



Correlation of First Grade IT!® Reading to First Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT!® Topic
Grade 1		
Phonemic Awareness, Word Recognition and Fluency		
A. Use letter-sound correspondence knowledge and structural analysis to decode words.	Yes	1.1
B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.	No	
Acquisition of Vocabulary		
A. Use context clues to determine the meaning of new vocabulary.	Yes	1.4
B. Read accurately high- frequency sight words.	No	
C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.	Yes	1.4
D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	Yes	1.4 1.1
E. Use resources to determine the meanings and pronunciations of unknown words.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.	No	
B. Make predictions from text clues and cite specific examples to support predictions.	Yes	4.1.3
C. Draw conclusions from information in text.	Yes	4.2 4.1
D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.	Yes	1.2
E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	Yes	All topics
F. Apply and adjust self-monitoring strategies to assess understanding of text.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and structures to organize content, draw conclusions and build text knowledge.	Yes	(p) 4.2
B. Ask clarifying questions concerning essential elements of informational text.	No	
C. Identify the central ideas and supporting details of informational text.	Yes	4.1.1 1.5
D. Use visual aids as sources to gain additional information from text.	Yes	3.1
E. Evaluate two- and three-step directions for proper sequencing and completeness.	Yes	1.5 1.6
Reading Applications: Literary		
A. Compare and contrast plot across literary works.	No	
B. Use supporting details to identify and describe main ideas, characters and setting.	Yes	2.2 2.3 4.1.1
C. Recognize the defining characteristics and features of different types of literary forms and genres.	No	

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Ohio Standard

COVERED

IT!® Topic

Grade 1 (continued)

- D. Explain how an author's word choice and use of methods influences the reader. **No**
- E. Identify the theme of a literary text. **No**



Correlation of Second Grade IT![®] Reading to Second Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 2		
Phonemic Awareness, Word Recognition and Fluency		
A. Use letter-sound correspondence knowledge and structural analysis to decode words.	Yes	1.1
B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.	No	
Acquisition of Vocabulary		
A. Use context clues to determine the meaning of new vocabulary.	Yes	1.2 1.4
B. Read accurately high- frequency sight words.	No	
C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.	Yes	1.2 1.4 1.1
D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	Yes	1.2 1.3 1.4
E. Use resources to determine the meanings and pronunciations of unknown words.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.	No	
B. Make predictions from text clues and cite specific examples to support predictions.	Yes	4.1
C. Draw conclusions from information in text.	Yes	(p) 4.1
D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.	Yes	(p) 1.7
E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	Yes	All topics
F. Apply and adjust self-monitoring strategies to assess understanding of text.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and structures to organize content, draw conclusions and build text knowledge.	Yes	(p) 1.5
B. Ask clarifying questions concerning essential elements of informational text.	No	
C. Identify the central ideas and supporting details of informational text.	Yes	4.1 1.5
D. Use visual aids as sources to gain additional information from text.	Yes	3.1
E. Evaluate two- and three-step directions for proper sequencing and completeness.	No	
Reading Applications: Literary		
A. Compare and contrast plot across literary works.	No	

(p) indicates that this Standard is partially covered.



Ohio Standard

Grade 2 (continued)

COVERED
Yes
No
No
No

IT!® Topic

B. Use supporting details to identify and describe main ideas, characters and setting.	Yes	(p) 2.1 2.2 2.3 4.1.1
C. Recognize the defining characteristics and features of different types of literary forms and genres.	No	
D. Explain how an author’s word choice and use of methods influences the reader.	No	
E. Identify the theme of a literary text.	No	

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Correlation of Third Grade IT![®] Reading to Third Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 3		
Phonemic Awareness, Word Recognition and Fluency		
A. Use letter-sound correspondence knowledge and structural analysis to decode words.	Yes	1.1
B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.	No	
Acquisition of Vocabulary		
A. Use context clues to determine the meaning of new vocabulary.	Yes	1.2 1.3
B. Read accurately high- frequency sight words.	No	
C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.	Yes	1.2 1.3 1.1
D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	Yes	1.2 1.3
E. Use resources to determine the meanings and pronunciations of unknown words.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.	No	
B. Make predictions from text clues and cite specific examples to support predictions.	Yes	4.1
C. Draw conclusions from information in text.	Yes	4.3
D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.	No	
E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	Yes	All topics
F. Apply and adjust self-monitoring strategies to assess understanding of text.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and structures to organize content, draw conclusions and build text knowledge.	Yes	(p) 4.3
B. Ask clarifying questions concerning essential elements of informational text.	No	
C. Identify the central ideas and supporting details of informational text.	Yes	1.4 4.1.1 4.1.2
D. Use visual aids as sources to gain additional information from text.	Yes	3.1
E. Evaluate two- and three-step directions for proper sequencing and completeness.	Yes	1.6
Reading Applications: Literary		
A. Compare and contrast plot across literary works.	Yes	(p) 3.3

