Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	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.
One	3. Describe characters, settings, and major events in a story, using key	1RPC-Draw conclusions from information in the text
0	details.	1LTB -Use supporting details to identify and describe main ideas, characters and setting.
Grade	Craft and Structure	
Ü	4. Identify words and phrases in stories or poems that suggest feelings or	2LTD -Explain how an author's word choice and use of methods influences the reader.
	appeal to the senses	
	5. Explain major differences between books that tell stories & books that	1LTC -Recognize the defining characteristics and features of different types of literary
	give information, drawing on a wide reading of a range of text types.	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,	1RPA-Establish a purpose for reading and use a range of reading comprehension
	or events.	strategies to understand literary passages and text.
	8. (Not applicable to literature)	
	9. Compare and contrast the adventures and experiences of characters in	1RPD -Apply reading skills and strategies to summarize and compare and contrast
	stories.	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
	Reading for Informational Text	
a	Key Ideas and Details	
Ö	1. Ask and answer questions about key details in a text.	1ITB -Ask clarifying questions concerning essential elements of informational text.
O	2. Identify the main topic and retell key details of a text.	1ITC -Identify the central ideas and supporting details of informational text.
Grad	3. Describe the connection between two individuals, events, ideas, or	1ITD-Use visual aids as sources to gain additional information from text.
	pieces of information in a 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	

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
Int	tegration 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.
Ra	nge 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
	Reading Strand: Foundational Skills	
	Print Concepts	
	1. Demonstrate understanding of the organization and basic features of	
	print.	
Je	a. Recognize the distinguishing features of a sentence (e.g., first word,	1WCC -Use conventions of punctuation and capitalization in written work.
ō	capitalization, ending punctuation).	1WCD -Use grammatical structures in written work.
de	Phonological Awareness	
<u> </u>	2. Demonstrate understanding of spoken words, syllables, and sounds	1PAA-Use letter-sound correspondence knowledge and structural analysis to decode
9	(phonemes).	words.
	a. Distinguish long from short vowel sounds in spoken single-syllable	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode
	words.	words.
	b. Orally produce single-syllable words by blending sounds (phonemes),	1PAA-Use letter-sound correspondence knowledge and structural analysis to decode
	including consonant blends.	words.

(c. Isolate and pronounce initial, medial vowel, and final sounds	PKPAA -Use letter-sound correspondence knowledge and structural analysis to decode
	(phonemes) in spoken single-syllable words.	words.
	d. Segment spoken single-syllable words into their complete sequence	KPAA -Use letter-sound correspondence knowledge and structural analysis to decode
	of individual sounds (phonemes).	words.
Phon	nics and Word Recognition	
3. I	Know and apply grade-level phonics and word analysis skills in decoding	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode
١	words.	words.
ā	a. Know the spelling-sound correspondences for common consonant	1PAA - Use letter-sound correspondence knowledge and structural analysis to decode
	digraphs.	words.
k	o. 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	1PAA- Use letter-sound correspondence knowledge and structural analysis to decode
	long vowel sounds.	words.
(d. Use knowledge that every syllable must have a vowel sound to	KPAA- Use letter-sound correspondence knowledge and structural analysis to decode
	determine the number of syllables in a printed word.	words.
6	e. Decode two-syllable words following basic patterns by breaking the	2PAB-Demonstrate fluent oral reading, using sight words and decoding skills, varying
	words into syllables.	intonation and timing as appropriate for text.
f	Read words with inflectional endings.	1PAA- Use letter-sound correspondence knowledge and structural analysis to decode
	<u>-</u>	words.
٤	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.
Fluer	ncy	
4. I	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.
ā	a. Read on-level text with purpose and understanding.	No Aligned Benchmark
k	o. Read on-level text orally with accuracy, appropriate rate, and	1PAB- Demonstrate fluent oral reading, using sight words and decoding skills, varying
	expression on successive readings.	intonation and timing as appropriate for text.
(c. Use context to confirm or self-correct word recognition and	1AVA-Use context clues to determine the meaning of new vocabulary.
	understanding, rereading as necessary.	

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

	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.
Pro	oduction 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.
Res	search 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)	
Rar	nge of Writing	
10.	(Begins in grade 3)	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Speaking and Listening	
	Comprehension and Collaboration	
Grade One	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
	 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	1COA-Use active listening strategies to identify the main idea and to gain information
	of others through multiple exchanges.	from oral presentation.

	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.
Pre	esentation 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
	Language Strand	
	Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar	1WCD -Use grammatical structures in written work.
	and usage when writing or speaking.	
	a. Print all upper- and lowercase letters.	KWCA-Print legibly using appropriate spacing.
ne	b. Use common, proper, and possessive nouns.	1WCD -Use grammatical structures in written work.
0		1WPE -Edit to improve sentence fluency, grammar and usage.
Grade	c. Use singular and plural nouns with matching verbs in basic sentences	1WCD -Use grammatical structures in written work.
ra	(e.g., He hops; We hop).	
0	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my</i> ;	1AVB-Read accurately high-frequency sight words.
	they, them, their; anyone, everything).	1WCD -Use grammatical structures in written work.
	e. Use verbs to convey a sense of past, present, & future (e.g.,	1WCD -Use grammatical structures in written work.
	Yesterday I walked home; Today I walk home; Tomorrow I will walk	
	home).	
	f. Use frequently occurring adjectives.	1WCD -Use grammatical structures in written work.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	No Aligned Benchmark
h. Use determiners (e.g., articles, demonstratives).	No Aligned Benchmark
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	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.
 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.
 Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	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	1AVD-Know the meaning of specialized vocabulary by applying knowledge of word parts,
word relationships and nuances in word meanings.	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	1AVD-Know the meaning of specialized vocabulary by applying knowledge of word parts,
duck is a bird that swims; a tiger is a large cat with stripes).	relationships and meanings.

places at home that are <i>cozy</i>).	
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) 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., because).	 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.