



Correlation of First Grade IT![®] Reading to First Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 1		
1. Students will read for information and understanding		
Locate and use classroom and library media center resources, with assistance, to acquire information	No	
Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas	Yes	All topics
Interpret information represented in pictures, illustrations, and simple charts and webs	Yes	3.1
Recognize and interpret familiar signs and symbols from the environment	No	
Distinguish between texts with stories and texts with information	No	
Draw on prior experience to understand new data, facts, and ideas	Yes	4.1
Use a picture dictionary as resource for vocabulary	No	
Select books, with teacher assistance, to meet informational needs	No	
2. Students will read for literary response and expression		
Comprehend, interpret, and respond to imaginative texts and performances	No	
Select books, tapes, and poems based on personal choice	No	
Make connections between personal experiences and stories read	No	
connect a picture or illustration to a story	No	
Predict what might happen next in a story	Yes	4.1
draw conclusions from a story	Yes	4.2
identify characters, settings, and events in a story	Yes	1.6 2.2 2.3
retell a story	Yes	1.5 1.6
distinguish between what is real and what is imaginary	Yes	2.1
Dramatize or retell stories	Yes	1.2 1.6
3. Students will read for critical analysis and evaluation		
identify, explain, and evaluate ideas, themes, and experiences from texts and performances	Yes	2.4
identify what they know, want to know and have learned	No	
use illustrations to assist in understanding the content of a text and to anticipate what will happen next	No	
predict what could happen next or the outcome of a story or article	Yes	4.1 4.2
change the sequence of events in a story to create a different ending	No	

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(p) indicates that this Standard is partially covered.



New York Standard

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IT!® Topic

Grade 1 (continued)

compare a character in a story or article to a person with the same career or experience	Yes	2.2
form an opinion about the differences between events in a story and events in their own lives	No	
evaluate and select books, poems or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations	No	
identify the characters in a story and what each contributes to the events of the story	Yes	2.2
recognize different plots in books by the same author	Yes	2.4
distinguish between real and imaginary stories.	Yes	2.1

What students do across all four English Language Arts standards

Distinguish between print and pictures	No	
Recognize the difference between letters and words	No	
Follow left to right and top to bottom direction when reading	No	
Locate parts of a book	No	
Recognize and identify letters of the alphabet	No	
Alphabetize high frequency words according to the first letter	No	
Distinguish the difference between vowels and consonants	No	
Use beginning and ending consonants as well as vowel sounds to identify words	Yes	1.1
Recognize the different sounds that make up a word	Yes	1.1
Point to words in a text or on a chart when read aloud, matching spoken word to print	No	
Recognize the singular and plural of frequently used words	No	
Recognize own name and the names of friends and family in print	No	
Recognize letter/sound correspondence (phonetic awareness)	Yes	1.1
Recognize that words consist of a combination of sounds	No	
Identify rhyming words	No	
Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning	Yes	(p) 1.3 1.4
Read aloud with expression and fluency	No	
Use computer software to support early reading development.	No	

(p) indicates that this Standard is partially covered.



Correlation of Second Grade IT![®] Reading to Second Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 2		
1. Students will read for information and understanding		
Locate and use library media resources, with assistance, to acquire information	No	
Read unfamiliar texts independently to collect and interpret data, facts, and ideas	Yes	All topics
Read and understand written directions	No	
Locate information in a text that is needed to solve a problem	Yes	1.5
Identify main ideas and supporting details in informational texts	Yes	4.1
Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate informations	No	
Relate data and facts from informational texts to prior information and experience	No	
Compare and contrast information on one topic from two different sources	No	
Identify a conclusion that summarizes the main idea	Yes	1.7
Select books independently to meet informational needs	No	
Identify and interpret significant facts taken from maps, graphs, charts, and other visuals	Yes	3.1
Use graphic organizers to record significant details from informational texts	No	
2. Students read for literary response and expression		
Select literature based on personal needs and interests from a variety of genres and by different authors	No	
Engage in purposeful oral reading in small and large groups	No	
Read print-based and electronic imaginative texts silently on a daily basis for enjoyment	No	
Recognize the differences among the genres of stories, poems, and plays	No	
Relate setting, plot, and characters in literature to own lives	Yes	2.1 2.2 2.3
Explain the difference between fiction and nonfiction	No	
Use previous reading and life experiences to understand and compare literature	No	
Make predictions, and draw conclusions and inferences about events and characters	Yes	4.1
Identify cultural influences in texts and performances	No	
Recognize the value of illustration in imaginative text	No	
Maintain a personal reading list to reflect reading accomplishments and goals	No	

(p) indicates that this Standard is partially covered.