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Ohio Standard

Grade 3 (continued)

	COVERED	IT!® Topic
B. Use supporting details to identify and describe main ideas, characters and setting.	Yes	(p) 2.1 2.2 2.3
C. Recognize the defining characteristics and features of different types of literary forms and genres.	Yes	3.3
D. Explain how an author’s word choice and use of methods influences the reader.	Yes	3.3
E. Identify the theme of a literary text.	No	

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Correlation of Fourth Grade IT![®] Reading to Fourth Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 4		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.1
B. Infer word meaning through identification and analysis of analogies and other word relationships.	Yes	(p) 1.1
C. Apply knowledge of connotation and denotation to learn the meanings of words.	No	
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.	No	
E. Use knowledge of roots and affixes to determine the meanings of complex words.	Yes	1.2
F. Use multiple resources to enhance comprehension of vocabulary.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	Yes	3.5.1
B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.	Yes	(p) 1.4
C. Make meaning through asking and responding to a variety of questions related to text.	Yes	1.3.1
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	No	
B. Recognize the difference between cause and effect and fact and opinion to analyze text.	Yes	(p) 3.1.2 4.2
C. Explain how main ideas connect to each other in a variety of sources.	Yes	(p) 1.3
D. Identify arguments and persuasive techniques used in informational text.	Yes	3.5.2
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.	Yes	(p) 4.1.1 3.6
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	Yes	1.4
Reading Applications: Literary		
A. Describe and analyze the elements of character development.	Yes	2.1
B. Analyze the importance of setting.	Yes	2.2
C. Identify the elements of plot and establish a connection between an element and a future event.	Yes	(p) 2.2
D. Differentiate between the points of view in narrative text.	Yes	3.7
E. Demonstrate comprehension by inferring themes patterns and symbols.	Yes	4.1
F. Identify similarities and differences of various literary forms and genres.	Yes	3.2 3.6 4.4
G. Explain how figurative language expresses ideas and conveys mood.	Yes	1.1.2

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Correlation of Fifth Grade IT!® Reading to Fifth Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT!® Topic
Grade 5		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.1
B. Infer word meaning through identification and analysis of analogies and other word relationships.	Yes	(p) 1.1
C. Apply knowledge of connotation and denotation to learn the meanings of words.	No	
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.	No	
E. Use knowledge of roots and affixes to determine the meanings of complex words.	Yes	1.2
F. Use multiple resources to enhance comprehension of vocabulary.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	Yes	3.5
B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.	Yes	1.4 4.1.3 4.4 4.4 3.2
C. Make meaning through asking and responding to a variety of questions related to text.	Yes	1.3 4.3
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	Yes	4.5 4.1
B. Recognize the difference between cause and effect and fact and opinion to analyze text.	Yes	3.1.2 4.2
C. Explain how main ideas connect to each other in a variety of sources.	Yes	4.4
D. Identify arguments and persuasive techniques used in informational text.	No	
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.	Yes	(p) 4.4 3.6
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	Yes	1.4
Reading Applications: Literary		
A. Describe and analyze the elements of character development.	Yes	2.1
B. Analyze the importance of setting.	Yes	2.2
C. Identify the elements of plot and establish a connection between an element and a future event.	Yes	(p) 2.2
D. Differentiate between the points of view in narrative text.	Yes	3.7

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Ohio Standard

Grade 5 (continued)

	COVERED	IT!® Topic
E. Demonstrate comprehension by inferring themes patterns and symbols.	Yes	4.1 4.4
F. Identify similarities and differences of various literary forms and genres.	Yes	(p) 3.2 4.4
G. Explain how figurative language expresses ideas and conveys mood.	Yes	1.1.2

