.).. . . .	No	



New Jersey Standard

Grade 8 (continued)

	COVERED	IT!® Topic
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	No	
4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	Yes	(p) 1.1
5. Use narrative and descriptive writing techniques (e.g., dialogue, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters.)	Yes	(p) 1.1
6. Use a variety of primary and secondary sources to understand the value of each when writing a research report.	No	
7. Write reports based on research and include citations, quotations, and a works cited page.	No	
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	No	
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.	No	
10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	Yes	(p) 1.1
11. When writing persuasive essays, present evidence, examples, and justification to support arguments.	Yes	(p) 1.1
12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, etc. to effectively present a topic, point of view, or argument.	No	
13. Use personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	No	
14. Develop a collection of writing (e.g., a literacy folder, a literacy portfolio)..	No	



Correlation of Ninth Grade IT!® Writing to Ninth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard

COVERED

IT!® Topic

Grade 9

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

- | | | |
|---|------------|-------------------|
| 1. Engage in the full writing process by writing daily and for sustained amounts of time.. | No | |
| 2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. | No | |
| 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. | Yes | 2.1 |
| 4. Review and edit work for spelling, usage, clarity, and fluency. | Yes | 1.1
1.2
1.3 |
| 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece. | Yes | All topics |
| 6. Use a scoring rubric to evaluate and improve own writing and the writing of others.. | No | |
| 7. Reflect on own writing and establish goals for growth and improvement.. | No | |

B. Writing as a Product (resulting in a product or publication)

- | | | |
|---|------------|-------------------|
| 1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. | No | |
| 2. Critique published works for authenticity and credibility. | No | |
| 3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development. | No | |
| 4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).. | Yes | (p) 4.1 (Reading) |
| 5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.. | Yes | (p) 4.1 (Reading) |
| 6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing. | No | |
| 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc. | No | |
| 8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.. | Yes | (p) 4.1 (Reading) |
| 9. Provide compelling openings and strong closure to written pieces. | Yes | 4.1 (Reading) |
| 10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). | No | |
| 11. Use the responses of others to review content, organization, and usage for publication.. | No | |
| 12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. | No | |



New Jersey Standard

Grade 9 (continued)

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).	Yes	1.1 1.2 1.3 4.1 (from Reading)
2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.	Yes	4.1 (from Reading)
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.. . . .	Yes	4.1 (from Reading)
4. Use transition words to reinforce a logical progression of ideas.. . . .	Yes	2.1.7
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.	Yes	2.1.2
6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.. . . .	Yes	2.1
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.. . . .	No	
8. Write legibly in manuscript or cursive to meet district standards.. . . .	No	

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

1. Employ the most effective writing formats and strategies for the purpose and audience.	Yes	All topics
2. Demonstrate command of a variety of writing genres, such as:	Yes	All topics
Persuasive essay		
Personal narrative		
Research report		
Literary research paper		
Descriptive essay		
Critique		
Response to literature		
Parody of a particular narrative style (fable, myth, short story, etc.)		
Poetry		
3. Evaluate the impact of an author’s decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.	No	
4. Apply all copyright laws to information used in written work.	No	
5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.. . . .	Yes	4.1 (from Reading)
6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.	No	
7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.. . . .	Yes	4.1 (from Reading)
8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.	No	



Correlation of Tenth Grade IT!® Writing to Tenth Grade New Jersey Core Curriculum Content Standards

New Jersey Standard

COVERED

IT!® Topic

Grade 10

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

- | | | |
|---|-----|-------------------|
| 1. Engage in the full writing process by writing daily and for sustained amounts of time.. . . . | No | |
| 2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. | No | |
| 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. | Yes | 2.1 |
| 4. Review and edit work for spelling, usage, clarity, and fluency. | Yes | 1.1
1.2
1.3 |
| 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece. | Yes | All topics |
| 6. Use a scoring rubric to evaluate and improve own writing and the writing of others.. . . . | No | |
| 7. Reflect on own writing and establish goals for growth and improvement.. . . . | No | |

