



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

New York Standard	COVERED	IT! [®] Topic
Grade 1		
1. Students will write for information and understanding		
Copy words, phrases and sentences from books, magazines, signs, charts and own dictation.	No	
Write own name on pictures, drawings, paintings, and written products	No	
Write data, facts, and ideas gathered from personal experiences.	Yes	1.1
Use graphics (for example, posters) to communicate information from personal experience.	No	
Maintain, with teacher assistance, a portfolio of informational writings and drawings.	No	
2. Students will write for literary response and expression		
<i>Write original and imaginative texts:</i>		
create a story with a beginning, middle, and end using pictures/ drawings and some words.	No	
create poems or jingles, using pictures/ drawings and some words	No	
<i>Write in order to respond to text:</i>		
express feelings about characters or events in one or more stories	No	
describe characters, settings, or events.	No	
list a sequence of events in a story.	No	
retell a story, using words and pictures.	No	
identify the problem and solution in a simple story	No	
Maintain, with teacher assistance, a portfolio of informational writings and drawings in response to literature.	No	
3. Students will write for critical analysis and evaluation		
<i>Write to express opinions and judgments in order to:</i>		
share what they know, want to know, and have learned (KWL process) about a theme or topic	Yes	1.1
respond in pictures or words to an experience or event shared by a classmate	Yes	1.1
depict an opinion about statements, illustrations, characters, and events in written and visual texts	Yes	1.1
compare characters, settings, and events within and between stories.	No	
describe the differences between real and imaginary experiences	No	
describe the connections between personal experiences, and ideas and information in written and visual texts	No	
Maintain, with teacher assistance, a portfolio of informational writings and drawings that express opinions and judgments	No	
What students do across all four English Language Arts standards		
Create a drawing, picture, sign or other graphic to represent a word or concept.	No	
Follow left to right and top to bottom direction when writing.	Yes	1.1
Use spacing between letters and words when writing on a line	Yes	1.1

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New York Standard

Grade 1 (continued)

	COVERED	IT!® Topic
Write recognizable upper- and lowercase letters in a manuscript	No	
Capitalize proper names and the letter "I"	Yes	5.1
Write letters of own first and last name.	No	
Spell high frequency words correctly.	Yes	5.2 5.4
Use the singular and plural of high frequency words	Yes	5.3
Put words together in sentence format	Yes	3.1
Use beginning of sentence capitalization and end punctuation.	Yes	5.1
Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process)	No	
Give and seek constructive feedback in order to improve writing.	No	
Use computer software to support development of early writing skills.	No	



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

New York Standard	COVERED	IT! [®] Topic
Grade 2		
1. Students will write for information and understanding		
Use at least two sources of information in writing a report	No	
Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently.	No	
State a main idea and support it with facts and details	Yes	1.1
Use organization patterns for expository writing, such as compare/ contrast, cause/effect, and time/order.	No	
Connect personal experiences and observations to new information from school subject areas	No	
Use dictionaries and/or computer software to spell words correctly	No	
Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.	Yes	1.1
Support interpretations and explanations with evidence from text	No	
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.	No	
2. Students will write for literary response and expression		
<i>Write original and imaginative texts:</i>		
create characters, simple plot and setting	No	
use rhythm and rhyme to create short poems and songs.	No	
use dialogue to create short plays	No	
use vivid and playful language.	No	
use descriptive language to create an image	No	
<i>Write interpretive and responsive essays in order to, for example:</i>		
identify title, author, and illustrator.	No	
describe literary elements such as plot, setting, characters.	No	
describe themes of imaginative texts	No	
express a personal response to literature.	No	
compare and contrast elements of text	No	
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story	No	
Produce imaginative stories and personal narratives that show insight, development, organization, and effective language	Yes	1.1
Use resources such as personal experiences and themes from other texts and performances to stimulate own writing	No	
Use a computer to create, respond to, and interpret imaginative texts	No	
Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers	No	



New York Standard

Grade 2 (continued)

3. Students will write for critical analysis and evaluation

Use prewriting tools such as semantic webs and concept maps to organize ideas and information.	No	
State a main idea, theme, or opinion and provide supporting details from the text.	No	
Use relevant examples, reasons, and explanations to support ideas.	No	
Express opinions and make judgments that demonstrate a personal point of view	No	
Use personal experiences and knowledge to analyze and evaluate new ideas.	Yes	1.1
Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text	No	
Create an advertisement, using words and pictures, in order to illustrate an opinion about a product	No	
Use effective vocabulary in persuasive and expository writing.	No	
Use details from stories or informational texts to predict, explain, or show relationships between information and events.	No	
Use ideas from two or more sources of information to generalize about causes, effects, or other relationships	No	
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.	No	

