

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
Kindergarten	<b>Reading for Literature</b>	
	<b>Key Ideas and Details</b>	
	1. With prompting and support, ask and answer questions about key details in a text.	<b>KRPE</b> -Demonstrate comprehension by responding to questions (e.g., literal, inferential and evaluative). <b>KRPC</b> -Draw conclusions from information in the text.
	2. With prompting and support, retell familiar stories, including key details.	<b>KRPC</b> -Draw conclusions from information in the text. <b>KLTA</b> -Compare and contrast plot across literary works.
	3. With prompting & support, identify characters, settings, & major events in a story.	<b>KLTB</b> -Use supporting details to identify and describe main ideas, characters and setting.
	<b>Craft and Structure</b>	
	4. Ask and answer questions about unknown words in a text.	<b>PKAVE</b> -Use resources to determine the meanings and pronunciations of unknown words.
	5. Recognize common types of texts (e.g., storybooks, poems).	<b>1LTC</b> -Recognize the defining characteristics and features of different types of literary forms and genres.
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	No Aligned Benchmark
	<b>Integration of Knowledge and Ideas</b>	
	7. With prompting & support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>KRPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. <b>KRPB</b> -Make predictions from text clues and cite specific examples to support predictions. <b>KRPC</b> -Draw conclusions from information in the text.
	8. (Not applicable to literature)	
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>KRPD</b> -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	No Aligned Benchmark	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	<b>Reading for Informational Text</b>	
	<b>Key Ideas and Details</b>	
	1. With prompting and support, ask and answer questions about key details in a text.	<b>KITA</b> -Use text features and structures to organize content, draw conclusions and build text knowledge. <b>1ITB</b> -Ask clarifying questions concerning essential elements of informational text.

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2. With prompting & support, identify the main topic and retell key details of a text.	<b>KITC</b> -Identify the central ideas and supporting details of informational text. <b>PKITC</b> -Identify the central ideas and supporting details of informational text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>KRPD</b> -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
<b>Craft and Structure</b>	
4. With prompting and support, ask and answer questions about unknown words in a text.	<b>PKAVE</b> -Use resources to determine the meanings and pronunciations of unknown words.
5. Identify the front cover, back cover, and title page of a book.	<b>PKRPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>1RPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>KRPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. <b>KRPB</b> -Make predictions from text clues and cite specific examples to support predictions. <b>KRPC</b> -Draw conclusions from information in the text. <b>KITA</b> -Use text features and structures to organize content, draw conclusions and build text knowledge. <b>KITD4</b> -Use visual aids as sources to gain additional information from text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>1ITC</b> -Identify the central ideas and supporting details of informational text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>KRPD</b> -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding.	No Aligned Benchmark

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	<b>Reading Strand: Foundational Skills</b>	
	<b>Print Concepts</b>	
	1. Demonstrate understanding of the organization and basic features of print.	<b>KRPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	a. Follow words from left to right, top to bottom, and page by page.	<b>KRPA</b> -Establish a purpose for reading and use a range of reading comprehension

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		strategies to understand literary passages and text.
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Understand that words are separated by spaces in print.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words. <b>KWCA</b> -Print legibly using appropriate spacing.
	d. Recognize and name all upper- and lowercase letters of the alphabet.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
<b>Phonological Awareness</b>		
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Recognize and produce rhyming words.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Count, pronounce, blend, and segment syllables in spoken words.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Blend and segment onsets and rimes of single-syllable spoken words.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words. <b>1PAB</b> -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)	<b>1PAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>1AVA</b> -Use context clues to determine the meaning of new vocabulary.
<b>Phonics and Word Recognition</b>		
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	<b>1RPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels	<b>KPAA</b> -Use letter-sound correspondence knowledge and structural analysis to decode words.
	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	<b>KPAB</b> -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

