

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	

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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.	

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	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

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	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.

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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

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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.	

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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		

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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.	4AVA -Use context clues and text structures to determine the meaning of new vocabulary.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	4AVA -Use context clues and text structures to determine the meaning of new vocabulary.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	4AVE -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 & phrases	4AVF -Use multiple resources to enhance comprehension of vocabulary.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	4AVB -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. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4AVB -Infer word meaning through identification and analysis of analogies and other word relationships.
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, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	No Aligned Benchmark