Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Literature	
	Key Ideas and Details	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>5RPC</b> -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.	<b>5RPB</b> -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. <b>5LTE</b> -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).	<b>5RPB</b> -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	
Grade Five	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul> <li>5AVA-Use context clues and text structures to determine the meaning of new vocabulary.</li> <li>5AVB-Infer word meaning through identification and analysis of analogies and other word relationships.</li> </ul>
	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>5RPA</b> -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
Ğ	6. Describe how a narrator's or speaker's point of view influences how events are described.	<b>5LTD</b> -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).	<b>5RPA</b> -Determine a purpose for reading and use a range of reading comprehension strategies to better understand text <b>5RPC</b> -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.	<b>5RPB</b> -Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. <b>5LTF</b> -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

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Information	
	Key Ideas and Details	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>5ITC</b> -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.	<b>5ITF</b> -Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. <b>5ITC</b> -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.	<b>SITC</b> -Explain how main ideas connect to each other in a variety of sources.
	Craft and Structure	
Grade Five	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> .	<ul> <li>5AVA-Use context clues and text structures to determine the meaning of new vocabulary.</li> <li>5AVE-Use knowledge of roots and affixes to determine the meanings of complex words.</li> <li>5AVF-Use multiple resources to enhance comprehension of vocabulary.</li> </ul>
	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.	<ul> <li>5RPA-Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</li> <li>5RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.</li> </ul>
	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.	<b>5ITA</b> -Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. <b>6ITC</b> -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).	<b>SITD</b> -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.  Output  Description:	<b>5REB</b> -Locate and summarize important information from multiple sources. <b>5RPB</b> -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	

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

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

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks			
	Writing Strand				
ω.	Texts Types and Purposes				
e Five	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>6WAE</b> -Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.			
Grad	<ul> <li>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.</li> </ul>	<b>6WAE</b> -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	<b>6WAE</b> -Use persuasive strategies, including establishing a clear position in support of a			

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

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

4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	<ul> <li>5WAB-Write responses to literature that extend beyond the summary and support judgments through references to the text.</li> <li>5WAD-Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.</li> <li>5WAA-Use narrative strategies (e.g., dialogue and action) to develop characters, plot an setting and maintain a consistent point of view.</li> </ul>
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.	<ul> <li>5WPA-Generate writing topics and establish a purpose appropriate for the audience.</li> <li>5WPC-Clarify ideas for writing assignments by using graphics or other organizers.</li> <li>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.</li> <li>5WPE-Select more effective vocabulary when editing by using a variety of resources and reference materials.</li> <li>5WPF-Edit to improve fluency, grammar and usage.</li> <li>5WPG-Apply tools to judge the quality of writing.</li> </ul>
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.	<b>5WPH</b> -Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. <b>5REB</b> -Locate and summarize important information from multiple sources.
Res	search to Build and Present Knowledge	
7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>5REA</b> -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; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<b>5REC</b> -Organize information in a systematic way. <b>6RED</b> -Acknowledge quoted and paraphrased information and document sources used.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>5REB</b> -Locate and summarize important information from multiple sources.
	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]").	<ul> <li>5LTA-Describe and analyze the elements of character development.</li> <li>5LTB-Analyze the importance of setting.</li> <li>5LTC-Identify the elements of plot and establish a connection between and element and a future event.</li> <li>5LTD-Differentiate between the points of view in narrative text.</li> <li>5LTE-Demonstrate comprehension by inferring themes, patterns and symbols.</li> <li>5LTF-Identify similarities and differences of various literary forms and genres.</li> <li>5LTG-Explain how figurative language expresses ideas and conveys mood.</li> </ul>
	b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support	<b>5ITB</b> -Recognize the difference between cause and effect and fact and opinion to analyz text.

Compa	rison of the Common Core State Standards and the 2001 Academic Cont	tent Standards

particular points in a text, identifying which reasons and evidence support which point[s]").	<ul> <li>5ITC-Explain how main ideas connect to each other in a variety of sources.</li> <li>5ITD-Identify arguments and persuasive techniques used in informational text.</li> <li>5ITE-Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</li> <li>5ITF-Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</li> </ul>
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.	<ul> <li>5COB-Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.</li> <li>5COA-Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.</li> </ul>
	<ul> <li>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.</li> </ul>	No Aligned Benchmark
	<ul> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul>	No Aligned Benchmark
	<ul> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> </ul>	<b>5COA</b> -Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
	<ul> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	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.	<b>5COB</b> -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	<b>5COE</b> -Present ideas in a logical sequence and use effective introductions and conclusions

Comparison of the Common Core State Standards and the 2001 Academic Content Standard	Comparison of t	he Common C	Core State S	Standards and t	the 2001 A	Academic (	Content Standards
--	-----------------	-------------	--------------	-----------------	------------	------------	-------------------

	logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	that guide and inform a listener's understanding of key ideas.  5COF-Give presentations using a variety of delivery methods, visual materials and technology.  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 conclusion that guide and inform a listener's understanding of key ideas.  5COF-Give presentations using a variety of delivery methods, visual materials and
6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task & situation.	technology.  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
La	nguage Strand	
Co	nventions	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>5WCA</b> -Use correct spelling conventions.
	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>5WCC</b> -Use grammatical structures to effectively communicate ideas in writing.
	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>5WCC</b> -Use grammatical structures to effectively communicate ideas in writing.
	c. Use verb tense to convey various times, sequences, states, and conditions.	<b>6WCC</b> -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., either/or, neither/nor).	<b>5WCC</b> -Use grammatical structures to effectively communicate ideas in writing.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>5WCB</b> -Use conventions of punctuation and capitalization in written work.
	a. Use punctuation to separate items in a series.*	<b>5WCB</b> -Use conventions of punctuation and capitalization in written work.
	b. Use a comma to separate an introductory element from the rest of the sentence.	<b>5WCB</b> -Use conventions of punctuation and capitalization in written work.
	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	<b>5WCB</b> -Use conventions of punctuation and capitalization in written work.
	d. Use underlining, quotation marks, or italics to indicate titles of	<b>5WCB</b> -Use conventions of punctuation and capitalization in written work.

	works.	
	e. Spell grade-appropriate words correctly, consulting references as needed.	<b>5WCA</b> -Use correct spelling conventions.
Kne	owledge of Language	
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul> <li>5AVD-Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</li> <li>6AVD-Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</li> </ul>
	<ul> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>	<b>5WPD</b> -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
Vo	cabulary 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.	<b>5AVA</b> -Use context clues and text structures to determine the meaning of new vocabulary.
	<ul> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul>	<b>5AVA</b> -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., photograph, photosynthesis).	<b>5AVE</b> -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.	<b>5AVF</b> -Use multiple resources to enhance comprehension of vocabulary.
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>5AVB</b> -Infer word meaning through identification and analysis of analogies and other word relationships.
	a. Interpret figurative language, including similes and metaphors, in context.	<b>5AVB</b> -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.	<b>5AVA</b> -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., however,	<b>5WPD</b> -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.

Comparison of the Common Core State Standards and the 2001 Academic Content Standards						
although, nevertheless, similarly, moreover, in addition).						