What students do across all four English Language Arts standards

Begin to develop a voice in writing.	Yes	1.1
Spell frequently used words correctly	Yes	5.3 5.4 5.5
Use basic punctuation correctly, such as commas, periods, exclamations points, and question marks.	Yes	5.1 5.2
Use correct verb tense	Yes	4.2
Use specific vocabulary and varied sentence structure	Yes	3.1
Write sentences in logical order to develop ideas and create paragraphs.	Yes	3.1
Use an organizational format that reflects a beginning, middle, and end.	Yes	1.1
Develop an idea within a brief text.	Yes	1.1
Learn and use the "writing process" (prewriting, drafting, revising, proofing).	Yes	1.1
Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste	No	
Determine the intended audience before writing.	No	
Use legible print and/or cursive	No	
Use word processing	Yes	1.1

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IT!® Topic



Correlation of Third Grade IT!® Writing to Third Grade New York Core Curriculum

New York Standard	COVERED	IT!® Topic
Grade 3		
1. Students will write for information and understanding		
Use at least two sources of information in writing a report	No	
Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently.	No	
State a main idea and support it with facts and details	Yes	1.1
Use organization patterns for expository writing, such as compare/ contrast, cause/effect, and time/order.	No	
Connect personal experiences and observations to new information from school subject areas	No	
Use dictionaries and/or computer software to spell words correctly	No	
Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.	Yes	1.1
Support interpretations and explanations with evidence from text	No	
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.	No	
2. Students will write for literary response and expression		
<i>Write original and imaginative texts:</i>		
create characters, simple plot and setting	No	
use rhythm and rhyme to create short poems and songs.	No	
use dialogue to create short plays	No	
use vivid and playful language.	No	
use descriptive language to create an image	No	
<i>Write interpretive and responsive essays in order to, for example:</i>		
identify title, author, and illustrator.	No	
describe literary elements such as plot, setting, characters.	No	
describe themes of imaginative texts	No	
express a personal response to literature.	No	
compare and contrast elements of text	No	
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story	No	
Produce imaginative stories and personal narratives that show insight, development, organization, and effective language	Yes	1.1
Use resources such as personal experiences and themes from other texts and performances to stimulate own writing	No	
Use a computer to create, respond to, and interpret imaginative texts	No	
Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers.	No	



New York Standard

Grade 3 (continued)

3. Students will write for critical analysis and evaluation

	COVERED	IT!® Topic
Use prewriting tools such as semantic webs and concept maps to organize ideas and information.	No	
State a main idea, theme, or opinion and provide supporting details from the text.	No	
Use relevant examples, reasons, and explanations to support ideas.	No	
Express opinions and make judgments that demonstrate a personal point of view	No	
Use personal experiences and knowledge to analyze and evaluate new ideas.	Yes	1.1
Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text	No	
Create an advertisement, using words and pictures, in order to illustrate an opinion about a product	No	
Use effective vocabulary in persuasive and expository writing.	Yes	1.1
Use details from stories or informational texts to predict, explain, or show relationships between information and events.	No	
Use ideas from two or more sources of information to generalize about causes, effects, or other relationships	No	
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.	No	

What students do across all four English Language Arts standards

Begin to develop a voice in writing.	Yes	1.1
Spell frequently used words correctly	Yes	6.2 6.3 6.4 6.5 6.6
Use basic punctuation correctly, such as commas, periods, exclamations points, and question marks.	Yes	6.1
Use correct verb tense	Yes	5.1
Use specific vocabulary and varied sentence structure	Yes	4.1
Write sentences in logical order to develop ideas and create paragraphs.	Yes	1.1
Use an organizational format that reflects a beginning, middle, and end.	Yes	1.1
Develop an idea within a brief text.	Yes	1.1
Learn and use the "writing process" (prewriting, drafting, revising, proofing).	Yes	3.1
Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste	No	
Determine the intended audience before writing.	Yes	1.1
Use legible print and/or cursive	No	
Use word processing	Yes	1.1



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

New York Standard

COVERED

IT![®] Topic

Grade 4

1. Students will write for information and understanding

Use at least two sources of information in writing a report	No	
Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently.	No	
State a main idea and support it with facts and details	Yes	1.1
Use organization patterns for expository writing, such as compare/ contrast, cause/effect, and time/order.	No	
Connect personal experiences and observations to new information from school subject areas	No	
Use dictionaries and/or computer software to spell words correctly	No	
Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.	No	
Support interpretations and explanations with evidence from text	No	
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.	No	