New York Standard

COVERED

IT!® Topic

Grade 2 (continued)

Use specific evidence from stories to identify themes; describe characters, their actions and motivations; and relate sequences of events **Yes** 2.1
1.6

Use knowledge of story structure, story elements, and key vocabulary to interpret stories **Yes** 1.4

Use graphic organizers to record significant details about characters and events in stories **No**

3. Students read for critical analysis and evaluation

Evaluate the content by identifying the author's purpose **No**

Evaluate the content by identifying important and unimportant details **Yes** 1.5

Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic **No**

Evaluate the content by identifying recurring themes across works in print and media **No**

Evaluate the content by identifying Compare and contrast characters, plot, and setting in two literary **No**

Analyze ideas and information based on prior knowledge and personal experience **No**

Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor **No**

Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions **No**

Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience **No**

What students do across all four standards

Identify purpose for reading **No**

Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning **Yes** 1.1

Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes) **Yes** 1.1
1.2

Use self-monitoring strategies, such as rereading and cross-checking **No**

Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools **No**

Recognize the difference between phrases and sentences **No**

Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension **No**

Engage in independent silent reading **No**

Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings **No**

Recognize and discriminate among a variety of informational texts **No**

Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources **Yes** 1.4
1.1

Read aloud at appropriate rate **No**

Read with increasing fluency and confidence from a variety of texts **No**

Maintain a personal reading list to reflect reading goals and accomplishments **No**

Use computer software to support reading **No**

(p) indicates that this Standard is partially covered.



Correlation of Third Grade IT![®] Reading to Third Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 3		
1. Students will read for information and understanding		
Locate and use library media resources, with assistance, to acquire information	No	
Read unfamiliar texts independently to collect and interpret data, facts, and ideas	Yes	All topics
Read and understand written directions	Yes	1.6
Locate information in a text that is needed to solve a problem	Yes	1.4
Identify main ideas and supporting details in informational texts	Yes	1.4 4.1
Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate informations	No	
Relate data and facts from informational texts to prior information and experience	No	
Compare and contrast information on one topic from two different sources	Yes	3.1 3.2
Identify a conclusion that summarizes the main idea	Yes	1.7 4.1 4.3
Select books independently to meet informational needs	No	
Identify and interpret significant facts taken from maps, graphs, charts, and other visuals	Yes	3.1
Use graphic organizers to record significant details from informational texts	Yes	3.1
2. Students read for literary response and expression		
Select literature based on personal needs and interests from a variety of genres and by different authors	No	
Engage in purposeful oral reading in small and large groups	No	
Read print-based and electronic imaginative texts silently on a daily basis for enjoyment	No	
Recognize the differences among the genres of stories, poems, and plays	Yes	3.3
Relate setting, plot, and characters in literature to own lives	Yes	2.1 2.2 2.3
Explain the difference between fiction and nonfiction	No	
Use previous reading and life experiences to understand and compare literature	No	
Make predictions, and draw conclusions and inferences about events and characters	Yes	4.1
Identify cultural influences in texts and performances	No	
Recognize the value of illustration in imaginative text	No	
Maintain a personal reading list to reflect reading accomplishments and goals	No	

(p) indicates that this Standard is partially covered.



New York Standard

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IT!® Topic

Grade 3 (continued)

Use specific evidence from stories to identify themes; describe characters, their actions and motivations; and relate sequences of events	Yes	2.1 2.2 2.3 1.6
Use knowledge of story structure, story elements, and key vocabulary to interpret stories	Yes	1.3
Use graphic organizers to record significant details about characters and events in stories	Yes	3.1

3. Students read for critical analysis and evaluation

Evaluate the content by identifying the author's purpose	Yes	3.3
Evaluate the content by identifying important and unimportant details	Yes	1.4
Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic	No	
Evaluate the content by identifying recurring themes across works in print and media	No	
Compare and contrast characters, plot, and setting in two literary	Yes	2.2 2.3
Analyze ideas and information based on prior knowledge and personal experience	Yes	4.3
Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor	Yes	3.3
Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions	No	
Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience	No	

What students do across all four standards

Identify purpose for reading	Yes	3.3
Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning	Yes	1.1 1.3
Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)	Yes	1.1 1.2
Use self-monitoring strategies, such as rereading and cross-checking	No	
Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools	No	
Recognize the difference between phrases and sentences	No	
Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension	No	
Engage in independent silent reading	No	
Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings	No	
Recognize and discriminate among a variety of informational texts	No	
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	Yes	1.3 1.1
Read aloud at appropriate rate	No	
Read with increasing fluency and confidence from a variety of texts	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	
Use computer software to support reading	No	



