

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Kindergarten	Reading for Literature	
	Key Ideas and Details	
	1. With prompting and support, ask and answer questions about key details in a text.	KRPE -Demonstrate comprehension by responding to questions (e.g., literal, inferential and evaluative). KRPC -Draw conclusions from information in the text.
	2. With prompting and support, retell familiar stories, including key details.	KRPC -Draw conclusions from information in the text. KLTA -Compare and contrast plot across literary works.
	3. With prompting & support, identify characters, settings, & major events in a story.	KLTB -Use supporting details to identify and describe main ideas, characters and setting.
	Craft and Structure	
	4. Ask and answer questions about unknown words in a text.	PKAVE -Use resources to determine the meanings and pronunciations of unknown words.
	5. Recognize common types of texts (e.g., storybooks, poems).	1LTC -Recognize the defining characteristics and features of different types of literary forms and genres.
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	No Aligned Benchmark
	Integration of Knowledge and Ideas	
	7. With prompting & support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	KRPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. KRPB -Make predictions from text clues and cite specific examples to support predictions. KRPC -Draw conclusions from information in the text.
	8. (Not applicable to literature)	
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	KRPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	No Aligned Benchmark	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Informational Text	
	Key Ideas and Details	
	1. With prompting and support, ask and answer questions about key details in a text.	KITA -Use text features and structures to organize content, draw conclusions and build text knowledge. 1ITB -Ask clarifying questions concerning essential elements of informational text.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

2. With prompting & support, identify the main topic and retell key details of a text.	KITC -Identify the central ideas and supporting details of informational text. PKITC -Identify the central ideas and supporting details of informational text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	KRPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	PKAVE -Use resources to determine the meanings and pronunciations of unknown words.
5. Identify the front cover, back cover, and title page of a book.	PKRPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1RPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	KRPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. KRPB -Make predictions from text clues and cite specific examples to support predictions. KRPC -Draw conclusions from information in the text. KITA -Use text features and structures to organize content, draw conclusions and build text knowledge. KITD4 -Use visual aids as sources to gain additional information from text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	1ITC -Identify the central ideas and supporting details of informational text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	KRPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading Strand: Foundational Skills	
	Print Concepts	
	1. Demonstrate understanding of the organization and basic features of print.	KRPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	a. Follow words from left to right, top to bottom, and page by page.	KRPA -Establish a purpose for reading and use a range of reading comprehension

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		strategies to understand literary passages and text.
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Understand that words are separated by spaces in print.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words. KWCA -Print legibly using appropriate spacing.
	d. Recognize and name all upper- and lowercase letters of the alphabet.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
Phonological Awareness		
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Recognize and produce rhyming words.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Count, pronounce, blend, and segment syllables in spoken words.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Blend and segment onsets and rimes of single-syllable spoken words.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words. 1PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	1PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	1AVA -Use context clues to determine the meaning of new vocabulary.
Phonics and Word Recognition		
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	1RPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	KPAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	No Aligned Benchmark
	Fluency	
	4. Read emergent-reader texts with purpose and understanding.	KPAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Kindergarten	Writing Strand	
	Text Types and Purposes	
	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	KWAA -Compose writings that convey a clear message and include well-chosen details. KWPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	2. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	KWAA -Compose writings that convey a clear message and include well-chosen details. KRPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	KRPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	Production and Distribution of Writing	
	4. (Begins in grade 3)	
	5. With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed.	KWPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	6. With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers.	KWPA -Generate ideas for written compositions.
	Research to Build and Present Knowledge	
	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	KREA -Generate questions for investigation and gather information from a variety of sources.
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	KREB -Retell important details and findings. KREA -Generate questions for investigation and gather information from a variety of sources.
9. (Begins in grade 4)		
Range of Writing		

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

10. (Begins in grade 3)	
-------------------------	--

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
K Kindergarten	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	KCOA -Use active listening strategies to identify the main idea and to gain information from oral presentation. KCOD -Speak clearly and at an appropriate pace and volume.
	a. Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion).	KCOA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	b. Continue a conversation through multiple exchanges.	KREA -Generate questions for investigation and gather information from a variety of sources.
	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	KRPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). KCOA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	KRPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
	Presentation of Knowledge and Ideas	
	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	KCOE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	KWPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics. KREB -Retell important details and findings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	KCOD -Speak clearly and at an appropriate pace and volume. KCOE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
K Kindergarten	Language Strand	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	KWCA -Print legibly using appropriate spacing.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

a. Print many upper- and lowercase letters.	KWCA -Print legibly using appropriate spacing.
b. Use frequently occurring nouns and verbs.	KAVB -Read accurately high-frequency sight words. KWCD -Use grammatical structures in written work.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	KWCD -Use grammatical structures in written work.
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	KREA -Generate questions for investigation and gather information from a variety of sources. KRPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	KWCD -Use grammatical structures in written work.
f. Produce and expand complete sentences in shared language activities.	KWPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	KWCC -Use conventions of punctuation and capitalization in written work.
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	1WCC -Use conventions of punctuation and capitalization in written work.
b. Recognize and name end punctuation.	KWCC -Use conventions of punctuation and capitalization in written work.
c. Write a letter(s) for most consonant and short-vowel sounds (phonemes).	KWCA -Print legibly using appropriate spacing.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	1WCB -Spell grade-appropriate words correctly.
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	KAVA -Use context clues to determine the meaning of new vocabulary.
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	KAVA -Use context clues to determine the meaning of new vocabulary.
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	No Aligned Benchmark
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	KAVB -Read accurately high-frequency sight words.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	1AVB -Read accurately high-frequency sight words.
	c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	No Aligned Benchmark
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	1AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
6.	Use words & phrases acquired through conversations, reading & being read to, & responding to texts.	KAVB -Read accurately high-frequency sight words KAVA -Use context clues to determine the meaning of new vocabulary.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade One	Reading For Literature	
	Key Ideas and Details	
	1. Ask and answer questions about key details in a text.	1RPE -Demonstrate comprehension by responding to questions (e.g., literal, inferential and evaluative). 1RPC - Draw conclusions from information in the text.
	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson	1RPC -Draw conclusions from information in the text.
	3. Describe characters, settings, and major events in a story, using key details.	1RPC -Draw conclusions from information in the text 1LTB -Use supporting details to identify and describe main ideas, characters and setting.
	Craft and Structure	
	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	2LTD -Explain how an author’s word choice and use of methods influences the reader.
	5. Explain major differences between books that tell stories & books that give information, drawing on a wide reading of a range of text types.	1LTC -Recognize the defining characteristics and features of different types of literary forms and genres.
	6. Identify who is telling the story at various points in a text.	No Aligned Benchmark
	Integration of Knowledge and Ideas	
	7. Use illustrations and details in a story to describe its characters, setting, or events.	1RPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	8. (Not applicable to literature)	
	9. Compare and contrast the adventures and experiences of characters in stories.	1RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
Range of Reading and Level of Text Complexity		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	No Aligned Benchmark	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade One	Reading for Informational Text	
	Key Ideas and Details	
	1. Ask and answer questions about key details in a text.	1ITB -Ask clarifying questions concerning essential elements of informational text.
	2. Identify the main topic and retell key details of a text.	1ITC -Identify the central ideas and supporting details of informational text.
	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1ITD -Use visual aids as sources to gain additional information from text. 1RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject area.
Craft and Structure		

