

English Language Arts Academic Content Standards Crosswalk

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

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	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.	9RPA -Apply reading comprehension strategies to understand grade-appropriate texts. 10RPA - Apply reading comprehension strategies to understand grade-appropriate texts.
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped and refined by specific details; provide an objective summary of the text.	9LTD -Identify similar recurring themes across different works. 10LTD -Identify similar recurring themes across different works. 9RPA -Apply reading comprehension strategies to understand grade-appropriate texts. 10RPA - Apply reading comprehension strategies to understand grade-appropriate texts.
	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9LTA -Analyze interactions between characters in literary text and how the interactions affect the plot. 10LTA - Analyze interactions between characters in literary text and how the interactions affect the plot.
	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 cumulative impact of specific word choices on meaning & tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9AVC -Recognize the importance and function of figurative language. 10AVC - Recognize the importance and function of figurative language. 9LTF -Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. 10LTF -Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. 9AVB -Examine the relationships of analogical statements to infer word meanings. 10AVB -Examine the relationships of analogical statements to infer word meanings.
	5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9LTE -Analyze the use of a genre to express a theme or topic. 10LTE -Analyze the use of a genre to express a theme or topic.
	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9LTB -Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text. 10LTB -Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text.
Integration of Knowledge and Ideas		
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each	No Aligned Benchmark	

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	treatment (e.g., Auden’s “Musée des Beaux Arts” & Breughel’s Landscape with the Fall of Icarus).	
	8. (Not applicable to literature)	
	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	No Aligned Benchmark
	Range of Reading and Level of Text Complexity	
	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	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.	9ITB -Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences. 10ITB -Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.
	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	9ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. 10ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced & developed, & the connections that are drawn between them.	9ITA -Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. 10ITA - Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes. 9ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. 10ITD -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.

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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 the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<p>9AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>10AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>9AVB-Examine the relationships of analogical statements to infer word meanings.</p> <p>10AVB-Examine the relationships of analogical statements to infer word meanings.</p> <p>9AVC-Recognize the importance and function of figurative language.</p> <p>10AVC-Recognize the importance and function of figurative language.</p>
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<p>9ITB-Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.</p> <p>10ITB-Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.</p> <p>9ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p> <p>10ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>
6. Determine an author’s point of view or purpose in a text & analyze how an author uses rhetoric to advance that point of view or purpose.	<p>9ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p> <p>10ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<p>9ITE-Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</p> <p>10ITE-Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</p>
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>9ITB-Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.</p> <p>10ITD-Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”),	No Aligned Benchmark

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	including how they address related themes and concepts.	
	Range of Reading and Text Complexity	
	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	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.	9WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. 10WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	9WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. 10WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.
	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	9WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.- 10WAE -Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.-
	c. Use words, phrases, & clauses to link the major sections of the text, create cohesion, & clarify the relationships between claim(s) & reasons, between reasons & evidence, & between claim(s) & counterclaims.	9WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 10WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	9WPC -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 10WPC - Use revision strategies to improve the style, variety of sentence structure,	

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		<p>clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>9WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>10WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
	e. Provide a concluding statement or section that follows from and supports the argument presented.	<p>9WAC-Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.</p> <p>10WAC-Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and include appropriate details and exclude extraneous details and inconsistencies.</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>9WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>10WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>
	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<p>9WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p> <p>10WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p>
	b. Develop the topic with well-chosen, relevant, & sufficient facts, extended definitions, concrete details, quotations, or other information & examples appropriate to the audience’s knowledge of the topic.	<p>9WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>10WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>
	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>10WPC- Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</p>
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas</p> <p>10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas -</p>

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	<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>	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas 10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas -</p>
	<p>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).</p>	<p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas 10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas</p>
<p>3.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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.</p>
	<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and &or characters; create a smooth progression of experiences or events.</p>	<p>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</p>
	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and &or characters.</p>	<p>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.</p>
	<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>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.</p>
	<p>d. Use precise words & phrases, telling details, & sensory language to convey a vivid picture of the experiences, events, setting, and &or characters.</p>	<p>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.-</p>
	<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>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</p>

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		point of view, and develop characters by using sensory details and concrete language.
	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.)	<p>9WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>10WPA- Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>9WPD-Edit to improve sentence fluency, grammar and usage.</p> <p>10WPD-Edit to improve sentence fluency, grammar and usage.</p> <p>9WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p> <p>10WPB-Determine the usefulness of organizers and apply appropriate pre-writing tasks.</p> <p>9WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic effectiveness of word choice and transitions between paragraphs, passages or ideas.</p> <p>10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic effectiveness of word choice and transitions between paragraphs, passages or ideas.</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>9WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p> <p>10WPA-Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</p>
6.	Use technology, including the Internet, to produce, publish, & update individual or shared writing products, taking advantage of technology’s capacity to link to other information & to display information flexibly & dynamically.	<p>9WPF-Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics.</p> <p>10WPF-Prepare writing for publication that is legible, follows and appropriate format and uses techniques such as electronic resources and graphics.</p>
	Research to Build and Present Knowledge	
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 under investigation.	<p>9WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>10WAD-Use documented textual evidence to justify interpretations of literature or to support a research topic.</p> <p>9REA-Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p> <p>10REA-Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.</p>
8.	Gather relevant information from multiple authoritative print and digital	9REC -Organize information from various resources and select appropriate sources to