Correlation of Fourth Grade IT![®] Reading to Fourth Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 4		
1. Students will read for information and understanding		
Locate and use library media resources, with assistance, to acquire information	No	
Read unfamiliar texts independently to collect and interpret data, facts, and ideas	Yes	All topics
Read and understand written directions	Yes	1.3 3.1
Locate information in a text that is needed to solve a problem	Yes	1.3
Identify main ideas and supporting details in informational texts	Yes	1.3
Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate informations	No	
Relate data and facts from informational texts to prior information and experience	No	
Compare and contrast information on one topic from two different sources	Yes	3.6 3.2 4.4
Identify a conclusion that summarizes the main idea	Yes	1.3 1.4 4.1
Select books independently to meet informational needs	No	
Identify and interpret significant facts taken from maps, graphs, charts, and other visuals	Yes	3.3
Use graphic organizers to record significant details from informational texts	Yes	3.3
2. Students read for literary response and expression		
Select literature based on personal needs and interests from a variety of genres and by different authors	No	
Engage in purposeful oral reading in small and large groups	No	
Read print-based and electronic imaginative texts silently on a daily basis for enjoyment	No	
Recognize the differences among the genres of stories, poems, and plays	No	
Relate setting, plot, and characters in literature to own lives	Yes	2.1 2.2
Explain the difference between fiction and Non fiction	No	
Use previous reading and life experiences to understand and compare literature	Yes	4.4
Make predictions, and draw conclusions and inferences about events and characters	Yes	4.1
Identify cultural influences in texts and performances	No	
Recognize the value of illustration in imaginative text	No	
Maintain a personal reading list to reflect reading accomplishments and goals	No	

(p) indicates that this Standard is partially covered.



New York Standard

Grade 4 (continued)

Use specific evidence from stories to identify themes; describe characters, their actions and motivations; and relate sequences of events	Yes	2.1 3.1
Use knowledge of story structure, story elements, and key vocabulary to interpret stories	Yes	1.1 3.1
Use graphic organizers to record significant details about characters and events in stories	Yes	3.3

3. Students read for critical analysis and evaluation

What students do for critical analysis and evaluation

Evaluate the content by identifying the author's purpose	Yes	3.5
Evaluate the content by identifying important and unimportant details	Yes	1.3
Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic	No	
Evaluate the content by identifying recurring themes across works in print and media	Yes	4.4
Compare and contrast characters, plot, and setting in two literary	Yes	3.6 3.2 4.4
Analyze ideas and information based on prior knowledge and personal experience	No	
Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor	Yes	3.5
Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions	No	
Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience	No	

What students do across all four standards

Identify purpose for reading	Yes	3.5
Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning	Yes	1.1
Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)	Yes	1.2
Use self-monitoring strategies, such as rereading and cross-checking	No	
Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools	No	
Recognize the difference between phrases and sentences	No	
Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension	No	
Engage in independent silent reading	No	
Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings	No	
Recognize and discriminate among a variety of informational texts	No	
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	Yes	1.1
Read aloud at appropriate rate	No	
Read with increasing fluency and confidence from a variety of texts	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	
Use computer software to support reading	No	

(p) indicates that this Standard is partially covered.



Correlation of Fifth Grade IT![®] Reading to Fifth Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 5		
1. Students will read for information and understanding		
Locate and use school and public library resources, with some direction, to acquire information	No	
Use table of contents and indexes to locate information	No	
Read to collect and interpret data, facts, and ideas	Yes	All topics
Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software	Yes	1.3 3.1
Skim materials to gain an overview of content or locate specific information	Yes	1.3
Use text features such as headings, captions, and titles, to understand and interpret informational text	Yes	4.5
Recognize organizational formats to assist in comprehension of informational text	Yes	3.1 3.2 4.5
Identify missing information and irrelevant information	No	
Distinguish between fact and opinion	Yes	4.2
Identify information that is implied rather than stated	Yes	1.3 4.1
Compare and contrast information about one topic from different sources	Yes	3.3 3.6 4.4
Recognize how new information is related to prior knowledge or experience	No	
2. Students will read for literary response and expression		
Read, view, and interpret imaginative texts from a variety of genres	No	
Define the characteristics of different genres	No	
Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods	No	
Read aloud from a variety of genres, for example, read the lines of a play or recite a poem	No	
Recognize that the same story can be told in different genres; for example, novel, poem, or play	Yes	3.6
Identify literary elements (setting, plot, character, rhythm, and rhyme) of different genres	Yes	(p) 2.1 2.2
Recognize how the author uses devices such as simile, metaphor, and personification to create meaning	No	
Recognize how authors treat similar themes	Yes	4.4
Identify the ways in which characters change and develop throughout a story	Yes	2.1
Compare characters in literature to people in own lives	Yes	2.1

(p) indicates that this Standard is partially covered.