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	PKAVE -Use resources to determine the meanings and pronunciations of unknown words.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2ITA -Use text features and structures to organize content, draw conclusions and build text knowledge.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	No Aligned Benchmark
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	1RPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. 1ITA - Use text features and structures to organize content, draw conclusions and build text knowledge 1ITC - Identify the central ideas and supporting details of informational text. 1ITD - Use visual aids as sources to gain additional information from text.
8. Identify the reasons an author gives to support points in a text.	1ITC - Identify the central ideas and supporting details of informational text.
9. Identify basic similarities in & differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1RPD - Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject area.
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade One	Reading Strand: Foundational Skills	
	Print Concepts	
	1. Demonstrate understanding of the organization and basic features of print.	
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1WCC -Use conventions of punctuation and capitalization in written work. 1WCD -Use grammatical structures in written work.
	Phonological Awareness	
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Distinguish long from short vowel sounds in spoken single-syllable words.	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	PKPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Know the spelling-sound correspondences for common consonant digraphs.	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Decode regularly spelled one-syllable words.	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Know final -e and common vowel team conventions for representing long vowel sounds.	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	KPAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	f. Read words with inflectional endings.	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode words.
	g. Recognize and read grade-appropriate irregularly spelled words.	1PAB - Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	1PAB - Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	a. Read on-level text with purpose and understanding.	No Aligned Benchmark
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1PAB - Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1AVA -Use context clues to determine the meaning of new vocabulary.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade One	Writing	
	Text Types and Purposes	
	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion,	1WAB -Write responses to literature that demonstrate an understanding of the literary work.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	and provide some sense of closure.	1COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.
	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1WPA -Generate ideas for written compositions.
	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1WAA -Compose writings that convey a clear message and include well-chosen details.
	Production and Distribution of Writing	
	4. (Begins in grade 3)	
	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1WPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.
	Research to Build and Present Knowledge	
	7. Participate in shared research & writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	1WPA -Generate ideas for written compositions. 1REA - Generate questions for investigation and gather information from a variety of sources.
	8. With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.	1REA -Generate questions for investigation and gather information from a variety of sources. 1REB -Retell important details and findings.
	9. (Begins in grade 4)	
	Range of Writing	
	10. (Begins in grade 3)	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade One	Speaking and Listening	
	Comprehension and Collaboration	
	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	1COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	1COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	c. Ask questions to clear up any confusion about the topics and texts under discussion.	1COA -Use active listening strategies to identify the main idea and to gain information from oral presentation. 1REA -Generate questions for investigation and gather information from a variety of sources.
	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). 1COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	Presentation of Knowledge and Ideas	
	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.
	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1WPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.
	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	1WPE -Edit to improve sentence fluency, grammar and usage.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmark
Grade One	Language Strand	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1WCD -Use grammatical structures in written work.
	a. Print all upper- and lowercase letters.	KWCA -Print legibly using appropriate spacing.
	b. Use common, proper, and possessive nouns.	1WCD -Use grammatical structures in written work. 1WPE -Edit to improve sentence fluency, grammar and usage.
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	1WCD -Use grammatical structures in written work.
	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	1AVB -Read accurately high-frequency sight words. 1WCD -Use grammatical structures in written work.
	e. Use verbs to convey a sense of past, present, & future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	1WCD -Use grammatical structures in written work.
f. Use frequently occurring adjectives.	1WCD -Use grammatical structures in written work.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	No Aligned Benchmark
h. Use determiners (e.g., articles, demonstratives).	No Aligned Benchmark
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	No Aligned Benchmark
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1WCC -Use conventions of punctuation and capitalization in written work.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1WPE -Edit to improve sentence fluency, grammar and usage.
a. Capitalize dates and names of people.	1WCC -Use conventions of punctuation and capitalization in written work. 2WCC -Use conventions of punctuation and capitalization in written work.
b. Use end punctuation for sentences.	1WCC -Use conventions of punctuation and capitalization in written work.
c. Use commas in dates and to separate single words in a series.	No Aligned Benchmark
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1WCB -Spell grade-appropriate words correctly.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1WCB -Spell grade-appropriate words correctly.
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1AVD - Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
a. Use sentence-level context as a clue to the meaning of a word or phrase.	1AVA -Use context clues to determine the meaning of new vocabulary.
b. Use frequently occurring affixes as a clue to the meaning of a word.	1AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	1AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	1AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	1AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
c. Identify real-life connections between words and their use (e.g., note	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	places at home that are <i>cozy</i>).	
	d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	1AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	1AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning. 1WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail. 1COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Two	Reading for Literature	
	Key Ideas and Details	
	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	2RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2RPB -Make predictions from text clues and cite specific examples to support predictions.
	3. Describe how characters in a story respond to major events and challenges.	2RPC -Draw conclusions from information in the text. 2LTB -Use supporting details to identify and describe main ideas, characters and setting.
	Craft and Structure	
	4. Describe how words & phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning in a story, poem, or song.	No Aligned Benchmark
	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1LTA -Compare and contrast plot across literary works.
	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	Integration of Knowledge and Ideas	
	7. Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2LTB -Use supporting details to identify and describe main ideas, characters and setting. 2RPC -Draw conclusions from information in the text.
	8. (Not applicable to literature)	
	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2RPD - Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 2LTA - Compare and contrast plot across literary works.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Two	Reading for Informational Text	
	Key Ideas and Details	
	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	2ITB -Ask clarifying questions concerning essential elements of informational text.
	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within texts.	2RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 2ITC -Identify the central ideas and supporting details of informational text.
	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	2RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 2ITE -Evaluate two- and three-step directions for proper sequencing and completeness.
	Craft and Structure	
	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topics or subject area</i> .	2AVA -Use context clues to determine the meaning of new vocabulary.
	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2ITA -Use text features and structures to organize content, draw conclusions and build text knowledge.
	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2ITC - Identify the central ideas and supporting details of informational text.
	Integration of Knowledge and Ideas	
	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to & clarify text.	2ITA -Use text features and structures to organize content, draw conclusions and build text knowledge. 2ITD -Use visual aids as sources to gain additional information from text.
	8. Describe how reasons support specific points the author makes in a text.	2ITC -Identify the central ideas and supporting details of informational text.-
	9. Compare and contrast the most important points presented by two texts on the same topic.	3RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
Range of Reading and Level of Text Complexity		
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Two	Reading Strand: Foundational Skill	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	2PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	1PAA -Use letter-sound correspondence knowledge and structural analysis to decode words. 2PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Know spelling-sound correspondences for additional common vowel teams.	2PAA -Use letter-sound correspondence knowledge and structural analysis to decode words. 1WCB -Spell grade-appropriate words correctly.
	c. Decode regularly spelled two-syllable words with long vowels.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
	d. Decode words with common prefixes and suffixes.	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	e. Identify words with inconsistent but common spelling-sound correspondences.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	f. Recognize and read grade-appropriate irregularly spelled words.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Read on-level text with purpose and understanding.	No Aligned Benchmark
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2AVA -Use context clues to determine the meaning of new vocabulary.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
-------	-----------------------------	---

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade Two	Writing Strand	
	Text Types and Purposes	
	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion & reasons, & provide a concluding statement or section.	2WAB -Write responses to literature that demonstrate an understanding of the literacy work.
	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2WPA -Generate ideas for written compositions.
	3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	1WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	Production and Distribution of Writing	
	4. (Begins in grade 3)	
	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail. 2WPE -Edit to improve sentence fluency, grammar and usage.
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2WPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.
	Research to Build and Present Knowledge	
	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2WPA -Generate ideas for written compositions.
	8. Recall information from experiences or gather information from provided sources to answer a question.	2REA -Generate questions for investigation and gather information from a variety of sources. 2REB -Reteel important details and findings.
	9. (Begins in grade 4)	
Range of Writing		
10. (Begins in grade 3)		

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
--------------	------------------------------------	--

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade Two	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	1REA -Generate questions for investigation and gather information from a variety of sources.
	a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	b. Build on others' talk in conversations by linking their comments to the remarks of others.	1REA - Generate questions for investigation and gather information from a variety of sources.
	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2RPC -Draw conclusions from information in the text. 2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation. 2REB -Select and summarize important information and sort key findings into categories about a topic.
	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). 2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	Presentation of Knowledge and Ideas	
	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2WPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics. 2COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	1WPE -Edit to improve sentence fluency, grammar and usage.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
2	Language Strand	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		2WCD -Use grammatical structures in written work.
a. Use collective nouns (e.g., <i>Group</i>)		2WCD - Use grammatical structures in written work.
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).		2WCD -Use grammatical structures in written work.
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).		2WCD -Use grammatical structures in written work.
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).		2WCD -Use grammatical structures in written work.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		2WCD -Use grammatical structures in written work.
f. Produce, expand and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		2WPE -Edit to improve sentence fluency, grammar and usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		2WCC -Use conventions of punctuation and capitalization in written work.
a. Capitalize holidays, product names, and geographic names.		2WCC -Use conventions of punctuation and capitalization in written work.
b. Use commas in greetings and closings of letters.		2WCC -Use conventions of punctuation and capitalization in written work.
c. Use apostrophe to form contractions and frequently occurring possessives.		2WCC -Use conventions of punctuation and capitalization in written work.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		No Aligned Benchmark
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		2AVE -Use resources to determine the meanings and pronunciations of unknown words.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.		2WCC -Use conventions of punctuation and capitalization in written work. 2WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail. 2WCD -Use grammatical structures in written work.
a. Compare formal and informal uses of English		No Aligned Benchmark
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from an array of strategies.		2AVA -Use context clues to determine the meaning of new vocabulary.
a. Use sentence-level context as a clue to the meaning of a word or phrase.		2AVA -Use context clues to determine the meaning of new vocabulary.
b. Determine the meaning of the new word formed when a known		2AVC -Apply structural analysis skills to build and extend vocabulary and to determine

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	word meaning.
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2AVE -Use resources to determine the meanings and pronunciations of unknown words.
	5. Demonstrate understanding of word relationships and nuances in word meanings.	2AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
	a. Identify real-life connections between words and their use (e.g., describe words that are <i>spicy or juicy</i>)	No Aligned Benchmark
	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	2AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Three	Reading for Literature	
	Key Ideas and Details	
	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3LTA -Compare and contrast plot across literary works.
	3. Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.	3LTB -Use supporting details to identify and describe main ideas, characters and setting.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	2AVA -Use context clues to determine the meaning of new vocabulary.
	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	3LTC -Recognize the defining characteristics and features of different types of literary forms and genres.
	6. Distinguish their own point of view from that of the narrator or those of the characters.	4LTD -Differentiate between the points of view in narrative text.
	Integration of Knowledge and Ideas	
	7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	3RPB -Make predictions from text clues and cite specific examples to support predictions.
	8. (Not applicable to literature)	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3LTA -Compare and contrast plot across literary works. 3LTE -Identify the theme of a literary text. 3RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.	
Range of Reading and Complexity of Text		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Three	Reading for Information	
	Key Ideas and Details	
	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). 3ITB -Ask clarifying questions concerning essential elements of informational text.
	2. Determine the main idea of a text; recount the key details & explain how they support the main idea.	3RPC -Draw conclusions from information in the text. 3ITC -Identify the central ideas and supporting details of informational text.
	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3ITE -Evaluate two- and three-step directions for proper sequencing and completeness.
	Craft and Structure	
	4. Determine the meaning of general academic & domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> .	3AVE -Use resources to determine the meanings and pronunciations of unknown words.
	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3ITA -Use text features and structures to organize content, draw conclusions and build text knowledge.
	6. Distinguish their own point of view from that of the author of a text.	No Aligned Benchmark
	Integration of Knowledge and Ideas	
	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3ITA -Use text features and structures to organize content, draw conclusions and build text knowledge. 3ITD -Use visual aids as sources to gain additional information from text. 3ITB -Ask clarifying questions concerning essential elements of informational text.
	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4ITB -Recognize the difference between cause and effect and fact and opinion to analyze text. 3ITB -Ask clarifying questions concerning essential elements of informational text.
	9. Compare & contrast the most important points & key details presented in two texts on the same topic.	3RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
Range of Reading and Text Complexity		
10. By the end of the year, read & comprehend informational texts, including history/social studies, science, & technical texts, at the high end of the grades 2–3 text complexity band independently & proficiently.	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Three	Reading: Foundational Skills	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning. 3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Decode words with common Latin suffixes.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Decode multisyllable words.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	d. Read grade-appropriate irregularly spelled words.	No Aligned Benchmark
	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	a. Read grade-level text with purpose and understanding.	3RPA -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
c. Use context to confirm or self-correct word recognition & understanding, rereading as necessary.	2RPF -Apply and adjust self-monitoring strategies to assess understanding of text.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Three	Writing Strand	
	Text Types and Purposes	
	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	3WAB -Write narrative accounts that develop character, setting and plot.
a. Introduce the topic or text they are writing about, state an opinion, & create an organizational structure that lists reasons.	3WPC -Apply knowledge of graphic or other organizers to clarify ideas of writing assessments. 3WAC -Write formal and informal letters that include important details and follow correct letter format.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