2. Students will write for literary response and expression

Write original and imaginative texts:

create characters, simple plot and setting	No	
use rhythm and rhyme to create short poems and songs.	No	
use dialogue to create short plays	No	
use vivid and playful language.	No	
use descriptive language to create an image	No	

Write interpretive and responsive essays in order to, for example:

identify title, author, and illustrator.	No	
describe literary elements such as plot, setting, characters.	No	
describe themes of imaginative texts	No	
express a personal response to literature.	No	
compare and contrast elements of text	No	
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story	No	
Produce imaginative stories and personal narratives that show insight, development, organization, and effective language	Yes	1.1
Use resources such as personal experiences and themes from other texts and performances to stimulate own writing	No	
Use a computer to create, respond to, and interpret imaginative texts	No	
Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers.	No	



New York Standard

Grade 4 (continued)

3. Students will write for critical analysis and evaluation

Use prewriting tools such as semantic webs and concept maps to organize ideas and information.	No	
State a main idea, theme, or opinion and provide supporting details from the text.	No	
Use relevant examples, reasons, and explanations to support ideas.	No	
Express opinions and make judgments that demonstrate a personal point of view	No	
Use personal experiences and knowledge to analyze and evaluate new ideas.	Yes	1.1
Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text	No	
Create an advertisement, using words and pictures, in order to illustrate an opinion about a product	No	
Use effective vocabulary in persuasive and expository writing.	Yes	1.1
Use details from stories or informational texts to predict, explain, or show relationships between information and events.	No	
Use ideas from two or more sources of information to generalize about causes, effects, or other relationships	No	
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.	No	

What students do across all four English Language Arts standards

Begin to develop a voice in writing.	Yes	1.1
Spell frequently used words correctly	Yes	6.2 6.3 6.4
Use basic punctuation correctly, such as commas, periods, exclamations points, and question marks.	Yes	6.1
Use correct verb tense	Yes	5.1
Use specific vocabulary and varied sentence structure	Yes	4.1 5.4
Write sentences in logical order to develop ideas and create paragraphs.	Yes	3.2
Use an organizational format that reflects a beginning, middle, and end.	Yes	1.1
Develop an idea within a brief text.	Yes	1.1
Learn and use the "writing process" (prewriting, drafting, revising, proofing).	Yes	3.1 3.2
Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste	No	
Determine the intended audience before writing.	Yes	1.1
Use legible print and/or cursive	No	
Use word processing	Yes	1.1

COVERED
No
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Yes
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No
Yes
No
Yes

IT!® Topic



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

New York Standard	COVERED	IT! [®] Topic
Grade 5		
1. Students will write for information and understanding		
Use at least three sources of information with appropriate citations to develop reports	No	
Take notes to record and organize relevant data, facts, and ideas	No	
State a main idea and support it with details and examples	Yes	1.1
Compare and contrast ideas and information among two or three sources.	No	
Write labels or captions for graphics such as charts, maps, graphs, and diagrams used to convey information	No	
Adopt an organizational format such as chronological order that is appropriate for informational writing	No	
Use paragraphing to organize ideas and information	Yes	1.1
Maintain a portfolio that includes informational writing.	No	
2. Students will write for literary response and expression		
<i>Write original imaginative texts:</i>		
use organizing structures such as stanzas, chapters, scenes, and verses	No	
create a lead that attracts the reader's interest	Yes	1.1
provide a title that interests the readers	No	
develop characters, create a setting, and establish a plot.	No	
use examples of literary devices such as rhythm, rhyme, simile, and personification.	No	
establish consistent point of view; for example, first or third person	Yes	1.1
use vocabulary to create a desired effect.	Yes	1.1
<i>Write interpretive essays, in order to:</i>		
summarize the plot	No	
describe the characters and how they change.	No	
describe the setting and recognize its importance to the story	No	
draw a conclusion about the work	No	
interpret the impact of literary devices such as simile and personification	No	
recognize the impact of rhythm and rhyme	No	
Respond to literature, connecting the response to personal experience	No	
Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text	No	
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.	No	



New York Standard

Grade 5 (continued)