New York Standard

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IT!® Topic

Grade 5 (continued)

3. Students will read for critical analysis and evaluation

Evaluate information, ideas, opinions, and themes in texts by identifying the central idea and supporting details	Yes	1.3
Evaluate information, ideas, opinions, and themes in texts by identifying details that are primary and those that are less important	Yes	1.3
Evaluate information, ideas, opinions, and themes in texts by identifying precise and vague language	No	
Evaluate information, ideas, opinions, and themes in texts by identifying statements of fact, opinion, and exaggeration	Yes	4.2
Evaluate information, ideas, opinions, and themes in texts by identifying missing or unclear information	No	
Use established and personal criteria to analyze and evaluate the quality of ideas and information in text	No	
Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text	Yes	3.7
Recognize how one's own point of view contributes to forming an opinion about information and ideas	No	

What students do across all for English Language standards

Identify purpose of reading	Yes	3.5
Adjust reading rate according to purpose for reading	No	
Use word recognition and context clues to read fluently	Yes	1.1
Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	Yes	1.1
Identify signal words (finally or in addition) that provide clues to organizational formats such as time order	Yes	4.5
Use knowledge of punctuation to assist in comprehension	No	
Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)	No	
Read aloud, using inflection and intonation appropriate to text read and audience	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	

(p) indicates that this Standard is partially covered.



Correlation of Sixth Grade IT![®] Reading to Sixth Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 6		
1. Students will read for information and understanding		
Locate and use school and public library resources, with some direction, to acquire information	No	
Use table of contents and indexes to locate information	No	
Read to collect and interpret data, facts, and ideas	Yes	All topics
Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software	Yes	1.4 3.1
Skim materials to gain an overview of content or locate specific information	Yes	1.4
Use text features such as headings, captions, and titles, to understand and interpret informational text	Yes	4.5
Recognize organizational formats to assist in comprehension of informational text	Yes	4.5
Identify missing information and irrelevant information	No	
Distinguish between fact and opinion	Yes	4.2
Identify information that is implied rather than stated	Yes	1.4
Compare and contrast information about one topic from different sources	Yes	3.2 3.3 3.5
Recognize how new information is related to prior knowledge or experience	No	
2. Students will read for literary response and expression		
Read, view, and interpret imaginative texts from a variety of genres	No	
Define the characteristics of different genres	No	
Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods	No	
Read aloud from a variety of genres, for example, read the lines of a play or recite a poem	No	
Recognize that the same story can be told in different genres; for example, novel, poem, or play	Yes	3.5
Identify literary elements (setting, plot, character, rhythm, and rhyme) of different genres	Yes	2.1 2.2
Recognize how the author uses devices such as simile, metaphor, and personification to create meaning	Yes	2.3
Recognize how authors treat similar themes	Yes	4.4
Identify the ways in which characters change and develop throughout a story	Yes	2.1
Compare characters in literature to people in own lives	Yes	2.1

(p) indicates that this Standard is partially covered.



New York Standard

COVERED

IT!® Topic

Grade 6 (continued)

3. Students will read for critical analysis and evaluation

What students will do for critical analysis and evaluation

Evaluate information, ideas, opinions, and themes in texts by identifying the central idea and supporting details	Yes	1.4
Evaluate information, ideas, opinions, and themes in texts by identifying details that are primary and those that are less important	Yes	1.4
Evaluate information, ideas, opinions, and themes in texts by identifying precise and vague language	No	
Evaluate information, ideas, opinions, and themes in texts by identifying statements of fact, opinion, and exaggeration	Yes	4.2
Evaluate information, ideas, opinions, and themes in texts by identifying missing or unclear information	No	
Use established and personal criteria to analyze and evaluate the quality of ideas and information in text	No	
Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text	No	
Recognize how one's own point of view contributes to forming an opinion about information and ideas	No	

What students do across all for English Language standards

Identify purpose of reading	Yes	3.4
Adjust reading rate according to purpose for reading	No	
Use word recognition and context clues to read fluently	Yes	1.1
Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	Yes	1.1
Identify signal words (finally or in addition) that provide clues to organizational formats such as time order	No	
Use knowledge of punctuation to assist in comprehension	No	
Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)	No	
Read aloud, using inflection and intonation appropriate to text read and audience	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	

(p) indicates that this Standard is partially covered.