		3WAB -Write narrative accounts that develop character, setting and plot.
	b. Provide reasons that support the opinion.	3WAB -Write narrative accounts that develop character, setting and plot.
	c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	d. Provide a concluding statement or section.	3WAD -Write informational reports that include facts, details and examples that illustrate an important idea.
2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3WAD -Write informational reports that include facts, details and examples that illustrate an important idea.
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. 3WAD -Write informational reports that include facts, details and examples that illustrate an important idea.
	b. Develop the topic with facts, definitions, and details.	3WAD -Write informational reports that include facts, details and examples that illustrate an important idea.
	c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	d. Provide a concluding statement or section.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3WAA -Write narrative accounts that develop character, setting and plot.
	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	3WAA -Write narrative accounts that develop character, setting and plot.
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	3WAA -Write narrative accounts that develop character, setting and plot. 3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	c. Use temporal words and phrases to signal event order.	3WAA -Write narrative accounts that develop character, setting and plot.
	d. Provide a sense of closure.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
Production and Distribution of Writing		
4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3WPB -Determine audience and purpose for self-selected and assigned writing tasks. 3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3WPG -Edit to improve sentence fluency, grammar and usage. 3WPH -Apply tools to judge the quality of writing.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact & collaborate with others.	3WPI -Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	3REA -Identify a topic of study, construct questions and determine appropriate sources for gathering information.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3REA -Identify a topic of study, construct questions and determine appropriate sources for gathering information. 3REB -Select and summarize important information and sort key findings into categories about a topic.
9. (Begins in grade 4)	
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	3WPB -Determine audience and determine a topic suitable for writing.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Three	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.	No Aligned Benchmark
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	No Aligned Benchmark
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	No Aligned Benchmark
	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	3COA -Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
	d. Explain their own ideas and understanding in light of the discussion.	3COB -Respond to presentations and media messages by stating the purpose and summarizing main ideas.
	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3COB -Respond to presentations and media messages by stating the purpose and summarizing main ideas.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

3. Ask & answer questions about information from a speaker, offering appropriate elaboration & detail.	3COA -Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
Presentation of Knowledge and Ideas	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose. 3COE -Organize presentations to provide a beginning, middle and ending and include concrete details. 3COG -Deliver a variety of presentations, using visual materials as appropriate. 3COF -Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3RED -Communicate findings orally, visually and in writing or through multimedia.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Three	Language Strand	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3WPG -Edit to improve sentence fluency, grammar and usage. 3WCC -Use conventions of punctuation and capitalization in written work.
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	3WCC -Use conventions of punctuation and capitalization in written work. 3WCD -Use grammatical structures to effectively communicate ideas in writing.
	b. Form and use regular and irregular plural nouns.	3WCD -Use grammatical structures to effectively communicate ideas in writing.
	c. Use abstract nouns (e.g., <i>childhood</i>).	No Aligned Benchmark
	d. Form and use regular and irregular verbs.	4WCB -Spell grade-appropriate words correctly. 3WCD -Use grammatical structures to effectively communicate ideas in writing.
	e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	3WCD -Use grammatical structures to effectively communicate ideas in writing.
	f. Ensure subject-verb and pronoun-antecedent agreement.*	3WCD -Use grammatical structures to effectively communicate ideas in writing.
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	3WCD -Use grammatical structures to effectively communicate ideas in writing. 4WCD -Use grammatical structures to effectively communicate ideas in writing.
h. Use coordinating and subordinating conjunctions.	3WCD -Use grammatical structures to effectively communicate ideas in writing.	
i. Produce simple, compound, and complex sentences.	3WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3WCB -Spell grade-appropriate words correctly. 3WCC -Use conventions of punctuation and capitalization in written work.
a. Capitalize appropriate words in titles.	3WCC -Use conventions of punctuation and capitalization in written work.
b. Use commas in addresses.	3WCC -Use conventions of punctuation and capitalization in written work.
c. Use commas and quotation marks in dialogue.	3WCC -Use conventions of punctuation and capitalization in written work.
d. Form and use possessives.	3WCD -Use grammatical structures to effectively communicate ideas in writing. 3WCC -Use conventions of punctuation and capitalization in written work.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	3AVB -Read accurately high-frequency sight words. 3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning. 3WCB -Spell grade-appropriate words correctly.
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words. 3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning. 3WCB -Spell grade-appropriate words correctly. 3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3WPF -Use a variety of resources and reference materials to select more effective vocabulary when editing. 3AVE -Use resources to determine the meanings and pronunciations of unknown words.
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
a. Choose words and phrases for effect.*	3COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
b. Recognize and observe differences between the conventions of spoken and written standard English.	No Aligned Benchmark
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	3AVE -Use resources to determine the meanings and pronunciations of unknown words. 3AVA -Use context clues to determine the meaning of new vocabulary. 3AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings. 3AVC -Apply structural analysis skills to build and extend vocabulary and to determine

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

		word meaning.
a.	Use sentence-level context as a clue to the meaning of a word or phrase.	3AVA -Use context clues to determine the meaning of new vocabulary.
b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning. 3WCB -Spell grade-appropriate words correctly.
c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	3AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3AVE -Use resources to determine the meanings and pronunciations of unknown words.
5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2AVD -Know the meaning of specialized vocabulary by applying knowledge of words parts, relationships and meanings. 3WCB -Spell grade-appropriate words correctly.
a.	Distinguish the literal & nonliteral meanings of words & phrases in context (e.g., <i>take steps</i>).	2AVD -Know the meaning of specialized vocabulary by applying knowledge of words parts, relationships and meanings. 3WCB -Spell grade-appropriate words correctly. 3AVD -Know the meaning of specialized vocabulary by applying knowledge of words parts, relationships and meanings.
b.	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).	No Aligned Benchmark
c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	No Aligned Benchmark
6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Four	Reading for Literature	
	Key Ideas and Details	
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RPC -Make meaning through asking and responding to a variety of questions related to text.
	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4LTE -Demonstrate comprehension by inferring themes, patterns and symbols. 3LTE -Identify the theme of a literary text.
	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	4LTA -Describe and analyze the elements of character development. 4LTB -Analyze the importance of setting.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	No Aligned Benchmark
	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4LTF -Identify similarities and differences of various literary forms and genres.
	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4LTD -Differentiate between the points of view in narrative text.
	Integration of Knowledge and Ideas	
	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	No Aligned Benchmark
	8. (Not applicable to literature)	
	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) & patterns of events (e.g., the quest) in stories, myths, & traditional literature from different cultures.	4LTF -Identify similarities and differences of various literary forms and genres. 3LTC -Recognize the defining characteristics and features of different types of literary forms and genres.
Range of Reading and Complexity of Text		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Four	Reading for Information	
	Key Ideas and Details	
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	3RPC -Draw conclusions from information in the text.
	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.
	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 3RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 3ITC -Identify the central ideas and supporting details of informational text.
	Craft and Structure	
	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	No Aligned Benchmark
	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 4ITB -Recognize the difference between cause and effect and fact and opinion to analyze text.
	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.
	Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4RPA -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. 4ITA -Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	
8. Explain how an author uses reasons and evidence to support particular points in a text.	4RPA -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. 4ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	Range of Reading and Text Complexity	
	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Four	Reading: Foundational Skills	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. 3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. 3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	a. Read grade-level text with purpose and understanding.	4RPA -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RPD -Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Writing	
	Text Types and Purposes	
	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	No Aligned Benchmark
	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	support the writer's purpose.	
	b. Provide reasons that are supported by facts and details.	No Aligned Benchmark
	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	No Aligned Benchmark
	d. Provide a concluding statement or section related to the opinion presented	No Aligned Benchmark
	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	No Aligned Benchmark
	f. Provide a conclusion that follows from the narrated experiences or events.	No Aligned Benchmark
	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4WAD -Write narrative accounts that develop character, setting and plot.
	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	4WPI -Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	4WAD -Write narrative accounts that develop character, setting and plot.
	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	e. Provide a concluding statement or section related to the information or explanation presented.	4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4WAA -Write narrative accounts that develop character, setting and plot.
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations	4WAA -Write narrative accounts that develop character, setting and plot.
	c. Use a variety of transitional words and phrases to manage the sequence of events.	4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely	4WAA -Write narrative accounts that develop character, setting and plot.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

e. Provide a conclusion that follows from the narrated experiences or events	4WAA -Write narrative accounts that develop character, setting and plot.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4WPA -Generate ideas and determine a topic suitable for writing. 4WPB -Determine audience and purpose for self-selected and assigned writing tasks.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4WPA -Generate ideas and determine a topic suitable for writing. 4WPD -Spend the necessary amount of time to revisit, rework and refine pieces of writing. 4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. 4WPH -Apply tools to judge the quality of writing.
6. With some guidance & support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	4WPI -Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5REA -Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4REA -Identify a topic of study, construct questions and determine appropriate sources for gathering information.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	4WAB -Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	4WAB -Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	4WAD -Write informational reports that include facts, details and examples that illustrate an important idea.
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	audiences.	
--	------------	--