3. Students will write for critical analysis and evaluation

Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing	No
Use supporting evidence from text to evaluate ideas, information, themes, or experiences	No
Analyze the impact of an event or issue from personal, peer group, and school community perspectives	No
Analyze literary elements in order to evaluate the quality of ideas and information in text.	No
Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments.	No
Adopt an organizational format appropriate for critical analysis and evaluation such as compare/contrast.	No
Use precise vocabulary in writing analysis and evaluation.	No
Maintain a writing portfolio that includes writing for critical analysis and evaluation	No

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feeling.	Yes	1.1
Determine the intended audience before writing.	Yes	1.1
Use tone and language appropriate for audience and purpose.	Yes	1.1
Use pre-writing activities; for example, brainstorming, freewriting, note taking, and outlining	No	
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)	Yes	3.1 3.2
Use teacher conferences and peer review to revise written work	No	
<i>Observe rules of punctuation, capitalization, and spelling:</i>		
punctuation of simple and compound sentences, of dialogue, of titles and articles	Yes	6.1
spelling of commonly misspelled words, of homonyms, of content-area vocabulary.	Yes	6.2 6.3 6.4
<i>Use correct grammatical construction:</i>		
parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections	Yes	4.1 4.3 5.1 5.2 5.3 5.4
complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents	Yes	4.2 4.4
Use single words to provide clues to the organizational format; for example, in addition, finally, as a result, similarly, on the other hand.	No	
Use dictionaries, thesauruses, and style manuals	No	
Use word processing skills.	Yes	1.1

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IT!® Topic



Correlation of Sixth Grade IT!® Writing to Sixth Grade New York Core Curriculum

New York Standard	COVERED	IT!® Topic
Grade 6		
1. Students will write for information and understanding		
Use at least three sources of information with appropriate citations to develop reports	No	
Take notes to record and organize relevant data, facts, and ideas	No	
State a main idea and support it with details and examples	Yes	1.1
Compare and contrast ideas and information among two or three sources.	No	
Write labels or captions for graphics such as charts, maps, graphs, and diagrams used to convey information	No	
Adopt an organizational format such as chronological order that is appropriate for informational writing	No	
Use paragraphing to organize ideas and information	Yes	1.1
Maintain a portfolio that includes informational writing.	No	
2. Students will write for literary response and expression		
<i>Write original imaginative texts:</i>		
use organizing structures such as stanzas, chapters, scenes, and verses	No	
create a lead that attracts the reader's interest	Yes	1.1
provide a title that interests the readers	No	
develop characters, create a setting, and establish a plot.	No	
use examples of literary devices such as rhythm, rhyme, simile, and personification.	No	
establish consistent point of view; for example, first or third person	Yes	1.1
use vocabulary to create a desired effect.	Yes	1.1
<i>Write interpretive essays, in order to:</i>		
summarize the plot	No	
describe the characters and how they change.	No	
describe the setting and recognize its importance to the story	No	
draw a conclusion about the work	No	
interpret the impact of literary devices such as simile and personification	No	
recognize the impact of rhythm and rhyme	No	
Respond to literature, connecting the response to personal experience.	No	
Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text	No	
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.	No	



New York Standard

Grade 6 (continued)

3. Students will write for critical analysis and evaluation

Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing	No	
Use supporting evidence from text to evaluate ideas, information, themes, or experiences	No	
Analyze the impact of an event or issue from personal, peer group, and school community perspectives	No	
Analyze literary elements in order to evaluate the quality of ideas and information in text.	No	
Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments.	No	
Adopt an organizational format appropriate for critical analysis and evaluation such as compare/contrast.	No	
Use precise vocabulary in writing analysis and evaluation.	No	
Maintain a writing portfolio that includes writing for critical analysis and evaluation	No	

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feeling.	No	
Determine the intended audience before writing.	Yes	1.1
Use tone and language appropriate for audience and purpose.	Yes	1.1
Use pre-writing activities; for example, brainstorming, freewriting, note taking, and outlining	No	
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)	Yes	3.1 3.2
Use teacher conferences and peer review to revise written work	No	
<i>Observe rules of punctuation, capitalization, and spelling:</i>		
punctuation of simple and compound sentences, of dialogue, of titles and articles	Yes	6.1
spelling of commonly misspelled words, of homonyms, of content-area vocabulary.	Yes	6.2 6.3 6.4
<i>Use correct grammatical construction:</i>		
parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections	Yes	5.1 5.2 5.3 5.4
complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents	Yes	4.1 4.2 5.3 5.4
Use single words to provide clues to the organizational format; for example, in addition, finally, as a result, similarly, on the other hand.	No	
Use dictionaries, thesauruses, and style manuals	No	
Use word processing skills.	Yes	1.1