Correlation of Seventh Grade IT![®] Reading to Seventh Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 7		
1. Students will read for information and understanding		
Locate and use school and public library resources independently to acquire information	No	
Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts	No	
Read and follow written multistep directions or procedures to accomplish a task or complete an assignment	Yes	1.5 3.1
Preview informational texts to assess content and organization, and select texts useful for the task	No	
Use indexes to locate information and glossaries to define terms	No	
Use knowledge of structure, content, and vocabulary to understand informational text	Yes	1.1 1.2
Distinguish between relevant and irrelevant information	No	
Formulate questions to be answered by reading informational text	No	
Compare and contrast information from a variety of different sources	Yes	3.5 4.4
Condense, combine, or categorize information from one or more sources	Yes	1.6
Relate new information to prior reading and experience	No	
Draw conclusions and make inferences based on explicit and implied information	Yes	4.1
Make, confirm, or revise predictions	No	
2. Students will read for literary response and expression		
Read silently and aloud from a variety of genres, authors, and themes	No	
Recognize that one text may generate multiple interpretations	No	
Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	Yes	2.1 2.2 4.4
Identify author's point of view, such as first person narrator and omniscient narrator	Yes	3.4
Recognize recurring themes in a variety of literary works	Yes	4.4
Determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author's message or intent	Yes	2.3
Recognize how the author's use of language creates images or feelings	Yes	1.2
Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry	No	
Identify questions of personal importance and interest and literature that addresses them	No	
Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives	Yes	2.1 2.2

(p) indicates that this Standard is partially covered.



New York Standard

COVERED

IT!® Topic

Grade 7 (continued)

- Identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text . . . **No**
- Compare a film, video, or stage version of a literary work with the written version **No**

3. Students will read for critical analysis and evaluation

Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:

- identify conflicting information **Yes** 4.4
- consider the background and qualifications of the writer **No**
- question writers' assumptions, beliefs, intentions, and biases **Yes** 3.4
- evaluate examples, details, or reasons used to support ideas **Yes** 4.3
- identify fallacies of logic that lead to unsupported conclusions **No**
- discriminate between apparent message and hidden agenda **Yes** 3.4
- identify propoganda and evaluate its effectiveness **Yes** 3.4
- identify techniques an author uses to persuade; for example, emotional and ethical appeals **Yes** 3.4
- identify differing points of view in texts and presentations **Yes** 3.4
- identify cultural and ethnic values and their impact on content **No**
- identify multiple levels of meaning **Yes** 1.4
- Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal **No**
- Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues **No**
- Suspend judgment until all information has been presented **No**

What students do across all for English Language standards

- Identify purpose for reading **Yes** 3.4
- Adjust reading rate according to purpose for reading **No**
- Use word recognition and context clues to read fluently **Yes** 1.2
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words **Yes** 1.3
- **Yes** 1.2
- Distinguish between dictionary meaning and implied meaning of the author's words **Yes** 1.4
- Identify transitional words or phrases (furthermore or in comparison) that provide clues to organizational formats such as compare/contrast **No**
- Use knowledge of punctuation to assist in comprehension **No**
- Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension **No**
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts **No**
- Maintain a personal reading list to reflect reading goals and accomplishments **No**

(p) indicates that this Standard is partially covered.



Correlation of Eighth Grade IT![®] Reading to Eighth Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 8		
1. Students will read for information and understanding		
Locate and use school and public library resources independently to acquire information	No	
Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts	No	
Read and follow written multistep directions or procedures to accomplish a task or complete an assignment	Yes	1.5 3.1
Preview informational texts to assess content and organization, and select texts useful for the task	Yes	1.5
Use indexes to locate information and glossaries to define terms	No	
Use knowledge of structure, content, and vocabulary to understand informational text	Yes	1.1 1.2
Distinguish between relevant and irrelevant information	No	
Formulate questions to be answered by reading informational text	No	
Compare and contrast information from a variety of different sources	Yes	3.5 4.4
Condense, combine, or categorize information from one or more sources	Yes	1.6
Relate new information to prior reading and experience	No	
Draw conclusions and make inferences based on explicit and implied information	Yes	4.1
Make, confirm, or revise predictions	No	
2. Students will read for literary response and expression		
Read silently and aloud from a variety of genres, authors, and themes	No	
Recognize that one text may generate multiple interpretations	No	
Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	Yes	2.1 2.2
Identify author's point of view, such as first person narrator and omniscient narrator	Yes	3.6
Recognize recurring themes in a variety of literary works	Yes	4.4
Determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author's message or intent	Yes	2.3
Recognize how the author's use of language creates images or feelings	Yes	2.3
Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry	No	
Identify questions of personal importance and interest and literature that addresses them	No	
Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives	No	
Identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text	No	

(p) indicates that this Standard is partially covered.



