Grade 5 Correlations Between
Common Core State Standards and Ohio Academic Content Standards

READING FOR LITERATURE	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5RPC7
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.	5RPB4 5LTE5
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).	5RPB3 5RPB5
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5AVA1 5AVB4 5AVA2
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5RPA6
6. Describe how a narrator's or speaker's point of view influences how events are described.	5LTD4
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).	5RPA6 5RPC7
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.	5RPB4 5LTF6
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 MATCH

READING FOR INFORMATION	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5ITC3
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5ITF4 5ITC3
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.	5ITC3
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5AVA1 5AVA2 5AVE6 5AVF8
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.	5RPA6 5RPB3
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	NO MATCH
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	5ITA1 6ITC3 5ITC3

to solve a problem efficiently.	
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).	5ITD9
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5REB2 5RPB3
Range of Reading and Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	NO MATCH

READING: FOUNDATIONAL SKILLS	
Common Core	**2002 Ohio ACS**
Phonics and Word Recognition	**Aligned Benchmarks and Indicators**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	3PAA2 3PAA3
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3PAA2 3PAA3
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	3PAB6
a. Read grade-level text with purpose and understanding.	3PAB6
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	3PAB6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3AVA1 5AVA1

WRITING STRAND	
Common Core	**2002 Ohio ACS**
Texts Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	6WAE
a. 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.	6WAE5
b. Provide logically ordered reasons that are supported by facts and details.	6WAE5
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	6WAE5
d. Provide a concluding statement or section related to the opinion presented.	6WAE5
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	5WAD4
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5WAD4
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	5WAD4
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	5WAD4
e. Provide a concluding statement or section related to the information or explanation presented.	5WAD4
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5WAA1
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	5WAA1
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	5WAA1
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	5WAA1

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	5WAA1
e. Provide a conclusion that follows from the narrated experiences or events.	5WAA1
Production and Distribution of Knowledge	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	5WAB2 5WAD4 5WAA1
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.	5WPA1 5WPA2 5WPC5 5WPD6-13 5WPE14 5WPF15 5WPG16
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.	5WPH17 5REB2
Research 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.	5REA1
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.	5REC3 6RED7
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	5REB2
a. Apply grade 5 Reading standards 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]").	5LTA1 5LTB2 5LTC3 5LTD4 5LTE5 5LTF6 5LTG7 5LTG8
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	5ITB2 5ITB7 5ITC3 5ITD8 5ITD9 5ITE6 5ITF6
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 MATCH

SPEAKING AND LISTENING	
Common Core	**2002 Ohio ACS**
Comprehension	**Aligned Benchmarks and Indicators**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5COB4 5COA1
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.	NO MATCH
b. Follow agreed-upon rules for discussions and carry out assigned roles.	NO MATCH
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5COA1
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	NO MATCH
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	NO MATCH
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5COB3
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive	5COE8 5COF9 5COF10

details to support main ideas or themes; speak clearly at an understandable pace.	
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5COB3 5COE8 5COF9 5COF10
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5COF9 5COC5 5COC6 5COC7
LANGAUGE STRAND	
Common Core	**2002 Ohio ACS**
Conventions	**Aligned Benchmarks and Indicators**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5WCA1 WCA2 WCA3
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	5WCC11 5WCC7
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	5WCC6
c. Use verb tense to convey various times, sequences, states, and conditions.	6WCC6
d. Recognize and correct inappropriate shifts in verb tense.*	NO MATCH
e. Use correlative conjunctions (e.g., either/or, neither/nor).	5WCC11
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5WCB4
a. Use punctuation to separate items in a series.*	5WCB4
b. Use a comma to separate an introductory element from the rest of the sentence.	5WCB4
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?).	5WCB4
d. Use underlining, quotation marks, or italics to indicate titles of works.	5WCB4
e. Spell grade-appropriate words correctly, consulting references as needed.	5WCA1 5WCA2 5WCA3
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5AVD5 6AVD5
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	5WPD13
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems	NO MATCH
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5AVA1 5AVA2
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	5AVA1 5AVA2
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	5AVE6
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.	5AVF8
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5AVB4
a. Interpret figurative language, including similes and metaphors, in context.	5AVB4
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	NO MATCH
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5AVA2
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, although, nevertheless, similarly, moreover, in addition).	5WPD13