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Correlation of Sixth Grade IT![®] Reading to Sixth Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 6		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.1
B. Infer word meaning through identification and analysis of analogies and other word relationships.	Yes	(p) 1.1
C. Apply knowledge of connotation and denotation to learn the meanings of words.	Yes	1.3
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.	No	
E. Use knowledge of roots and affixes to determine the meanings of complex words.	Yes	1.2
F. Use multiple resources to enhance comprehension of vocabulary.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	Yes	3.4.1
B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.	Yes	(p) 1.5 4.4
C. Make meaning through asking and responding to a variety of questions related to text.	Yes	1.5.1 4.3
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	Yes	4.5 4.1
B. Recognize the difference between cause and effect and fact and opinion to analyze text.	Yes	3.1.2 4.2
C. Explain how main ideas connect to each other in a variety of sources.	Yes	4.4
D. Identify arguments and persuasive techniques used in informational text.	Yes	3.4
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.	Yes	(p) 4.1.2 4.5
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	Yes	1.5
Reading Applications: Literary		
A. Describe and analyze the elements of character development.	Yes	2.1
B. Analyze the importance of setting.	Yes	2.2
C. Identify the elements of plot and establish a connection between an element and a future event.	Yes	(p) 2.2
D. Differentiate between the points of view in narrative text.	No	
E. Demonstrate comprehension by inferring themes patterns and symbols.	Yes	4.4 4.1

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Ohio Standard

Grade 6 (continued)

	COVERED	IT!® Topic
F. Identify similarities and differences of various literary forms and genres.	Yes	3.2 3.5
G. Explain how figurative language expresses ideas and conveys mood.	Yes	4.6

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Correlation of Seventh Grade IT![®] Reading to Seventh Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 7		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.2
B. Infer word meaning through identification and analysis of analogies and other word relationships.	Yes	(p) 1.2
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.	Yes	(p) 1.1
E. Use knowledge of roots and affixes to determine the meanings of complex words.	Yes	1.3
F. Use multiple resources to enhance comprehension of vocabulary.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	Yes	3.4.1
B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.	Yes	1.6.1 3.5 4.4
C. Make meaning through asking and responding to a variety of questions related to text.	Yes	1.5.1 4.3
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	Yes	(p) 4.1
B. Recognize the difference between cause and effect and fact and opinion to analyze text.	Yes	(p) 4.2
C. Explain how main ideas connect to each other in a variety of sources.	Yes	3.1.2 4.4
D. Identify arguments and persuasive techniques used in informational text.	Yes	3.4
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.	Yes	(p) 4.1.2 4.5
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	Yes	1.6
Reading Applications: Literary		
A. Describe and analyze the elements of character development.	Yes	2.1
B. Analyze the importance of setting.	Yes	2.2
C. Identify the elements of plot and establish a connection between an element and a future event.	Yes	(p) 2.2
D. Differentiate between the points of view in narrative text.	No	
E. Demonstrate comprehension by inferring themes patterns and symbols.	Yes	4.1 4.4
F. Identify similarities and differences of various literary forms and genres.	Yes	3.2 3.5
G. Explain how figurative language expresses ideas and conveys mood.	Yes	1.2.3 1.4

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Correlation of Eighth Grade IT![®] Reading to Eighth Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 8		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.2
B. Examine the relationships of analogical statements to infer word meanings.	Yes	1.2.3
C. Recognize the importance and function of figurative language.	No	
D. Explain how different events have influenced and changed the English language.	No	
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	Yes	1.3
F. Use multiple resources to enhance comprehension of vocabulary.	No	
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Apply reading comprehension strategies to understand grade-appropriate text.	No	
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Yes	All topics
C. Use appropriate self-monitoring strategies for comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Yes	4.5
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.	Yes	(p) 4.1
C. Analyze whether graphics supplement textual information and promote the author's purpose.	Yes	3.3 3.4
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Yes	(p) 3.6
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).	No	
Reading Applications: Literary		
A. Analyze interactions between characters in literary text and how the interactions affect the plot.	Yes	2.1
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Yes	(p) 2.2
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.	Yes	2.2
D. Identify similar recurring themes across different works.	Yes	(p) 3.2 4.4
E. Analyze the use of a genre to express a theme or topic.	No	
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.	Yes	2.3
G. Explain techniques used by authors to develop style.	Yes	4.6

(p) indicates that this Standard is partially covered.