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Four	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	No Aligned Benchmark
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	4COA -Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
	b. Follow agreed-upon rules for discussions and carry out assigned roles.	No Aligned Benchmark
	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	3COA -Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
	d. Review the key ideas expressed & explain their own ideas & understanding in light of the discussion.	3COB -Respond to presentations and media messages by stating the purpose and summarizing main ideas.
	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5REC -Organize information in a systematic way.
	3. Identify the reasons and evidence a speaker provides to support particular points.	No Aligned Benchmark
	Presentation of Knowledge and Ideas	
	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4COE -Organize presentations to provide a beginning, middle and ending and include concrete details.	
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	4COC -Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Four	Language	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4WCC -Use conventions of punctuation and capitalization in written work.
	a. Use relative pronouns (<i>who, whose, whom, which, that</i>) & relative adverbs (<i>where, when, why</i>)	4WCC -Use conventions of punctuation and capitalization in written work.
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	4WCC -Use conventions of punctuation and capitalization in written work.
	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions	4WCC -Use conventions of punctuation and capitalization in written work.
	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	4WCC -Use conventions of punctuation and capitalization in written work.
	e. Form and use prepositional phrases	4WCC -Use conventions of punctuation and capitalization in written work.
	f. Produce complete sentences, recognizing and correcting inappropriate fragments & run-ons.*	4WCD -Use grammatical structures to effectively communicate ideas in writing.
	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	No Aligned Benchmark
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4WCB -Write legibly in finished drafts. 4WCC -Use conventions of punctuation and capitalization in written work.
	a. Use correct capitalization.	4WCC -Use conventions of punctuation and capitalization in written work.
	b. Use commas and quotation marks to mark direct speech and quotations from a text.	4WCC -Use conventions of punctuation and capitalization in written work.
	c. Use a comma before a coordinating conjunction in a compound sentence.	4WCD -Use grammatical structures to effectively communicate ideas in writing.
	d. Spell grade-appropriate words correctly, consulting references as needed.	4WCB -Spell grade-appropriate words correctly.
	Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	4WCC -Use conventions of punctuation and capitalization in written work.-
	a. Choose words and phrases to convey ideas precisely.*	No Aligned Benchmark
	b. Choose punctuation for effect.*	4WCC -Use conventions of punctuation and capitalization in written work.-
	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4WPE -Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
Vocabulary Acquisition and Use		

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>4AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p>
<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>4AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p>
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>4AVE-Use knowledge of roots and affixes to determine the meanings of complex words.</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words & phrases</p>	<p>4AVF-Use multiple resources to enhance comprehension of vocabulary.</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>4AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</p>
<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>4AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>No Aligned Benchmark</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>4AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>No Aligned Benchmark</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Five	Reading for Literature	
	Key Ideas and Details	
	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5RPC -Make meaning through asking and responding to a variety of questions related to text.
	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. 5LTE -Demonstrate comprehension by inferring themes, patterns and symbols.
	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5AVA -Use context clues and text structures to determine the meaning of new vocabulary. 5AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5RPA -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
	6. Describe how a narrator’s or speaker’s point of view influences how events are described.	5LTD -Differentiate between the points of view in narrative text.
	Integration of Knowledge and Ideas	
	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5RPA -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text 5RPC -Make meaning through asking and responding to a variety of questions related to text.
	8. (Not applicable to literature)	
	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. 5LTF -Identify similarities and differences of various literary forms and genres.
Range of Reading and Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Five	Reading for Information	
	Key Ideas and Details	
	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5ITC -Explain how main ideas connect to each other in a variety of sources.
	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. 5ITC -Explain how main ideas connect to each other in a variety of sources.
	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5ITC -Explain how main ideas connect to each other in a variety of sources.
	Craft and Structure	
	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	5AVA -Use context clues and text structures to determine the meaning of new vocabulary. 5AVE -Use knowledge of roots and affixes to determine the meanings of complex words. 5AVF -Use multiple resources to enhance comprehension of vocabulary.
	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5RPA -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. 5RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	No Aligned Benchmark
	Integration of Knowledge and Ideas	
	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	5ITA -Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. 6ITC -Explain how main ideas connect to each other in a variety of sources.
	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5ITD -Identify arguments and persuasive techniques used in informational text.
	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5REB -Locate and summarize important information from multiple sources. 5RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
Range of Reading and Text Complexity		

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	No Aligned Benchmark
--	---	----------------------

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Five	Reading: Foundational Skills	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	a. Read grade-level text with purpose and understanding.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	3PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
c. Use context to confirm or self-correct word recognition & understanding, rereading as necessary.	3AVA -Use context clues to determine the meaning of new vocabulary. 5AVA -Use context clues and text structures to determine the meaning of new vocabulary.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Five	Writing Strand	
	Texts Types and Purposes	
	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	6WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	6WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence	
b. Provide logically ordered reasons that are supported by facts and	6WAE -Use persuasive strategies, including establishing a clear position in support of a	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	details.	proposition or proposal with organized and relevant evidence.
	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	6WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.
	d. Provide a concluding statement or section related to the opinion presented.	6WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.
2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	5WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	5WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	5WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
	e. Provide a concluding statement or section related to the information or explanation presented.	5WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5WAA -Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	5WAA -Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.
	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	5WAA -Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.
	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	5WAA -Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	5WAA -Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.
	e. Provide a conclusion that follows from the narrated experiences or events.	5WAA -Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.
Production and Distribution of Knowledge		

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>5WAB-Write responses to literature that extend beyond the summary and support judgments through references to the text. 5WAD-Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. 5WAA-Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and maintain a consistent point of view.</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5WPA-Generate writing topics and establish a purpose appropriate for the audience. 5WPC-Clarify ideas for writing assignments by using graphics or other organizers. 5WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 5WPE-Select more effective vocabulary when editing by using a variety of resources and reference materials. 5WPF-Edit to improve fluency, grammar and usage. 5WPG-Apply tools to judge the quality of writing.</p>
<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>5WPH-Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. 5REB-Locate and summarize important information from multiple sources.</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>5REA-Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.</p>
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>5REC-Organize information in a systematic way. 6RED-Acknowledge quoted and paraphrased information and document sources used.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>5REB-Locate and summarize important information from multiple sources.</p>
<p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p>5LTA-Describe and analyze the elements of character development. 5LTB-Analyze the importance of setting. 5LTC-Identify the elements of plot and establish a connection between an element and a future event. 5LTD-Differentiate between the points of view in narrative text. 5LTE-Demonstrate comprehension by inferring themes, patterns and symbols. 5LTF-Identify similarities and differences of various literary forms and genres. 5LTG-Explain how figurative language expresses ideas and conveys mood.</p>
<p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support</p>	<p>5ITB-Recognize the difference between cause and effect and fact and opinion to analyze text.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	particular points in a text, identifying which reasons and evidence support which point[s]”).	5ITC -Explain how main ideas connect to each other in a variety of sources. 5ITD -Identify arguments and persuasive techniques used in informational text. 5ITE -Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. 5ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.
Range of Writing		
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Five	Speaking and Listening	
	Comprehension	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	5COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media. 5COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	No Aligned Benchmark
	b. Follow agreed-upon rules for discussions and carry out assigned roles.	No Aligned Benchmark
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	No Aligned Benchmark
	2. Summarize a written text read aloud or information presented in diverse media & formats, including visually, quantitatively, and orally.	No Aligned Benchmark
	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.
	Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas	5COE -Present ideas in a logical sequence and use effective introductions and conclusions	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	that guide and inform a listener’s understanding of key ideas. 5COF -Give presentations using a variety of delivery methods, visual materials and technology.
5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media. 5COE -Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas. 5COF -Give presentations using a variety of delivery methods, visual materials and technology.
6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task & situation.	5COF -Give presentations using a variety of delivery methods, visual materials and technology. 5COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
Common Core State Standards		Ohio – 2001 Academic Content Standards Benchmarks
Language Strand		
Conventions		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5WCA -Use correct spelling conventions.
a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	5WCC -Use grammatical structures to effectively communicate ideas in writing.
b.	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	5WCC -Use grammatical structures to effectively communicate ideas in writing.
c.	Use verb tense to convey various times, sequences, states, and conditions.	6WCC -Use grammatical structures to effectively communicate ideas in writing.
d.	Recognize and correct inappropriate shifts in verb tense.*	No Aligned Benchmark
e.	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	5WCC -Use grammatical structures to effectively communicate ideas in writing.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5WCB -Use conventions of punctuation and capitalization in written work.
a.	Use punctuation to separate items in a series.*	5WCB -Use conventions of punctuation and capitalization in written work.
b.	Use a comma to separate an introductory element from the rest of the sentence.	5WCB -Use conventions of punctuation and capitalization in written work.
c.	Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	5WCB -Use conventions of punctuation and capitalization in written work.
d.	Use underlining, quotation marks, or italics to indicate titles of	5WCB -Use conventions of punctuation and capitalization in written work.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	works.	
	e. Spell grade-appropriate words correctly, consulting references as needed.	5WCA -Use correct spelling conventions.
	Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5AVD -Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words. 6AVD -Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.
	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	5WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems	No Aligned Benchmark
	Vocabulary Acquisition and Use	
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	5AVA -Use context clues and text structures to determine the meaning of new vocabulary.
	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	5AVA -Use context clues and text structures to determine the meaning of new vocabulary.
	b. Use common, grade-appropriate Greek and Latin affixes & roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	5AVE -Use knowledge of roots and affixes to determine the meanings of complex words.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	5AVF -Use multiple resources to enhance comprehension of vocabulary.
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
	a. Interpret figurative language, including similes and metaphors, in context.	5AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	No Aligned Benchmark
	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5AVA -Use context clues and text structures to determine the meaning of new vocabulary.
	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> ,	5WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	<i>although, nevertheless, similarly, moreover, in addition).</i>	
--	---	--

