

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.	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).
	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.	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.
	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).	11LTE -Critique an author’s style. 12LTE -Critique an author’s style.
	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.)	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.
	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.	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.
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).	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.	

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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.

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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

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	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>

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		<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>

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		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>

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	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>

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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>

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		<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>
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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>

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		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

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	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.