Correlation of Ninth Grade IT![®] Reading to Ninth Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 9		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.1
B. Examine the relationships of analogical statements to infer word meanings.	Yes	1.4
C. Recognize the importance and function of figurative language.	Yes	1.1
D. Explain how different events have influenced and changed the English language.	No	
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	Yes	1.2
F. Use multiple resources to enhance comprehension of vocabulary.	Yes	1.3
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Apply reading comprehension strategies to understand grade-appropriate text.	No	
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Yes	All topics
C. Use appropriate self-monitoring strategies for comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Yes	3.1 3.5
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.	Yes	3.2 3.6
C. Analyze whether graphics supplement textual information and promote the author's purpose.	No	
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Yes	3.5 3.7
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).	Yes	3.4
Reading Applications: Literary Text		
A. Analyze interactions between characters in literary text and how the interactions affect the plot.	Yes	2.5
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Yes	(p) 2.3
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.	Yes	2.4 2.5
D. Identify similar recurring themes across different works.	Yes	3.4
E. Analyze the use of a genre to express a theme or topic.	Yes	2.8.2

(p) indicates that this Standard is partially covered.



Ohio Standard

COVERED

IT!® Topic

Grade 9 (continued)

F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.	Yes	2.7 2.8 1.1
G. Explain techniques used by authors to develop style.	No	

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Correlation of Tenth Grade IT![®] Reading to Tenth Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 10		
Acquisition of Vocabulary		
A. Use context clues and text structures to determine the meaning of new vocabulary.	Yes	1.1
B. Examine the relationships of analogical statements to infer word meanings.	Yes	1.1 3.2
C. Recognize the importance and function of figurative language.	Yes	1.1
D. Explain how different events have influenced and changed the English language.	No	
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	Yes	1.2
F. Use multiple resources to enhance comprehension of vocabulary.	Yes	1.3
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Apply reading comprehension strategies to understand grade-appropriate text.	No	
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Yes	All topics
C. Use appropriate self-monitoring strategies for comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Yes	3.3 3.6
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.	Yes	(p) 3.5 3.7
C. Analyze whether graphics supplement textual information and promote the author's purpose.	No	
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Yes	3.8 3.11
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).	Yes	2.2
Reading Applications: Literary Text		
A. Analyze interactions between characters in literary text and how the interactions affect the plot.	Yes	2.4
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Yes	(p) 2.3
C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.	Yes	2.4
D. Identify similar recurring themes across different works.	Yes	2.2
E. Analyze the use of a genre to express a theme or topic.	Yes	2.7.1

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Ohio Standard

COVERED

IT!® Topic

Grade 10 (continued)

F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.	Yes	(p) 1.1
		2.7
		2.5
G. Explain techniques used by authors to develop style.	No	

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Correlation of Eleventh Grade IT![®] Reading to Eleventh Grade Ohio Academic Content Standards

Ohio Standard	COVERED	IT! [®] Topic
Grade 11		
Acquisition of Vocabulary		
A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. . . .	Yes	(p) 1.1
B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.	Yes	3.2
C. Explain the influence of the English language on world literature, communications and popular culture.	No	
D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.	Yes	1.2
E. Use multiple resources to enhance comprehension of vocabulary.	Yes	1.3
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
A. Apply reading comprehension strategies to understand grade-appropriate texts.	No	
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Yes	All topics
C. Use appropriate self-monitoring strategies for comprehension.	No	
Reading Applications: Informational, Technical and Persuasive Text		
A. Analyze the features and structures of documents and critique them for their effectiveness.	Yes	3.3
B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.	Yes	3.4
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.	Yes	3.7 3.11
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	Yes	1.4 2.2
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Yes	3.10
Reading Applications: Literary Text		
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.	Yes	(p) 2.4 2.3
B. Explain ways characters confront similar situations and conflict.	Yes	2.4
C. Recognize and analyze characteristics of subgenres and literary periods.	Yes	(p) 2.5 2.6.1
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.	Yes	1.1.3 2.4 2.7
E. Critique an author's style.	No	

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