COVERED

IT!® Topic



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

New York Standard

COVERED

IT![®] Topic

Grade 7

1. Students will write 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	No
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	No
Distinguish between relevant and irrelevant information.	No
Identify missing, conflicting, and/or unclear information.	No
Formulate questions to be answered by reading informational text.	No
Compare and contrast information from a variety of different sources	No
Condense, combine, or categorize information from one or more sources	No
Relate new information to prior reading and experience.	No
Draw conclusions and make inferences based on explicit and implied information.	No
Make, confirm, or revise predictions	No

2. Students will write for literary response and expression

Write original imaginative texts:

develop a narrative, using an organizational plan such as chronology or flashback	No
sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution).	No
develop complex characters and create a setting	No
use literary devices	No
maintain a consistent point of view that enhances the message and/or establishes the mood.	Yes
select a genre and use appropriate conventions such as dialogue, rhythm, and rhyme	No
use language that is creative	No

Write interpretive and responsive essays of approximately three to five pages in order to:

express opinions and support them through specific references to the text	No
demonstrate understanding of plot and theme	No
identify and describe characters and their motivations.	No

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New York Standard

COVERED

IT!® Topic

Grade 7 (continued)

analyze the impact of the setting	No	
identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning.	No	
draw conclusions and provide reasons for the conclusions	No	
compare and contrast characters, setting, mood, and voice in more than one literary text or performance.	No	
make connections between literary text and personal experience or knowledge	No	
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.	No	

3. Students will write for critical analysis and evaluation

Present clear analyses, using examples, details and reasons from the text	No	
Present a hypothesis and predict possible outcomes from one or more perspectives	No	
Select content and choose strategies for written presentation based on audience, purpose, and content	No	
Present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other school subjects.	No	
Explain connections between and among texts to extend the meaning of each individual text.	No	
Compare and contrast use of literary elements in more than one genre by more than one author.	No	
Maintain a writing portfolio that includes writing for critical analysis and evaluation	No	

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feeling.	Yes	1.1
Identify the intended audience.	Yes	1.1
Use tone and language appropriate for audience and purpose.	Yes	1.1
Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining	No	
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)	Yes	2.1 3.1 3.2
Write clear, concise sentences	Yes	4.1
<i>Observe rules of punctuation, capitalization, and spelling:</i>		
punctuation of simple and compound sentences, of dialogue, of titles and articles	Yes	6.1
spelling of commonly misspelled words, of homonyms, of content-area vocabulary.	Yes	6.2 6.3 6.4 6.5
<i>Use grammatical construction:</i>		
parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordination, and correlative), prepositions and prepositional phrases, and interjections	Yes	5.1 5.2 5.3 5.4 5.5
Use transitional words or phrases (first, next, in addition) to produce organized cohesive text.	No	
Use dictionaries, thesauruses, and style manuals	No	
Use computer software to support the "writing process"; for example, use word processing, import graphics	Yes	1.1
Write for authentic purpose, including publications	No	



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

New York Standard	COVERED	IT! [®] Topic
Grade 8		
1. Students will write for information and understanding		
Locate and use school land 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	No	
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	No	
Distinguish between relevant and irrelevant information.	No	
Identify missing, conflicting, and/or unclear information.	No	
Formulate questions to be answered by reading informational text.	No	
Compare and contrast information from a variety of different sources	No	
Condense, combine, or categorize information from one or more sources	No	
Relate new information to prior reading and experience.	No	
Draw conclusions and make inferences based on explicit and implied information.	No	
Make, confirm, or revise predictions	No	
2. Students will write for literary response and expression		
<i>Write original imaginative texts:</i>		
develop a narrative, using an organizational plan such as chronology or flashback	No	
sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution).	No	
develop complex characters and create a setting	No	
use literary devices	No	
maintain a consistent point of view that enhances the message and/or establishes the mood.	Yes	1.1
select a genre and use appropriate conventions such as dialogue, rhythm, and rhyme	No	
use language that is creative	No	
<i>Write interpretive and responsive essays of approximately three to five pages in order to:</i>		
express opinions and support them through specific references to the text	No	
demonstrate understanding of plot and theme	No	
identify and describe characters and their motivations.	No	



New York Standard

Grade 8 (continued)

analyze the impact of the setting.	No
identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning.	No
draw conclusions and provide reasons for the conclusions	No
compare and contrast characters, setting, mood, and voice in more than one literary text or performance.	No
make connections between literary text and personal experience or knowledge	No
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.	No