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Six	Reading for Literature	
	Key Ideas and Details	
	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 6RPC -Make meaning through asking and responding to a variety of questions related to text.
	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	6LTE -Demonstrate comprehension by inferring themes, patterns and symbols. 6RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.
	3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6LTA -Describe and analyze the elements of character development. 6LTC -Identify the elements of plot and establish a connection between an element and a future event.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	6AVA -Use context clues and text structures to determine the meaning of new vocabulary. 6AVB -Infer word meaning through identification and analysis of analogies and other word relationships. 6AVC -Apply knowledge of connotation and denotation to learn the meaning of words. 6LTG -Explain how figurative language expresses ideas and conveys mood.
	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6LTB -Analyze the importance of setting.
	6. Explain how an author develops the point of view of the narrator or speaker in a text.	6LTD -Differentiate between the points of view in narrative text.
	Integration of Knowledge and Ideas	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	6RPC -Make meaning through asking and responding to a variety of questions related to text.	
8. (Not applicable to literature)		
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6LTF -Identify similarities and differences of various literary forms and genres.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Six	Reading for Information	
	Key Ideas and Details	
	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>6RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.</p> <p>6RPC-Make meaning through asking and responding to a variety of questions related to text.</p> <p>6ITE-Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</p>
	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>6ITE-Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</p> <p>6RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.</p> <p>6ITF-Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</p>
	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, & elaborated in a text (e.g., through examples or anecdotes).	<p>6ITB-Recognize the difference between cause and effect and fact and opinion to analyze text.</p> <p>6ITC-Explain how main ideas connect to each other in a variety of sources.</p>
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p>6AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>6AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</p> <p>6AVC-Apply knowledge of connotation and denotation to learn the meanings of words.</p>
	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p>6ITA-Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</p> <p>6ITE-Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</p>
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	6ITD -Identify arguments and persuasive techniques used in informational text.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	Integration of Knowledge and Ideas	
	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. 6ITC -Explain how main ideas connect to each other in a variety of sources. 6ITA -Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6ITB -Recognize the difference between cause and effect and fact and opinion to analyze text.
	9. Compare & contrast one author’s presentation of events with that of another (e.g., a memoir written by & a biography on the same person).	6ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.
	Range of Reading and Text Complexity	
	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Six	Writing Strand	
	Text Types and Purposes	
	1. Write arguments to support claims with clear reasons and relevant evidence.	6WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.
	a. Introduce claim(s) and organize the reasons and evidence clearly.	6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 6WPA -Generate writing topics and establish a purpose appropriate for the audience. 6REE -Communicate findings orally, visually and in writing or through multimedia.
	b. Support claim(s) with clear reasons & relevant evidence, using credible sources & demonstrating an understanding of the topic or text.	6REB -Locate and summarize important information from multiple sources. 6RED -Acknowledge quoted and paraphrased information and document sources used.
	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	d. Establish and maintain a formal style.	6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
e. Provide a concluding statement or section that follows from the	7WPD -Use revision strategies to improve the overall organization, the clarity and	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	argument presented.	consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), & multimedia when useful to aiding comprehension.	6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 6REC -Organize information in a systemic way. 6WPH -Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics. 7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6REB -Locate and summarize important information from multiple sources. 6RED -Acknowledge quoted and paraphrased information and document sources used.
c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	6WPE -Select more effective vocabulary when editing by using a variety of resources and reference materials. 6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
e.	Establish and maintain a formal style.	6WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
f.	Provide a concluding statement or section that follows from the information or explanation presented.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6WAA -Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.
a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	6WAA -Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.
b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6WAA -Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

<p>c. Use a variety of transition words, phrases, and clauses to convey sequence & signal shifts from one time frame or setting to another.</p>	<p>6WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>6WAA-Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>6WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>6WPH-Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. 6WAA-Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view. 6WAD-Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. 6WPB-Determine audience and purpose for self-selected and assigned writing tasks. 6WAC-Produce letters (e.g., business letters to the editor, job applications) that addresses audience needs, stated purpose and context in a clear and efficient manner. 6WAE-Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>6WPA-Generate writing topics and establish a purpose appropriate for the audience. 6WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 6WPC-Clarify ideas for writing assignments by using graphics or other organizers. 6WPF-Edit to improve fluency, grammar and usage. 6WPG-Apply tools to judge the quality of writing.</p>
<p>6. Use technology, including the Internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>6WPH-Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>6WAD-Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

		explanations. 6REA -Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6REB -Locate and summarize important information from multiple sources. 6REC -Organize information in a systemic way. 5RED -Acknowledge quoted and paraphrased information and document sources used. 6RED -Acknowledge quoted and paraphrased information and document sources used.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	6REB -Locate and summarize important information from multiple sources. 6REC -Organize information in a systemic way.
a.	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	6RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 6LTE -Demonstrate comprehension by inferring themes, patterns and symbols. 6LTF -Identify similarities and differences of various literary forms and genres.
b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace & evaluate the argument & specific claims in a text, distinguishing claims that are supported by reasons & evidence from claims that are not”).	6RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 6ITD -Identify arguments and persuasive techniques used in informational text.

	Range of Writing	
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Six	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	6COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. 6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation. 6COF -Give presentations using a variety of delivery methods, visual materials and technology.
a.	Come to discussions prepared having read or studied required	6REE -Communicate findings orally, visually and in writing or through multimedia.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

	material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. 6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.
3.	Delineate a speaker’s argument & specific claims, distinguishing claims that are supported by reasons & evidence from claims that are not.	6COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media. 6COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
Presentation of Knowledge and Ideas		
4.	Present claims & findings, sequencing ideas logically & using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, & clear pronunciation.	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation. 6COD -Select an organizational structure appropriate to the topic, audience, setting and purpose.
5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6COD -Select an organizational structure appropriate to the topic, audience, setting and purpose
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Six	Language Strand	
	Convention of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	6WPF -Edit to improve fluency, grammar and usage.
	b. Use intensive pronouns (e.g., myself, ourselves).	6WPF -Edit to improve fluency, grammar and usage.
	c. Recognize and correct inappropriate shifts in pronoun number and person.*	6WPF -Edit to improve fluency, grammar and usage.
	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	6WPF -Edit to improve fluency, grammar and usage.
	e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6WCA -Use correct spelling conventions. 6WCB -Use conventions of punctuation and capitalization in written work.
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	6WCB -Use conventions of punctuation and capitalization in written work.
b. Spell correctly.	6WCA -Use correct spelling conventions.	
	Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation. - 6WPF -Edit to improve fluency, grammar and usage.
	a. Vary sentence patterns for meaning, reader/listener interest, and style.*	6COC - Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	b. Maintain consistency in style and tone.*	6COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	No Aligned Benchmark
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6AVA -Use context clues and text structures to determine the meaning of new vocabulary.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6AVD -Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6AVF -Use multiple resources to enhance comprehension of vocabulary.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	6AVA -Use context clues and text structures to determine the meaning of new vocabulary. 6AVF -Use multiple resources to enhance comprehension of vocabulary.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
a. Interpret figures of speech (e.g., personification) in context.	6AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	6AVB -Infer word meaning through identification and analysis of analogies and other word relationships. 6LTG -Explain how figurative language expresses ideas and conveys mood.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	6AVC -Apply knowledge of connotation and denotation to learn the meanings of words.
6. Acquire and use accurately grade-appropriate general academic & domain-specific words & phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6WPE -Select more effective vocabulary when editing by using a variety of resources and reference materials.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Seven	Reading for Literature	
	Key Ideas and Details	
	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>7RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p> <p>7RPC-Make meaning through asking and responding to a variety of questions related to text.</p>
	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>7LTE-Demonstrate comprehension by inferring themes, patterns and symbols.</p> <p>7RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p>
	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p>8LTA-Analyze interactions between characters in literary text and how the interactions affect the plot.</p> <p>8LTB-Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.</p> <p>7LTB-Analyze the importance of setting.</p> <p>7LTA-Describe and analyze the elements of character development.</p> <p>7LTC-Identify the elements of plot and establish a connection between an element and a future event.</p>
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes & other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<p>7AVC-Apply knowledge of connotation and denotation to learn the meanings of words.</p> <p>7AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</p>
	5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7LTF -Identify similarities and differences of various literary forms and genres.
	6. Analyze how an author develops & contrasts the points of view of different characters or narrators in a text.	7LTD -Differentiate between the points of view in narrative text.
	Integration of Knowledge and Ideas	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7RPC -Make meaning through asking and responding to a variety of questions related to text.	
8. (Not applicable to literature)		

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	<p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>7RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 7ITC-Explain how main ideas connect to each other in a variety of sources.</p>
Range of Reading and Level of Text Complexity		
	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>No Aligned Benchmark</p>

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Seven	Reading for Information	
	Key Ideas and Details	
	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>7ITA-Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. 7RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 7RPC-Make meaning through asking and responding to a variety of questions related to text.</p>
	<p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>7RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. 5ITF-Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</p>
	<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>7ITB-Recognize the difference between cause and effect and fact and opinion to analyze text.</p>
	Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>7AVC-Apply knowledge of connotation and denotation to learn the meanings of words. 7AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</p>	
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>7ITA-Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. 8ITA-Evaluate how features and characteristics make information accessible and usable</p>	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		and how structures help authors achieve their purposes.
6.	Determine an author’s point of view or purpose in a text & analyze how the author distinguishes his or her position from that of others.	7ITD -Identify arguments and persuasive techniques used in informational text. 7ITE -Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
Integration of Knowledge and Ideas		
7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7ITF -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. 7ITC - Explain how main ideas connect to each other in a variety of sources. 7ITA -Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.-
8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7ITD -Identify arguments and persuasive techniques used in informational text.
9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7ITC -Explain how main ideas connect to each other in a variety of sources. 7ITE -Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
Range of Reading and Text Complexity		
10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Seven	Writing Strand	
	Text Types and Purposes	
	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	7WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence. 8WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. 7WPA -Generate writing topics and establish a purpose appropriate for the audience. 7REE -Communicate findings orally, visually and in writing or through multimedia. 7WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence. 7WPD -Use revision strategies to improve the overall organization, the clarity and