B. Writing as a Product (resulting in a product or publication)

- | | | |
|---|-----|--------------------|
| 1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. | No | |
| 2. Critique published works for authenticity and credibility. | No | |
| 3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development. | No | |
| 4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).. | Yes | 4.1 (from Reading) |
| 5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.. | Yes | 4.1 (from Reading) |
| 6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing. | No | |
| 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc. | No | |
| 8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.. . . . | Yes | 4.1 (from Reading) |
| 9. Provide compelling openings and strong closure to written pieces. | Yes | 4.1 (from Reading) |
| 10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). | No | |
| 11. Use the responses of others to review content, organization, and usage for publication.. . . . | No | |
| 12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. | No | |



New Jersey Standard

Grade 10 (continued)

C. Mechanics, Spelling, and Handwriting

- | | | |
|---|----------------------|--------------------|
| 1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling). | Yes | 4.1 (from Reading) |
| 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. | Yes | 4.1 (from Reading) |
| 3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.. . . . | Yes | 4.1 (from Reading) |
| 4. Use transition words to reinforce a logical progression of ideas.. . . . | Yes | 2.1.7 |
| 5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. | Yes | 2.1.2 |
| 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.. . . . | Yes | 2.1 |
| 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.. . . . | No | |
| 8. Write legibly in manuscript or cursive to meet district standards.. . . . | No | |

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

- | | | |
|--|----------------------|--------------------|
| 1. Employ the most effective writing formats and strategies for the purpose and audience. | Yes | All topics |
| 2. Demonstrate command of a variety of writing genres, such as: | Yes | All topics |
| Persuasive essay | | |
| Personal narrative | | |
| Research report | | |
| Literary research paper | | |
| Descriptive essay | | |
| Critique | | |
| Response to literature | | |
| Parody of a particular narrative style (fable, myth, short story, etc.) | | |
| Poetry | | |
| 3. Evaluate the impact of an author’s decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. | No | |
| 4. Apply all copyright laws to information used in written work. | No | |
| 5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.. . . . | Yes | 4.1 (from Reading) |
| 6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications. | No | |
| 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.. . . . | Yes | 4.1 (from Reading) |
| 8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. | No | |

COVERED

IT!® Topic



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

New Jersey Standard	COVERED	IT! [®] Topic
Grade 11		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)		
1. Engage in the full writing process by writing daily and for sustained amounts of time.....	No	
2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.	No	
3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.	Yes	2.1
4. Review and edit work for spelling, usage, clarity, and fluency.	Yes	1.1 1.2 1.3
5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.	Yes	All topics
6. Use a scoring rubric to evaluate and improve own writing and the writing of others..	No	
7. Reflect on own writing and establish goals for growth and improvement..	No	
B. Writing as a Product (resulting in a product or publication)		
1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.	No	
2. Critique published works for authenticity and credibility.	No	
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.	No	
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism)..	Yes	(p) 4.1 (from Reading)
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc..	Yes	(p) 4.1 (from Reading)
6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing..	No	
7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.	No	
8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position..	Yes	(p) 4.1 (from Reading)
9. Provide compelling openings and strong closure to written pieces.	Yes	4.1 (from Reading)
10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation)..	No	
11. Use the responses of others to review content, organization, and usage for publication..	No	



**New Jersey Standard
Grade 11 (continued)**

COVERED

IT!® Topic

12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. . . . **No**

C. Mechanics, Spelling, and Handwriting

- 1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling). **Yes** 1.1
1.2
1.3
4.1 (from Reading)
- 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. **Yes** 4.1 (from Reading)
- 3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.. . . . **Yes** 4.1 (from Reading)
- 4. Use transition words to reinforce a logical progression of ideas.. . . . **Yes** 2.1.7
- 5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. **Yes** 2.1.2
- 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.. . . . **Yes** 2.1
- 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.. . . . **No**
- 8. Write legibly in manuscript or cursive to meet district standards.. . . . **No**

D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

- 1. Employ the most effective writing formats and strategies for the purpose and audience. **Yes** All topics
- 2. Demonstrate command of a variety of writing genres, such as: **Yes** All topics
 - Persuasive essay
 - Personal narrative
 - Research report
 - Literary research paper
 - Descriptive essay
 - Critique
 - Response to literature
 - Parody of a particular narrative style (fable, myth, short story, etc.)
 - Poetry
- 3. Evaluate the impact of an author’s decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. **No**
- 4. Apply all copyright laws to information used in written work. **No**
- 5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.. . . . **Yes** 4.1 (from Reading)
- 6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications. **No**
- 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.. . . . **Yes** 4.1 (from Reading)
- 8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. . . . **No**