3. Students will write for critical analysis and evaluation

Present clear analyses, using examples, details and reasons from the text	No
Present a hypothesis and predict possible outcomes from one or more perspectives	No
Select content and choose strategies for written presentation based on audience, purpose, and content	No
Present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other school subjects.	No
Explain connections between and among texts to extend the meaning of each individual text.	No
Compare and contrast use of literary elements in more than one genre by more than one author.	No
Maintain a writing portfolio that includes writing for critical analysis and evaluation	No

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feeling.	Yes	1.1
Identify the intended audience.	Yes	1.1
Use tone and language appropriate for audience and purpose.	Yes	1.1
Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining	No	
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)	Yes	2.1 3.1 3.2
Write clear, concise sentences	Yes	4.3
<i>Observe rules of punctuation, capitalization, and spelling:</i>		
punctuation of simple and compound sentences, of dialogue, of titles and articles	Yes	6.1
spelling of commonly misspelled words, of homonyms, of content-area vocabulary.	Yes	6.2 6.3 6.4 6.5
<i>Use grammatical construction:</i>		
parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordination, and correlative), prepositions and prepositional phrases, and interjections	Yes	4.4 5.1 5.2 5.4
Use transitional words or phrases (first, next, in addition) to produce organized cohesive text.	Yes	4.1
Use dictionaries, thesauruses, and style manuals	No	
Use computer software to support the "writing process"; for example, use word processing, import graphics	Yes	(p) 1.1
Write for authentic purpose, including publications	No	

COVERED

IT!® Topic



Correlation of Ninth Grade IT!® Writing to Ninth Grade New York Core Curriculum

New York Standard

COVERED

IT!® Topic

Grade 9

1. Students will read for information and understanding

Use both primary and secondary sources of information for research	No	
Select and limit topics for informational writing.	No	
Analyze and integrate data, facts, and ideas to communicate information.	No	
Take notes and organize information from written and oral texts, such as lectures and interview	No	
Use a range of organizational strategies to present information	Yes	4.1 (from Reading)
Apply new information in different contexts and situations	No	
Cite primary and secondary sources of information in bibliography and footnotes, using an approved style sheet	No	
Define the meaning and understand the consequences of plagiarism	No	
Use paraphrase and quotation in order to communicate information most effectively	No	
Use charts, graphs, and diagrams to support and illustrate informational text	No	
Use the language of research such as documentation, source, paraphrase, citation, bibliography, and footnote.	No	
Maintain a portfolio that include informational writing	No	

2. Students wil read for literary response and expression

Write imaginative texts:

use elements of imaginative text such as plot, character, setting, dialogue, conflict, and suspense to engage the reader	No
maintain consistent point of view including first person, third person, and omniscient narrator.	No
use literary devices such as figurative language, allegory, irony, symbolism, and stream of consciousness	No
create social, historical and/or cultural context.	No
create multiple levels of meaning.	No
use language and sentence structure creatively to elicit reader's emotional response	No
create a personal voice.	No

Write interpretive and responsive essays of approximately five pages in order to:

express judgments and support them through references to the text, using direct quotations and paraphrase.	No
explain how the author's use of literary devices (such as allegory, stream of consciousness, irony) affects meaning.	No
examine development and impact of literary elements such as character (protagonist, antagonist); action (conflict, intrigue, suspense, climax); and setting (locale, time period) in literary texts and performances.	No
compare and contrast the treatment of literary elements in different genres and by more than one author.	No
use literary criticism to expand personal analysis of the literary text	No

Use resources such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretative, and responsive texts	Yes	4.1 (from Reading)
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New York Standard

Grade 9 (continued)

Maintain a portfolio that includes imaginative, interpretive, and responsive writing. **No**

3. Students will read for critical analysis and evaluation

State an opinion, or present a judgment by developing a thesis and providing supporting evidence, arguments and details **Yes** 4.1 (from Reading)

Articulate one or more perspectives (such as one's own and/or those of a special interest group) to summarize arguments on different sides of an issue **No**

Develop critiques from more than one perspective, such as historical, cultural, social, and psychological **No**

Analyze a variety of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience. **No**

Use strategies designed to influence or to persuade in writing speeches, editorials, and advertisements. **No**

Use telecommunications in order to participate in listserv discussion groups **No**

Maintain a writing portfolio that includes writing for critical analysis and evaluation **No**

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings **Yes** 4.1 (from Reading)

Identify the intended audience **Yes** 4.1 (from Reading)