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	7WAE -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence. 7REB -Locate and summarize important information from multiple sources. 7REE -Communicate findings orally, visually and in writing or through multimedia. 7RED -Acknowledge quoted and paraphrased information and document sources used.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	d. Establish and maintain a formal style.	9WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	e. Provide a concluding statement or section that follows from and supports the argument presented.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.-
	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7WAD -Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 7REC -Organize information in a systemic way. 7WPH -Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	7REB -Locate and summarize important information from multiple sources. 7RED -Acknowledge quoted and paraphrased information and document sources used.
	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

<p>e. Establish and maintain a formal style.</p>	<p>7WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>7WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>7WAA-Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.</p>
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>7WAA-Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>7WAA-Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view. 8WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.</p>
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>7WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 8WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p>
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>7WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>7WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>7WPH-Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. 7WAA-Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	<p>7WAC-Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.</p> <p>7WPB-Write responses to literature that extend beyond the summary and support judgments through references to the text.</p> <p>7WAD-Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.</p> <p>7WAE-Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>7WPA-Generate writing topics and establish a purpose appropriate for the audience.</p> <p>7WAC-Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.</p> <p>7WPC-Clarify ideas for writing assignments by using graphics or other organizers.</p> <p>7WPD-Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p> <p>7WPG-Apply tools to judge the quality of writing.</p>
<p>6. Use technology, including the Internet, to produce & publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>7WPH-Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics.</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>7WAD-Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.</p> <p>7REA-Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.</p>
<p>8. Gather relevant information from multiple print & digital sources, using search terms effectively; assess the credibility and accuracy of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & following a standard format for citation.</p>	<p>7REB-Locate and summarize important information from multiple sources.</p> <p>5RED-Acknowledge quoted and paraphrased information and document sources used.</p> <p>7RED-Acknowledge quoted and paraphrased information and document sources used.</p> <p>6REC-Organize information in a systemic way.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>7REB-Locate and summarize important information from multiple sources.</p> <p>7REC-Organize information in a systemic way.</p>
<p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p>7RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p> <p>7LTE-Demonstrate comprehension by inferring themes, patterns and symbols.</p> <p>7LTF-Identify similarities and differences of various literary forms and genres.</p>
<p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace</p>	<p>7ITE-Explain the treatment, scope and organization of ideas from different texts to draw</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	and evaluate the argument & specific claims in a text, assessing whether the reasoning is sound & the evidence is relevant & sufficient to support the claims”).	conclusions about a topic. 8REB -Evaluate the usefulness and credibility of data and sources. 7ITC -Explain how main ideas connect to each other in a variety of sources. 7RPB -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.
	Range of Writing	
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Seven	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, & issues, building on others’ ideas & expressing their own clearly.	7COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	7COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	7COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. 7COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. 7COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	7COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		7COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media.
2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7COA -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. 7COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media. 8COC -Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.
3.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7COB -Explain a speaker’s point of view and use of persuasive techniques in presentations and visual media. 8COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
Presentation of Knowledge and Ideas		
4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, & examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7COD -Select an organizational structure appropriate to the topic, audience, setting and purpose. 7COE -Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener’s understanding of key ideas.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	7COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Seven	Language Strand	
	Convention of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 7COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	a. Explain the function of phrases and clauses in general and their function in specific sentences.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		choices. 7COC -Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	7WPF -Edit to improve fluency, grammar and usage.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7WCA -Use correct spelling conventions. 7WCB -Use conventions of punctuation and capitalization in written work.
	a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	7WPF -Edit to improve fluency, grammar and usage. 7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 7WCB -Use conventions of punctuation and capitalization in written work.
	b. Spell correctly.	7WPF -Edit to improve fluency, grammar and usage. 7WCA -Use correct spelling conventions.
Knowledge of Language		
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	7WPD -Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices. 7WPE -Select more effective vocabulary when editing by using a variety of resources and reference materials.
Vocabulary Acquisition and Use		
4.	Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7AVA -Use context clues and text structures to determine the meaning of new vocabulary. 7WPE -Select more effective vocabulary when editing by using a variety of resources and reference materials.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	7AVB -Infer word meaning through identification and analysis of analogies and other word relationships. 7AVC -Apply knowledge of connotation and denotation to learn the meanings of words.
	b. Use common, grade-appropriate Greek or Latin affixes & roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7AVC -Apply knowledge of connotation and denotation to learn the meanings of words.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	7AVE -Use knowledge of roots and affixes to determine the meanings of complex words.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	7AVF -Use multiple resources to enhance comprehension of vocabulary.
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	7AVF -Use multiple resources to enhance comprehension of vocabulary.
	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7AVC -Apply knowledge of connotation and denotation to learn the meanings of words.
6.	Acquire & use accurately grade-appropriate general academic & domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6WPE -Select more effective vocabulary when editing by using a variety of resources and reference materials.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eight	Reading for Literature	
	Key Ideas and Details	
	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8RPA -Apply reading comprehension strategies to understand grade-appropriate texts. 8RPB -Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). 8WAB -Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.
	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8LTE -Analyze the use of a genre to express a theme or topic. 8RPA -Apply reading comprehension strategies to understand grade-appropriate texts.
	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8LTA -Analyze interactions between characters in literary text and how the interactions affect the plot. 8LTC -Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8LTF -Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. 8AVA -Use context clues and text structures to determine the meaning of new vocabulary. 8AVB -Examine the relationships of analogical statements to infer word meanings. 8AVC -Recognize the importance and function of figurative language.
	5. Compare & contrast the structure of two or more texts & analyze how the differing structure of each text contributes to its meaning & style.	8LTD -Identify similar recurring themes across different works.
	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8LTB -Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text. 8LTA -Analyze interactions between characters in literary text and how the interactions affect the plot.
	Integration of Knowledge and Ideas	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	No Aligned Benchmark	
8. (Not applicable to literature)		
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious	8LTD -Identify similar recurring themes across different works. 8LTE -Analyze the use of a genre to express a theme or topic.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	works such as the Bible, including describing how the material is rendered new.	
	Range of Reading and Level of Text Complexity	
	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eight	Reading for Information	
	Key Ideas and Details	
	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8RPA -Apply reading comprehension strategies to understand grade-appropriate texts.
	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	8ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	No Aligned Benchmark
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8AVA -Use context clues and text structures to determine the meaning of new vocabulary. 8AVB -Examine the relationships of analogical statements to infer word meanings. 8AVC -Recognize the importance and function of figurative language. 8ITB -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.
	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	No Aligned Benchmark
	6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
Integration of Knowledge and Ideas		
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic	8ITA -Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	or idea.	
	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8ITD -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.
	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8ITE -Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).
	Range of Reading and Text Complexity	
	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eight	Writing Strand	
	Text Types and Purposes	
	1. Write arguments to support claims with clear reasons and relevant evidence.	8WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	8REB -Evaluate the usefulness and credibility of data and sources.
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	8REB -Evaluate the usefulness and credibility of data and sources.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	d. Establish and maintain a formal style.	No Aligned Benchmark
	e. Provide a concluding statement or section that follows from & supports the argument presented.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8WAD -Use documented textual evidence to justify interpretations of literature or to support a research topic.
a. Introduce a topic clearly, previewing what is to follow; organize	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	8REB -Evaluate the usefulness and credibility of data and sources. 8WAD -Use documented textual evidence to justify interpretations of literature or to support a research topic.
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	e. Establish and maintain a formal style.	No Aligned Benchmark
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	8WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	8WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	d. Use precise words & phrases, relevant descriptive details, & sensory language to capture the action & convey experiences & events.	9WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	8WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
Production and Distribution of Writing		
4.	Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