New York Standard

COVERED

IT!® Topic

Grade 8 (continued)

Compare a film, video, or stage version of a literary work with the written version **No**

3. Students will read for critical analysis and evaluation

Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:

- identify conflicting information **No**
- consider the background and qualifications of the writer **No**
- question writers' assumptions, beliefs, intentions, and biases **No**
- evaluate examples, details, or reasons used to support ideas **Yes** 4.3
- identify fallacies of logic that lead to unsupported conclusions **No**
- discriminate between apparent message and hidden agenda **No**
- identify propaganda and evaluate its effectiveness **Yes** 3.4
- identify techniques an author uses to persuade; for example, emotional and ethical appeals **Yes** 3.4
- identify differing points of view in texts and presentations **Yes** 3.6
- identify cultural and ethnic values and their impact on content **No**
- identify multiple levels of meaning **Yes** 1.4
- Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal **No**
- Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues **No**
- Suspend judgment until all information has been presented **No**

What students do across all for English Language standards

- Identify purpose for reading **Yes** 3.4
- Adjust reading rate according to purpose for reading **No**
- Use word recognition and context clues to read fluently **Yes** 1.1
1.2
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words **Yes** 1.1
1.2
1.3
- Distinguish between dictionary meaning and implied meaning of the author's words **Yes** 1.4
- Identify transitional words or phrases (furthermore or in comparison) that provide clues to organizational formats such as compare/contrast **No**
- Use knowledge of punctuation to assist in comprehension **No**
- Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension **No**
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts **No**
- Maintain a personal reading list to reflect reading goals and accomplishments **No**

(p) indicates that this Standard is partially covered.



Correlation of Ninth Grade IT![®] Reading to Ninth Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 9		
1. Students will read for information and understanding		
Locate and use school, public, academic, and special library resources for information and research	No	
Use specialized reference sources such as glossaries, directories, and abstracts	Yes	1.3
Read and follow written complex directions and procedures to solve problems and accomplish tasks	No	
Skim texts to gain an overall impression and scan texts for particular information	Yes	ALL
Recognize the defining features and structures of informational texts	Yes	3.1 3.5
Interpret and evaluate data, facts, and ideas in informational texts	Yes	1.5 2.1 3.2
Identify and evaluate the reliability and validity of informational sources	Yes	3.6
Recognize unstated assumptions	Yes	3.2
Distinguish verifiable statement from hypothesis	No	
Check consistency of hypothesis with given information and assumption	No	
Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas and subjects, and to the world at large.	Yes	3.4
2. Students will read for literary response and expression		
Read, view and respond independently to literary works that represent a range of social, historical, and cultural perspectives	No	
Read literary criticism to increase comprehension and appreciation of imaginative texts	No	
Recognize a range of literary elements and techniques such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work	Yes	2.8 1.1
Recognize how the author uses tone to express an attitude toward the subject matter or audience	Yes	3.5
Distinguish between different forms of poetry such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent	No	
Compare a film, video, or stage version of a literary work with the written version	No	
Read imaginative texts aloud to convey an interpretation of the work	No	
Interpret literary texts based on understanding of the genre and the literary period	Yes	3.3
Read works with a common theme and compare the treatment of that theme by different authors	Yes	3.4
Interpret multiple levels of meaning and subtleties in text	Yes	2.6
Recognize relevance of literature to contemporary and/or personal events and situations	No	

(p) indicates that this Standard is partially covered.



New York Standard

Grade 9 (continued)

3. Students will read for critical analysis and evaluation

	COVERED	IT!® Topic
Form opinions and make judgments about the validity and accuracy of informational, interpretive, imaginative, and persuasive texts	Yes	3.7 3.6
Generate a list of significant questions to assist with analysis and evaluation of texts	No	
<i>Analyze and evaluate nonfiction texts including:</i>		
determine significance and reliability of information	Yes	3.6
determine writer's perspectives, purposes, and intended audiences	Yes	3.5
identify tone, style, and use of language	Yes	(p) 1.1 2.7 2.8
recognize format and its significance to content	No	
<i>Analyze and evaluate poetry in order to recognize the use and effect of:</i>		
rhythm, rhyme, and sound pattern	No	
repetition	No	
sensory imagery	No	
figurative language	No	
verse form	No	
differences between language of the poem and everyday language of readers	No	
<i>Analyze and evaluate fiction including:</i>		
the development of central idea or theme	Yes	2.2 1.5
the development of characters and their actions	No	
the elements of plot, such as conflict, climax, and resolution	Yes	2.4 2.5
the background in which text is written	No	
the effect of diction and figurative language	Yes	1.1 2.8 3.7
the effect created by author's tone or mood	Yes	3.5
the significance of title	No	
Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as: cultural, historical, psychological, and social	No	
Select, reject, and reconcile ideas and information in light of prior knowledge, experiences, beliefs, and biases	No	
Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism, political, historical, and scientific analyses	No	
Analyze and evaluate the intellectual and/or emotional impact on the reader of specific texts.	No	
<i>What students do across all four English Language Arts standards</i>		
Identify purpose for reading	Yes	3.8
Adjust reading rate according to purpose for reading	No	
Determine the meaning of unfamiliar words by using classroom and other resources	Yes	(p) 1.1 1.3

(p) indicates that this Standard is partially covered.