Use tone and language appropriate for audience and purpose **Yes** 4.1 (from Reading)

Use prewriting activities; for example, brainstorming, freewriting, notetaking, and outlining. **No**

Use the "writing process" (prewriting, drafting, revising, proofreading, and editing) **Yes** 2.1

Write clear, concise sentences **Yes** 1.3
4.1 (from Reading)

Observe rules of punctuation, capitalization, and spelling:

punctuation of simple and compound sentences, of dialogue, of titles of articles **Yes** 1.1

spelling of commonly misspelled words, of homonyms, of content-area vocabulary. **Yes** 1.1

Use correct grammatical construction:

parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating and correlative), prepositions and prepositional phrases, and interjections **Yes** 1.2

complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/ verb agreement, verb tense, and pronouns with clear antecedents **Yes** 1.3

Use dictionaries, thesauruses, and style manuals **No**

Use an organizational format that provides direction, coherence, and/ or unity **Yes** 4.1 (from Reading)

Use computer technology to create, manipulate, and edit text **No**

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IT!® Topic



Correlation of Tenth Grade IT!® Writing to Tenth Grade New York Core Curriculum

New York Standard	COVERED	IT!® Topic
Grade 10		
1. Students will read for information and understanding		
Use both primary and secondary sources of information for research	No	
Select and limit topics for informational writing.	No	
Analyze and integrate data, facts, and ideas to communicate information	No	
Take notes and organize information from written and oral texts, such as lectures and interview	No	
Use a range of organizational strategies to present information	Yes	4.1 (from Reading)
Apply new information in different contexts and situations	No	
Cite primary and secondary sources of information in bibliography and footnotes, using an approved style sheet	No	
Define the meaning and understand the consequences of plagiarism	No	
Use paraphrase and quotation in order to communicate information most effectively	No	
Use charts, graphs, and diagrams to support and illustrate informational text	No	
Use the language of research such as documentation, source, paraphrase, citation, bibliography, and footnote.	No	
Maintain a portfolio that include informational writing	No	
2. Students wil read for literary response and expression		
<i>Write imaginative texts:</i>		
use elements of imaginative text such as plot, character, setting, dialogue, conflict, and suspense to engage the reader	No	
maintain consistent point of view including first person, third person, and omniscient narrator.	No	
use literary devices such as figurative language, allegory, irony, symbolism, and stream of consciousness	No	
create social, historical and/or cultural context.	No	
create multiple levels of meaning.	No	
use language and sentence structure creatively to elicit reader's emotional response	No	
create a personal voice.	No	
<i>Write interpretive and responsive essays of approximately five pages in order to:</i>		
express judgments and support them through references to the text, using direct quotations and paraphrase.	No	
explain how the author's use of literary devices (such as allegory, stream of consciousness, irony) affects meaning.	No	
examine development and impact of literary elements such as character (protagonist, antagonist); action (conflict, intrigue, suspense, climax); and setting (locale, time period) in literary texts and performances	No	
compare and contrast the treatment of literary elements in different genres and by more than one author.	No	
use literary criticism to expand personal analysis of the literary text	No	
Use resources such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretative, and responsive texts	Yes	4.1 (from Reading)
Maintain a portfolio that includes imaginative, interpretive, and responsive writing.	No	



New York Standard

Grade 10 (continued)

3. Students will read for critical analysis and evaluation

State an opinion, or present a judgment by developing a thesis and providing supporting evidence, arguments and details	Yes	4.1 (from Reading)
Articulate one or more perspectives (such as one's own and/or those of a special interest group) to summarize arguments on different sides of an issue	No	
Develop critiques from more than one perspective, such as historical, cultural, social, and psychological	No	
Analyze a variety of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience.	No	
Use strategies designed to influence or to persuade in writing speeches, editorials, and advertisements.	No	
Use telecommunications in order to participate in listserv discussion groups	No	
Maintain a writing portfolio that includes writing for critical analysis and evaluation	No	