3 above.)		
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>8WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>8WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>8WPF-Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</p> <p>8WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p>
Research to Build and Present Knowledge		
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8REA -Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & following a standard format for citation.	8REB -Evaluate the usefulness and credibility of data and sources.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a.	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	No Aligned Benchmark
b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	No Aligned Benchmark
Range of Writing		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eight	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 8 topics, texts, & issues, building on others’ ideas & expressing their own clearly.	<p>8COA-Use a variety of strategies to enhance listening comprehension.</p> <p>8COC-Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>8COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p>
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	No Aligned Benchmark
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	No Aligned Benchmark
	c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	No Aligned Benchmark
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
	3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.-
	Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>8COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>8COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p> <p>8COF-Provide persuasive presentations using varied speaking techniques and strategies</p>	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		and include a clear controlling idea or thesis.
5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8COG -Give presentations using a variety of delivery methods, visual displays and technology. 8COE -Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8COD -Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eight	Language Strand	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	8WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	8WCC -Demonstrate understanding of the grammatical conventions of the English language.
	b. Form and use verbs in the active and passive voice.	8WCC -Demonstrate understanding of the grammatical conventions of the English language.
	c. Form & use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8WCC -Demonstrate understanding of the grammatical conventions of the English language.
	d. Recognize and correct inappropriate shifts in verb voice and mood.*	8WCC -Demonstrate understanding of the grammatical conventions of the English language.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8WCA -Use correct spelling conventions. 8WCB -Use correct punctuation and capitalization.
	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	8WCA -Use correct spelling conventions. 8WCB -Use correct punctuation and capitalization.
	b. Use an ellipsis to indicate an omission.	8WCC -Demonstrate understanding of the grammatical conventions of the English language.
	c. Spell correctly.	8WCA -Use correct spelling conventions.
	Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8WCA -Use correct spelling conventions. 8WCB -Use correct punctuation and capitalization.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		8WCC -Demonstrate understanding of the grammatical conventions of the English language.
a.	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	No Aligned Benchmark
Vocabulary Acquisition and Use		
4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8AVA -Use context clues and text structures to determine the meaning of new vocabulary.
a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	8AVA -Use context clues and text structures to determine the meaning of new vocabulary.
b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8AVE -Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.
c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	8AVF -Use multiple resources to enhance comprehension of vocabulary.
d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	8AVF -Use multiple resources to enhance comprehension of vocabulary.
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8AVC -Recognize the importance and function of figurative language.
a.	Interpret figures of speech (e.g. verbal irony, puns) in context.	8AVC -Recognize the importance and function of figurative language.
b.	Use the relationship between particular words to better understand each of the words.	8AVB -Examine the relationships of analogical statements to infer word meanings.
c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	8AVC -Recognize the importance and function of figurative language.
6.	Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	Reading for Literature	
	Key Ideas and Details	
	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9RPA -Apply reading comprehension strategies to understand grade-appropriate texts. 10RPA - Apply reading comprehension strategies to understand grade-appropriate texts.
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped and refined by specific details; provide an objective summary of the text.	9LTD -Identify similar recurring themes across different works. 10LTD -Identify similar recurring themes across different works. 9RPA -Apply reading comprehension strategies to understand grade-appropriate texts. 10RPA - Apply reading comprehension strategies to understand grade-appropriate texts.
	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9LTA -Analyze interactions between characters in literary text and how the interactions affect the plot. 10LTA - Analyze interactions between characters in literary text and how the interactions affect the plot.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning & tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9AVC -Recognize the importance and function of figurative language. 10AVC - Recognize the importance and function of figurative language. 9LTF -Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. 10LTF -Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. 9AVB -Examine the relationships of analogical statements to infer word meanings. 10AVB -Examine the relationships of analogical statements to infer word meanings.
	5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9LTE -Analyze the use of a genre to express a theme or topic. 10LTE -Analyze the use of a genre to express a theme or topic.
	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9LTB -Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text. 10LTB -Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.
Integration of Knowledge and Ideas		
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each	No Aligned Benchmark	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	treatment (e.g., Auden’s “Musée des Beaux Arts” & Breughel’s Landscape with the Fall of Icarus).	
	8. (Not applicable to literature)	
	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	No Aligned Benchmark
	Range of Reading and Level of Text Complexity	
	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	Reading for Information	
	Key Ideas and Details	
	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9ITB -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. 10ITB -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.
	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	9ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. 10ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced & developed, & the connections that are drawn between them.	9ITA -Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. 10ITA - Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. 9ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. 10ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<p>9AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>10AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>9AVB-Examine the relationships of analogical statements to infer word meanings.</p> <p>10AVB-Examine the relationships of analogical statements to infer word meanings.</p> <p>9AVC-Recognize the importance and function of figurative language.</p> <p>10AVC-Recognize the importance and function of figurative language.</p>
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<p>9ITB-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.</p> <p>10ITB-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.</p> <p>9ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p> <p>10ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>
6. Determine an author’s point of view or purpose in a text & analyze how an author uses rhetoric to advance that point of view or purpose.	<p>9ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p> <p>10ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<p>9ITE-Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</p> <p>10ITE-Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</p>
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>9ITB-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.</p> <p>10ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”),	No Aligned Benchmark

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	including how they address related themes and concepts.	
	Range of Reading and Text Complexity	
	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	Writing Strand	
	Text Types and Purposes	
	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant and sufficient evidence.	9WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. 10WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	9WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. 10WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	9WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.- 10WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.-
	c. Use words, phrases, & clauses to link the major sections of the text, create cohesion, & clarify the relationships between claim(s) & reasons, between reasons & evidence, & between claim(s) & counterclaims.	9WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 10WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	9WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 10WPC - Use revision strategies to improve the style, variety of sentence structure,	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		<p>clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>9WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>10WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
	e. Provide a concluding statement or section that follows from and supports the argument presented.	<p>9WAC-Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.</p> <p>10WAC-Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.</p>
	2. Write informative & explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>9WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>10WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>
	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<p>9WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p> <p>10WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p>
	b. Develop the topic with well-chosen, relevant, & sufficient facts, extended definitions, concrete details, quotations, or other information & examples appropriate to the audience’s knowledge of the topic.	<p>9WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>10WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>
	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>10WPC- Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p>
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas</p> <p>10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas -</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas 10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas -</p>
	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas 10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas</p>
<p>3.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>9WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.</p>
	<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and &or characters; create a smooth progression of experiences or events.</p>	<p>9WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language</p>
	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and &or characters.</p>	<p>9WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.</p>
	<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>9WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.</p>
	<p>d. Use precise words & phrases, telling details, & sensory language to convey a vivid picture of the experiences, events, setting, and &or characters.</p>	<p>9WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.-</p>
	<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>9WAA-Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA-Compose narratives that establish a specific setting, plot and a consistent</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		point of view, and develop characters by using sensory details and concrete language.
	Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>9WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>10WPA- Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>9WPD-Edit to improve sentence fluency, grammar and usage.</p> <p>10WPD-Edit to improve sentence fluency, grammar and usage.</p> <p>9WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p> <p>10WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p> <p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic effectiveness of word choice and transitions between paragraphs, passages or ideas.</p>
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>9WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>10WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
6.	Use technology, including the Internet, to produce, publish, & update individual or shared writing products, taking advantage of technology’s capacity to link to other information & to display information flexibly & dynamically.	<p>9WPF-Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics.</p> <p>10WPF-Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics.</p>
	Research to Build and Present Knowledge	
7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>9WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>10WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>9REA-Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p> <p>10REA-Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p>
8.	Gather relevant information from multiple authoritative print and digital	9REC -Organize information from various resources and select appropriate sources to

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & following a standard format for citation.	support central ideas, concepts and them. 10REC -Organize information from various resources and select appropriate sources to support central ideas, concepts and them.
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9REB -Evaluate the usefulness and credibility of data and sources. 10REB -Evaluate the usefulness and credibility of data and sources.
	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	9REB -Evaluate the usefulness and credibility of data and sources. 10REB -Evaluate the usefulness and credibility of data and sources.
	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid & the evidence is relevant & sufficient; identify false statements & fallacious reasoning”).	9REB -Evaluate the usefulness and credibility of data and sources. 10REB -Evaluate the usefulness and credibility of data and sources.
	Range of Writing	
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9WAB -Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. 10WAB -Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	Speaking and Listening Stand	
	Comprehension and Collaboration	
	1. Initiate & participate effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grades 9–10 topics, texts, & issues, building on others’ ideas & expressing their own clearly & persuasively.	9COA -Use a variety of strategies to enhance listening comprehension. 10COA - Use a variety of strategies to enhance listening comprehension.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	9COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. 10COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. 9REA -Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. 10REA -Formulate open-ended research questions suitable for investigation and

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		<p>adjust questions as necessary while research is conducted.</p> <p>9REB-Evaluate the usefulness and credibility of data and sources.</p> <p>10REB-Evaluate the usefulness and credibility of data and sources.</p> <p>9REC-Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>10REC-Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p>
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals & deadlines, & individual roles as needed.	No Aligned Benchmark
	c. Propel conversations by posing & responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; & clarify, verify, or challenge ideas & conclusions.	No Aligned Benchmark
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	No Aligned Benchmark
	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility & accuracy of each source.	<p>9COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p> <p>10COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p>
	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>9COC-Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>10COC-Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p>
	Presentation of Knowledge and Ideas	
	4. Present information, findings, & supporting evidence clearly, concisely, 7 logically such that listeners can follow the line of reasoning, the organization, development, substance, style are appropriate to purpose, audience, & task.	<p>9COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p> <p>10COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		<p>9COF-Provide persuasive presentations using varied speaking techniques and strategies and include a clear controlling idea or thesis.</p> <p>10COF-Provide persuasive presentations using varied speaking techniques and strategies and include a clear controlling idea or thesis.</p>
5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>9COC- Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>10COC- Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p>
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>9COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>10COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p>

Grade	Common Core State Standards	
Grade Nine-Ten	Language Strand	
	Convention of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>9WCC-Demonstrate understanding of the grammatical conventions of the English language.</p> <p>10WCC-Demonstrate understanding of the grammatical conventions of the English language</p>
	a. Use parallel structure.*	No Aligned Benchmark
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<p>9WCC- Demonstrate understanding of the grammatical conventions of the English language.</p> <p>10WCC- Demonstrate understanding of the grammatical conventions of the English language</p>
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>9WCA-Use correct spelling conventions.</p> <p>10WCA-Use correct spelling conventions.</p>
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<p>9WCB-Use correct punctuation and capitalization.</p> <p>10WCB-Use correct punctuation and capitalization.</p>
	b. Use a colon to introduce a list or quotation.	No Aligned Benchmark
	c. Spell correctly.	<p>9WCA-Use correct spelling conventions.</p> <p>10WCA-Use correct spelling conventions.</p>
	Knowledge of Language	
3. Apply knowledge of language to understand how language functions in	9WPC -Use revision strategies to improve the style, variety of sentence structure,	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 9RED-Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement. 10RED-Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement.</p>
	<p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>No Aligned Benchmark</p>
	<p>Vocabulary Acquisition and Use</p>	
	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading & content, choosing flexibly from a range of strategies.</p>	<p>9AVA-Use context clues and text structures to determine the meaning of new vocabulary. 10AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p>
	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>9WCB-Use correct spelling conventions. 10WCB-Use correct spelling conventions.</p>
	<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>9AVF-Use multiple resources to enhance comprehension of vocabulary. 10AVF-Use multiple resources to enhance comprehension of vocabulary.</p>
	<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>9AVF-Use multiple resources to enhance comprehension of vocabulary. 10AVF-Use multiple resources to enhance comprehension of vocabulary.</p>
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>9AVC-Recognize the importance and function of figurative language. 10AVC-Recognize the importance and function of figurative language.</p>
	<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>9AVB-Examine the relationships of analogical statements to infer word meanings. 10AVB-Examine the relationships of analogical statements to infer word meanings.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	No Aligned Benchmark
	<p>6. Acquire & use accurately general academic and domain-specific words & phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>9AVE-Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. 10AVE-Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. 9COA-Use variety of strategies to enhance listening comprehension. 10COA-Use variety of strategies to enhance listening comprehension. 9AVB-Examine the relationships of analogical statements to infer word meanings. 10AVB-Examine the relationships of analogical statements to infer word meanings.</p>