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	sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & following a standard format for citation.	support central ideas, concepts and them. 10REC -Organize information from various resources and select appropriate sources to support central ideas, concepts and them.
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9REB -Evaluate the usefulness and credibility of data and sources. 10REB -Evaluate the usefulness and credibility of data and sources.
	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	9REB -Evaluate the usefulness and credibility of data and sources. 10REB -Evaluate the usefulness and credibility of data and sources.
	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid & the evidence is relevant & sufficient; identify false statements & fallacious reasoning”).	9REB -Evaluate the usefulness and credibility of data and sources. 10REB -Evaluate the usefulness and credibility of data and sources.
	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.	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.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	Speaking and Listening Stand	
	Comprehension and Collaboration	
	1. Initiate & participate effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grades 9–10 topics, texts, & issues, building on others’ ideas & expressing their own clearly & persuasively.	9COA -Use a variety of strategies to enhance listening comprehension. 10COA - 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.	9COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. 10COB -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message. 9REA -Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. 10REA -Formulate open-ended research questions suitable for investigation and

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		<p>adjust questions as necessary while research is conducted.</p> <p>9REB-Evaluate the usefulness and credibility of data and sources.</p> <p>10REB-Evaluate the usefulness and credibility of data and sources.</p> <p>9REC-Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p> <p>10REC-Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.</p>
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals & deadlines, & individual roles as needed.	No Aligned Benchmark
	c. Propel conversations by posing & responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; & clarify, verify, or challenge ideas & conclusions.	No Aligned Benchmark
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	No Aligned Benchmark
	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility & accuracy of each source.	<p>9COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p> <p>10COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p>
	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>9COC-Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>10COC-Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p>
	Presentation of Knowledge and Ideas	
	4. Present information, findings, & supporting evidence clearly, concisely, 7 logically such that listeners can follow the line of reasoning, the organization, development, substance, style are appropriate to purpose, audience, & task.	<p>9COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p> <p>10COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</p>

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		<p>9COF-Provide persuasive presentations using varied speaking techniques and strategies and include a clear controlling idea or thesis.</p> <p>10COF-Provide persuasive presentations using varied speaking techniques and strategies and include a clear controlling idea or thesis.</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>9COC- Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p> <p>10COC- Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</p>
6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>9COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p> <p>10COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</p>

Grade	Common Core State Standards	
Grade Nine-Ten	Language Strand	
	Convention of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>9WCC-Demonstrate understanding of the grammatical conventions of the English language.</p> <p>10WCC-Demonstrate understanding of the grammatical conventions of the English language</p>
	a. Use parallel structure.*	No Aligned Benchmark
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<p>9WCC- Demonstrate understanding of the grammatical conventions of the English language.</p> <p>10WCC- Demonstrate understanding of the grammatical conventions of the English language</p>
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>9WCA-Use correct spelling conventions.</p> <p>10WCA-Use correct spelling conventions.</p>
	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<p>9WCB-Use correct punctuation and capitalization.</p> <p>10WCB-Use correct punctuation and capitalization.</p>
	b. Use a colon to introduce a list or quotation.	No Aligned Benchmark
	c. Spell correctly.	<p>9WCA-Use correct spelling conventions.</p> <p>10WCA-Use correct spelling conventions.</p>
	Knowledge of Language	
3. Apply knowledge of language to understand how language functions in	9WPC -Use revision strategies to improve the style, variety of sentence structure,	

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	<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 10WPC-Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. 9RED-Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement. 10RED-Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images, information) and include an acceptable format for source acknowledgement.</p>
	<p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>No Aligned Benchmark</p>
	<p>Vocabulary Acquisition and Use</p>	
	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading & content, choosing flexibly from a range of strategies.</p>	<p>9AVA-Use context clues and text structures to determine the meaning of new vocabulary. 10AVA-Use context clues and text structures to determine the meaning of new vocabulary.</p>
	<p>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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>9WCB-Use correct spelling conventions. 10WCB-Use correct spelling conventions.</p>
	<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>9AVF-Use multiple resources to enhance comprehension of vocabulary. 10AVF-Use multiple resources to enhance comprehension of vocabulary.</p>
	<p>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).</p>	<p>9AVF-Use multiple resources to enhance comprehension of vocabulary. 10AVF-Use multiple resources to enhance comprehension of vocabulary.</p>
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>9AVC-Recognize the importance and function of figurative language. 10AVC-Recognize the importance and function of figurative language.</p>
	<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>9AVB-Examine the relationships of analogical statements to infer word meanings. 10AVB-Examine the relationships of analogical statements to infer word meanings.</p>

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	<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	No Aligned Benchmark
	<p>6. Acquire & use accurately general academic and domain-specific words & phrases, sufficient for reading, writing, speaking, and 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.</p>	<p>9AVE-Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. 10AVE-Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary. 9COA-Use variety of strategies to enhance listening comprehension. 10COA-Use variety of strategies to enhance listening comprehension. 9AVB-Examine the relationships of analogical statements to infer word meanings. 10AVB-Examine the relationships of analogical statements to infer word meanings.</p>