

English Language Arts Academic Content Standards Crosswalk

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

English Language Arts Academic Content Standards Crosswalk

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

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

English Language Arts Academic Content Standards Crosswalk

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

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