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eleven-Twelve	Reading Strand: Reading for Literature	
	Key Ideas and Details	
	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>11RPB-Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). 12RPB-Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</p>
	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact & build on one another to produce a complex account; provide an objective summary of text.	<p>11LTA-Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. 12LTA-Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. 11LTB-Explain ways characters confront similar situations and conflict. 12LTB-Explain ways characters confront similar situations and conflict.</p>
	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<p>11LTE-Critique an author’s style. 12LTE-Critique an author’s style.</p>
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<p>11LTD-Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. 12LTD-Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. 11LTE-Critique an author’s style. 12LTE-Critique an author’s style.</p>
	5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<p>11LTA-Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. 12LTA-Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</p>
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<p>11LTC-Recognize and analyze characteristics of subgenres and literary periods. 12LTC-Recognize and analyze characteristics of subgenres and literary periods. 11LTD-Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. 12LTD-Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. 11LTE-Critique an author’s style. 12LTE-Critique an author’s style.</p>	

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Integration of Knowledge and Ideas		
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare & one play by an American dramatist.)		11LTC -Recognize and analyze characteristics of subgenres and literary periods. 12LTC -Recognize and analyze characteristics of subgenres and literary periods. 11LTA -Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. 12LTA -Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.
8. (Not applicable to literature)		
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		11LTC -Recognize and analyze characteristics of subgenres and literary periods. 12LTC -Recognize and analyze characteristics of subgenres and literary periods. 11LTA -Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. 12LTA -Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.
Range of Reading and Level of Text Complexity		
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.		No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eleven-Twelve	Reading Strand: Reading for Information	
	Key Ideas and Details	
	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11ITA -Analyze the features and structures of documents and critique them for their effectiveness. 12ITA -Analyze the features and structures of documents and critique them for their effectiveness.
	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11ITA -Analyze the features and structures of documents and critique them for their effectiveness. 12ITA -Analyze the features and structures of documents and critique them for their effectiveness.
	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the	11ITA -Analyze the features and structures of documents and critique them for their effectiveness.

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	course of the text.	12ITA -Analyze the features and structures of documents and critique them for their effectiveness.
Craft and Structure		
	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	11AVA -Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect. 12AVA -Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect. 11AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. 12AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.
	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11ITC -Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose. 12ITC -Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose.
	6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	11ITE -Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject. 12ITE -Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject. 11AVC -Explain the influence of the English language on world literature, communications and popular culture. 12AVC -Explain the influence of the English language on world literature, communications and popular culture.
Integration of Knowledge and Ideas		
	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11ITD -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. 12ITD -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.
	8. Delineate & evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	11ITC -Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose. 12ITC -Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose.
	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the	11ITB -Identify and analyze examples of rhetorical devices and valid and invalid inferences. 12ITB -Identify and analyze examples of rhetorical devices and valid and invalid

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	inferences.
	Range of Reading and Text Complexity	
	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eleven-Twelve	Writing Strand	
	Text Types and Purposes	
	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning & relevant and sufficient evidence.	11WAE -Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. 12WAE - Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	11WAE -Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. 12WAE -Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. 11WAB -Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author’s use of stylistic devices and effects created. 12WAB -Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author’s use of stylistic devices and effects created.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths & limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	11WAE -Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. 12WAE -Use a range of strategies to elaborate and persuade when appropriate, including	

		<p>appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.</p> <p>11WAB-Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author’s use of stylistic devices and effects created.</p> <p>12WAB-Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author’s use of stylistic devices and effects created.</p>
	<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>11WAE-Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.</p> <p>12WAE-Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.</p>
	<p>d. Establish & maintain a formal style & objective tone while attending to the norms & conventions of the discipline in which they are writing.</p>	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>11WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>12WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>11WAD-Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</p> <p>12WAD-Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</p>
	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11WPB-Select and use an appropriate organizational structure to refine and develop ideas for writing.</p> <p>12WPB-Select and use an appropriate organizational structure to refine and develop ideas for writing.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p>
a.	Introduce a topic; organize complex ideas, concepts, & information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), & multimedia when useful to aiding comprehension.	<p>11WPB- Select and use an appropriate organizational structure to refine and develop ideas for writing.</p> <p>12WPB- Select and use an appropriate organizational structure to refine and develop ideas for writing.</p> <p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p>
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<p>11WAD-Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</p> <p>12WAD-Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</p> <p>11WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>12WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p>
d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p>
e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>11WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		12WPA -Formulate writing ideas, and identify a topic appropriate to the purpose and audience.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	11WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. 12WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	9WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	9WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	9WAA - Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	9WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. 10WAA -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	9WAB -Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge. 10WAB -Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.
	Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	11WAC -Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and include formatting techniques that are user friendly. 12WAC -Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and include

		<p>formatting techniques that are user friendly.</p> <p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>11WAB-Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author’s use of stylistic devices and effects created.</p> <p>12WAB-Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and understands the author’s use of stylistic devices and effects created.</p>
	<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>11WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>12WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
	<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>11WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>12WPC-Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>11WPF-Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</p> <p>12WPF-Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</p> <p>11REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p> <p>12REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>
	<p>Research to Build and Present Knowledge</p>	
	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject</p>	<p>11REA-Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.</p> <p>12REA-Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	under investigation.	
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>11REB-Compile, organize and evaluate information, take notes and summarize findings. 12REB-Compile, organize and evaluate information, take notes and summarize findings. 11REC-Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. 12REC-Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>11REC- Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. 12REC-Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p>
	a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	No Aligned Benchmark
	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] & the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	No Aligned Benchmark
Range of Writing		
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	<p>11WAA-Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. 12WAA-Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. 11WPE-Apply tools to judge the quality of writing. 12WPE-Apply tools to judge the quality of writing. 11REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. 12REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eleven-Twelve	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	11COA -Use a variety of strategies to enhance listening comprehension. 12COA -Use a variety of strategies to enhance listening comprehension.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	11COB -Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax. 12COB -Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax. 11REB -Compile, organize and evaluate information, take notes and summarize findings. 12REB -Compile, organize and evaluate information, take notes and summarize findings.
	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	No Aligned Benchmark
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	No Aligned Benchmark
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	11COA - Use a variety of strategies to enhance listening comprehension. 12COA - Use a variety of strategies to enhance listening comprehension.
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions & solve problems, evaluating the credibility & accuracy of each source & noting any discrepancies among the data.	11COF -Give presentations using a variety of delivery methods, visual displays and technology. 12COF -Give presentations using a variety of delivery methods, visual displays and technology.
	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	11COB -Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax. 12COB -Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax. 11COE -Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.

		<p>12COE- Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.</p>
	<p>Presentation of Knowledge and Ideas</p>	
	<p>4. Present information, findings, & supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>11COD-Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns. 12COD-Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns. 11COE-Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. 12COE-Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.</p>
	<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>11REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. 12REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. 11COE-Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. 12COE-Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. 11COF-Give presentations using a variety of delivery methods, visual displays and technology. 12COF-Give presentations using a variety of delivery methods, visual displays and technology.</p>
	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>11REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. 12REE-Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. 11COC-Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		<p>12COC-Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p> <p>11COD-Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.</p> <p>12COD-Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.</p>
--	--	---

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Eleven-Twelve	Language Strand	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>11WCC-Demonstrate understanding of the grammatical conventions of the English language.</p> <p>12WCC-Demonstrate understanding of the grammatical conventions of the English language.</p>
	a. Apply the understanding that usage is a matter of convention, can change over time, & is sometimes contested.	<p>11WCC-Demonstrate understanding of the grammatical conventions of the English language.</p> <p>12WCC-Demonstrate understanding of the grammatical conventions of the English language.</p>
	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<p>11WCC-Demonstrate understanding of the grammatical conventions of the English language.</p> <p>12WCC-Demonstrate understanding of the grammatical conventions of the English language.</p>
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.	<p>11WCA-Use correct spelling conventions.</p> <p>12WCA-Use correct spelling conventions.</p> <p>11WCB-Use correct punctuation and capitalization.</p> <p>12WCB-Use correct punctuation and capitalization.</p>
	a. Observe hyphenation conventions.	<p>11WCA-Use correct spelling conventions.</p> <p>12WCA-Use correct spelling conventions.</p> <p>11WCB-Use correct punctuation and capitalization.</p> <p>12WCB-Use correct punctuation and capitalization.</p>
	b. Spell correctly.	<p>11WCA-Use correct spelling conventions.</p> <p>12WCA-Use correct spelling conventions.</p> <p>11WCB-Use correct punctuation and capitalization.</p>

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

		12WCB -Use correct punctuation and capitalization.
	Knowledge of Language	
3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	11AVC -Explain the influence of the English language on world literature, communications and popular culture. 12AVC -Explain the influence of the English language on world literature, communications and popular culture.
a.	Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. 12WPC - Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.
	Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	11AVA -Verify meanings of words by the author’s use of definition, restatement, example, comparison, contrast and cause and effect. 12AVA -Explain the influence of the English language on world literature, communications and popular culture.
a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	11AVA -Explain the influence of the English language on world literature, communications and popular culture. 12AVA -Explain the influence of the English language on world literature, communications and popular culture.
b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	11AVD -Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. 12AVD -Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.
c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	11WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. 12WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. 11AVE -Use multiple resources to enhance comprehension of vocabulary. 12AVE -Use multiple resources to enhance comprehension of vocabulary.
d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	11WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. 12WPC -Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. 11AVE -Use multiple resources to enhance comprehension of vocabulary. 12AVE -Use multiple resources to enhance comprehension of vocabulary.
5.	Demonstrate understanding of figurative language, word relationships,	11AVB -Distinguish the relationship of word meanings between pairs of words

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

	and nuances in word meanings.	encountered in analogical statements. 12AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.
	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	11AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. 12AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.
	b. Analyze nuances in the meaning of words with similar denotations.	11AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements. 12AVB -Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.
	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, & listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11RPA -Apply reading comprehension strategies to understand grade-appropriate text. 12RPA -Apply reading comprehension strategies to understand grade-appropriate text. 11RPC -Use appropriate self-monitoring strategies for comprehension. 12RPC -Use appropriate self-monitoring strategies for comprehension.