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings	Yes	4.1 (from Reading)
Identify the intended audience	Yes	4.1 (from Reading)
Use tone and language appropriate for audience and purpose	Yes	4.1 (from Reading)
Use prewriting activities; for example, brainstorming, freewriting, notetaking, and outlining.	No	
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)	Yes	2.1
Write clear, concise sentences	Yes	1.3 4.1 (from Reading)
<i>Observe rules of punctuation, capitalization, and spelling:</i>		
punctuation of simple and compound sentences, of dialogue, of titles of articles	Yes	1.1
spelling of commonly misspelled words, of homonyms, of content-area vocabulary.	Yes	1.1
<i>Use correct grammatical construction:</i>		
parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating and correlative), prepositions and prepositional phrases, and interjections.	Yes	1.2
complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/ verb agreement, verb tense, and pronouns with clear antecedents.	Yes	1.3
Use dictionaries, thesauruses, and style manuals	No	
Use an organizational format that provides direction, coherence, and/ or unity	Yes	4.1 (from Reading)
Use computer technology to create, manipulate, and edit text	No	

COVERED

IT!® Topic



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

New York Standard	COVERED	IT! [®] Topic
Grade 11		
1. Students will read for information and understanding		
Use both primary and secondary sources of information for research	No	
Select and limit topics for informational writing.	No	
Analyze and integrate data, facts, and ideas to communicate information	No	
Take notes and organize information from written and oral texts, such as lectures and interview	No	
Use a range of organizational strategies to present information	Yes	4.1 (from Reading)
Apply new information in different contexts and situations	No	
Cite primary and secondary sources of information in bibliography and footnotes, using an approved style sheet	No	
Define the meaning and understand the consequences of plagiarism	No	
Use paraphrase and quotation in order to communicate information most effectively	No	
Use charts, graphs, and diagrams to support and illustrate informational text	No	
Use the language of research such as documentation, source, paraphrase, citation, bibliography, and footnote	No	
Maintain a portfolio that include informational writing	No	
2. Students will read for literary response and expression		
<i>Write imaginative texts:</i>		
use elements of imaginative text such as plot, character, setting, dialogue, conflict, and suspense to engage the reader	No	
maintain consistent point of view including first person, third person, and omniscient narrator.	No	
use literary devices such as figurative language, allegory, irony, symbolism, and stream of consciousness	No	
create social, historical and/or cultural context.	No	
create multiple levels of meaning.	No	
use language and sentence structure creatively to elicit reader's emotional response	No	
create a personal voice.	No	
<i>Write interpretive and responsive essays of approximately five pages in order to:</i>		
express judgments and support them through references to the text, using direct quotations and paraphrase.	No	
explain how the author's use of literary devices (such as allegory, stream of consciousness, irony) affects meaning.	No	
examine development and impact of literary elements such as character (protagonist, antagonist); action (conflict, intrigue, suspense, climax); and setting (locale, time period) in literary texts and performances.	No	
compare and contrast the treatment of literary elements in different genres and by more than one author.	No	
use literary criticism to expand personal analysis of the literary text	No	



New York Standard

Grade 11 (continued)

Use resources such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretative, and responsive texts	Yes	4.1 (from Reading)
Maintain a portfolio that includes imaginative, interpretive, and responsive writing.	No	

3. Students will read for critical analysis and evaluation

State an opinion, or present a judgment by developing a thesis and providing supporting evidence, arguments and details	Yes	4.1 (from Reading)
Articulate one or more perspectives (such as one's own and/or those of a special interest group) to summarize arguments on different sides of an issue	No	
Develop critiques from more than one perspective, such as historical, cultural, social, and psychological	No	
Analyze a variety of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience.	No	
Use strategies designed to influence or to persuade in writing speeches, editorials, and advertisements.	No	
Use telecommunications in order to participate in listserv discussion groups	No	
Maintain a writing portfolio that includes writing for critical analysis and evaluation	No	

What students do across all four English Language Arts standards

Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings	Yes	4.1 (from Reading)
Identify the intended audience	Yes	4.1 (from Reading)
Use tone and language appropriate for audience and purpose	Yes	4.1 (from Reading)
Use prewriting activities; for example, brainstorming, freewriting, notetaking, and outlining.	No	
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)	Yes	2.1
Write clear, concise sentences	Yes	1.3 4.1 (from Reading)

Observe rules of punctuation, capitalization, and spelling:

punctuation of simple and compound sentences, of dialogue, of titles of articles	Yes	1.1
spelling of commonly misspelled words, of homonyms, of content-area vocabulary.	Yes	1.1

Use correct grammatical construction:

parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating and correlative), prepositions and prepositional phrases, and interjections	Yes	1.2
complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/ verb agreement, ,verb tense, and pronouns with clear antecedents.	Yes	1.3
Use dictionaries, thesauruses, and style manuals	No	
Use an organizational format that provides direction, coherence, and/ or unity	Yes	4.1 (from Reading)
Use computer technology to create, manipulate, and edit text	No	