New York Standard

Grade 9 (continued)

	COVERED	IT!® Topic
Distinguish between dictionary meaning and implied meaning of the writer's words	Yes	1.1 1.3
Follow the logic of punctuation to assist in comprehension	No	
Identify transitional words or phrases that make text cohesive, such as finally, in addition, and in contrast	No	
Recognize organizational format such as hierarchical, chronological, and cause/effect	Yes	3.5 3.1
Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension	No	
Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	

(p) indicates that this Standard is partially covered.



Correlation of Tenth Grade IT![®] Reading to Tenth Grade New York Core Curriculum

New York Standard

COVERED

IT![®] Topic

Grade 10

1. Students will read for information and understanding

Locate and use school, public, academic, and special library resources for information and research	No	
Use specialized reference sources such as glossaries, directories, and abstracts	Yes	1.3
Read and follow written complex directions and procedures to solve problems and accomplish tasks	No	
Skim texts to gain an overall impression and scan texts for particular information	Yes	ALL
Recognize the defining features and structures of informational texts	Yes	3.3 3.6
Interpret and evaluate data, facts, and ideas in informational texts	Yes	1.4 2.1 3.4
Identify and evaluate the reliability and validity of informational sources	Yes	3.7
Recognize unstated assumptions	Yes	3.4
Distinguish verifiable statement from hypothesis	No	
Check consistency of hypothesis with given information and assumption	No	
Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas and subjects, and to the world at large.	Yes	2.2

2. Students will read for literary response and expression

Read, view and respond independently to literary works that represent a range of social, historical, and cultural perspectives	No	
Read literary criticism to increase comprehension and appreciation of imaginative texts	No	
Recognize a range of literary elements and techniques such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work	Yes	2.5 2.7 1.1
Recognize how the author uses tone to express an attitude toward the subject matter or audience	Yes	3.6
Distinguish between different forms of poetry such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent	No	
Compare a film, video, or stage version of a literary work with the written version	No	
Read imaginative texts aloud to convey an interpretation of the work	No	
Interpret literary texts based on understanding of the genre and the literary period	Yes	2.6
Read works with a common theme and compare the treatment of that theme by different authors	Yes	2.2 3.5
Interpret multiple levels of meaning and subtleties in text	Yes	1.1
Recognize relevance of literature to contemporary and/or personal events and situations	No	

(p) indicates that this Standard is partially covered.



New York Standard

Grade 10 (continued)

	COVERED	IT!® Topic
Form opinions and make judgments about the validity and accuracy of informational, interpretive, imaginative, and persuasive texts	Yes	3.7 3.8 3.11
Generate a list of significant questions to assist with analysis and evaluation of texts	No	
<i>Analyze and evaluate nonfiction texts including:</i>		
determine significance and reliability of information	Yes	3.7
determine writer's perspectives, purposes, and intended audiences	Yes	3.6
identify tone, style, and use of language	Yes	(p) 2.5 1.1 2.7
recognize format and its significance to content	Yes	3.3 3.6
<i>Analyze and evaluate poetry in order to recognize the use and effect of:</i>		
rhythm, rhyme, and sound pattern	No	
repetition	No	
sensory imagery	No	
figurative language	No	
verse form	No	
differences between language of the poem and everyday language of readers	No	
<i>Analyze and evaluate fiction including:</i>		
the development of central idea or theme	Yes	1.4
the development of characters and their actions	No	
the elements of plot, such as conflict, climax, and resolution	Yes	2.4
the background in which text is written	No	
the effect of diction and figurative language	Yes	1.1
the effect created by author's tone or mood	Yes	3.6
the significance of title	No	
Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as: cultural, historical, psychological, and social	No	
Select, reject, and reconcile ideas and information in light of prior knowledge, experiences, beliefs, and biases	No	
Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism, political, historical, and scientific analyses	No	
Analyze and evaluate the intellectual and/or emotional impact on the reader of specific texts.	No	
What students do across all four English Language Arts standards		
Identify purpose for reading	No	
Adjust reading rate according to purpose for reading	No	
Determine the meaning of unfamiliar words by using classroom and other resources	Yes	1.1 1.2 1.3

(p) indicates that this Standard is partially covered.