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	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	No Aligned Benchmark
	<b>Fluency</b>	
	4. Read emergent-reader texts with purpose and understanding.	<b>KPAB</b> -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Kindergarten	<b>Writing Strand</b>	
	<b>Text Types and Purposes</b>	
	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about & state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> )	<b>KWAA</b> -Compose writings that convey a clear message and include well-chosen details. <b>KWPD</b> -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	2. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>KWAA</b> -Compose writings that convey a clear message and include well-chosen details. <b>KRPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	<b>KRPA</b> -Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
	<b>Production and Distribution of Writing</b>	
	4. (Begins in grade 3)	
	5. With guidance & support from adults, respond to questions and suggestions from peers & add details to strengthen writing as needed.	<b>KWPD</b> -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	6. With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including in collaboration with peers.	<b>KWPA</b> -Generate ideas for written compositions.
	<b>Research to Build and Present Knowledge</b>	
	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>KREA</b> -Generate questions for investigation and gather information from a variety of sources.
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>KREB</b> -Retell important details and findings. <b>KREA</b> -Generate questions for investigation and gather information from a variety of sources.
	9. (Begins in grade 4)	
<b>Range of Writing</b>		

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10. (Begins in grade 3)	
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Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
<b>Kindergarten</b>	<b>Speaking and Listening Strand</b>	
	<b>Comprehension and Collaboration</b>	
	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<b>KCOA</b> -Use active listening strategies to identify the main idea and to gain information from oral presentation. <b>KCOD</b> -Speak clearly and at an appropriate pace and volume.
	a. Follow agreed-upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion).	<b>KCOA</b> -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	b. Continue a conversation through multiple exchanges.	<b>KREA</b> -Generate questions for investigation and gather information from a variety of sources.
	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>KRPE</b> -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). <b>KCOA</b> -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>KRPE</b> -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
	<b>Presentation of Knowledge and Ideas</b>	
	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>KCOE</b> -Deliver a variety of presentations that include relevant information and a clear sense of purpose.
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>KWPG</b> -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics. <b>KREB</b> -Retell important details and findings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	<b>KCOD</b> -Speak clearly and at an appropriate pace and volume. <b>KCOE</b> -Deliver a variety of presentations that include relevant information and a clear sense of purpose.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
<b>Kindergarten</b>	<b>Language Strand</b>	
	<b>Conventions of Standard English</b>	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>KWCA</b> -Print legibly using appropriate spacing.

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a. Print many upper- and lowercase letters.	<b>KWCA</b> -Print legibly using appropriate spacing.
b. Use frequently occurring nouns and verbs.	<b>KAVB</b> -Read accurately high-frequency sight words. <b>KWCD</b> -Use grammatical structures in written work.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<b>KWCD</b> -Use grammatical structures in written work.
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	<b>KREA</b> -Generate questions for investigation and gather information from a variety of sources. <b>KRPE</b> -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	<b>KWCD</b> -Use grammatical structures in written work.
f. Produce and expand complete sentences in shared language activities.	<b>KWPD</b> -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>KWCC</b> -Use conventions of punctuation and capitalization in written work.
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	<b>1WCC</b> -Use conventions of punctuation and capitalization in written work.
b. Recognize and name end punctuation.	<b>KWCC</b> -Use conventions of punctuation and capitalization in written work.
c. Write a letter(s) for most consonant and short-vowel sounds (phonemes).	<b>KWCA</b> -Print legibly using appropriate spacing.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>1WCB</b> -Spell grade-appropriate words correctly.
<b>Knowledge of Language</b>	
3. (Begins in grade 2)	
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	<b>KAVA</b> -Use context clues to determine the meaning of new vocabulary.
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	<b>KAVA</b> -Use context clues to determine the meaning of new vocabulary.
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	<b>2AVC</b> -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	No Aligned Benchmark
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>KAVB</b> -Read accurately high-frequency sight words.

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	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>1AVB</b> -Read accurately high-frequency sight words.
	c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	No Aligned Benchmark
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	<b>1AVD</b> -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
6.	Use words & phrases acquired through conversations, reading & being read to, & responding to texts.	<b>KAVB</b> -Read accurately high-frequency sight words <b>KAVA</b> -Use context clues to determine the meaning of new vocabulary.