New York Standard

Grade 10 (continued)

	COVERED	IT!® Topic
Distinguish between dictionary meaning and implied meaning of the writer's words	Yes	1.1 1.3
Follow the logic of punctuation to assist in comprehension	No	
Identify transitional words or phrases that make text cohesive, such as finally, in addition, and in contrast	No	
Recognize organizational format such as hierarchical, chronological, and cause/effect	Yes	3.6 3.3
Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension	No	
Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	

(p) indicates that this Standard is partially covered.



Correlation of Eleventh Grade IT![®] Reading to Eleventh Grade New York Core Curriculum

New York Standard	COVERED	IT! [®] Topic
Grade 11		
1. Students will read for information and understanding		
Locate and use school, public, academic, and special library resources for information and research	No	
Use specialized reference sources such as glossaries, directories, and abstracts	Yes	1.3
Read and follow written complex directions and procedures to solve problems and accomplish tasks	No	
Skim texts to gain an overall impression and scan texts for particular information	Yes	ALL
Recognize the defining features and structures of informational texts	Yes	3.3 3.6
Interpret and evaluate data, facts, and ideas in informational texts	Yes	1.4 2.1 3.4
Identify and evaluate the reliability and validity of informational sources	Yes	3.7
Recognize unstated assumptions	Yes	3.4
Distinguish verifiable statement from hypothesis	No	
Check consistency of hypothesis with given information and assumption	No	
Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas and subjects, and to the world at large.	Yes	2.2
2. Students will read for literary response and expression		
Read, view and respond independently to literary works that represent a range of social, historical, and cultural perspectives	No	
Read literary criticism to increase comprehension and appreciation of imaginative texts	No	
Recognize a range of literary elements and techniques such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work	Yes	2.5 2.7 1.1
Recognize how the author uses tone to express an attitude toward the subject matter or audience	Yes	3.6
Distinguish between different forms of poetry such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent	No	
Compare a film, video, or stage version of a literary work with the written version	No	
Read imaginative texts aloud to convey an interpretation of the work	No	
Interpret literary texts based on understanding of the genre and the literary period	Yes	2.6
Read works with a common theme and compare the treatment of that theme by different authors	Yes	2.2 3.5
Interpret multiple levels of meaning and subtleties in text	Yes	1.1
Recognize relevance of literature to contemporary and/or personal events and situations	No	

(p) indicates that this Standard is partially covered.



New York Standard

Grade 11 (continued)

3. Students will read for critical analysis and evaluation

	COVERED	IT!® Topic
Form opinions and make judgments about the validity and accuracy of informational, interpretive, imaginative, and persuasive texts	Yes	3.7 3.8 3.11
Generate a list of significant questions to assist with analysis and evaluation of texts	No	
<i>Analyze and evaluate nonfiction texts including:</i>	No	
determine significance and reliability of information	Yes	3.7
determine writer's perspectives, purposes, and intended audiences	Yes	3.6
identify tone, style, and use of language	Yes	(p) 2.5 1.1 2.7
recognize format and its significance to content	Yes	(p) 3.6
<i>Analyze and evaluate poetry in order to recognize the use and effect of:</i>	No	
rhythm, rhyme, and sound pattern	No	
repetition	No	
sensory imagery	No	
figurative language	No	
verse form	No	
differences between language of the poem and everyday language of readers	No	
<i>Analyze and evaluate fiction including:</i>	No	
the development of central idea or theme	Yes	1.4
the development of characters and their actions	No	
the elements of plot, such as conflict, climax, and resolution	Yes	2.4
the background in which text is written	No	
the effect of diction and figurative language	Yes	1.1 2.7
the effect created by author's tone or mood	Yes	3.6
the significance of title	No	
Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as: cultural, historical, psychological, and social	No	
Select, reject, and reconcile ideas and information in light of prior knowledge, experiences, beliefs, and biases	No	
Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism, political, historical, and scientific analyses	No	
Analyze and evaluate the intellectual and/or emotional impact on the reader of specific texts.	No	
What students do across all four English Language Arts standards		
Identify purpose for reading	No	
Adjust reading rate according to purpose for reading	No	

(p) indicates that this Standard is partially covered.



New York Standard

Grade 11 (continued)

	COVERED	IT!® Topic
Determine the meaning of unfamiliar words by using classroom and other resources	Yes	1.1 1.2
Distinguish between dictionary meaning and implied meaning of the writer's words	Yes	1.1 1.3
Follow the logic of punctuation to assist in comprehension	No	
Identify transitional words or phrases that make text cohesive, such as finally, in addition, and in contrast	No	
Recognize organizational format such as hierarchical, chronological, and cause/effect	Yes	3.6 3.3
Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension	No	
Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles	No	
Maintain a personal reading list to reflect reading goals and accomplishments	No	

(p) indicates that this Standard is partially covered.