Grade 7 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. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7RPB2 7RPC6
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7LTE5 7RPB4
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8LTA1 8LTB2 7LTB2 7LTA1 7LTC3
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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7AVC2 7AVB4
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7LTF6
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7LTD4
Integration of Knowledge and Ideas	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7RPC6
8. (Not applicable to literature)	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7RPB3 7ITC3
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 MATCH

READING FOR INFORMATION	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7ITA1 7ITA5 7RPB2 7RPC6
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7RPB3 7RPB4 5ITF4
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7ITB2
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 impact of a specific word choice on meaning and tone.	7AVC2 7AVB4
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the	7ITA1 8ITA1 8ITA2

development of the ideas.	
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7ITDD7 7ITE8
Integration of Knowledge and Ideas	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7ITF4 7ITC3 7ITA5
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7ITD6 7ITD7
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7ITC3 7ITE8
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 MATCH

WRITING STRAND	
Common Core	**2002 Ohio ACS**
Text Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write arguments to support claims with clear reasons and relevant evidence.	7WAE5
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	8WAE5 7WPA3 7REE8 7WAE5 7WPD6
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	7WAE5 7REB3 7REE8 7RED6 7REB2
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	7WPD9 7WPD13
d. Establish and maintain a formal style.	9WPC13 7WPD9
e. Provide a concluding statement or section that follows from and supports the argument presented.	7WPD6
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7WAD4
a. Introduce a topic clearly, previewing what is to follow; 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), and multimedia when useful to aiding comprehension.	7WPD6 7REC4 7WPH17 7REC5
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	7REB2 7RED6
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	7WPD13
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7WPD9
e. Establish and maintain a formal style.	7WPD9 9WPC13
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7WPD6
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7WAA1
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	7WAA1
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	7WAA1 8WAA1a 8WAA1b 8WAA1c

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	7WPD9 8WPC13
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	7WPD9
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	7WPD6
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.)	7WPH17 7WAA1 7WAC3 7WPB4 7WAB2 7WAD4 7WAE5
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, focusing on how well purpose and audience have been addressed.	7WPA3 7WAC3 7WPC5 7WPD11 7WPD127WPG16
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7WPH17
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7WAD4 7REA1
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7REB2 (5RED5) 7REB3 7RED7 6REC3 7RED6
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	7REB2 7REC5
a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	7RPB3 7LTE5 7LTF6
b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	7ITE8 8REB2 7ITC3 8REB3 7RPB4
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 STRAND	
Common Core	**2002 Ohio ACS**
Comprehension and Collaboration	**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 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7COA1 7COA2
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	7COA1 7COA2
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	7COA1 7COA2 7COC5 7COC6 7COC7
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7COA1 7COA2 7COC7
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	7COA1 7COA2 7COB4

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7COA2 7COB3 7cob4 8COC4
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7COB3 7COB4 8COB2 8COB3 8COB4
Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7COC5 7COC6 7COC7
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7COD 7COE8d 7COE8e
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	7COC5 7COC6 7COC7

LANGUAGE STRAND	
Common Core	**2002 Ohio ACS**
Convention of Standard English	**Aligned Benchmarks and Indicators**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7WPD7 7WPD13 7COC5
a. Explain the function of phrases and clauses in general and their function in specific sentences.	7WPD7 7WPD13 7COC5
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	7WPD7 7WPD13
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	7WPF15
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7WCA1 7WCB2 7WCB3 7WCB4
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	7WPF15 7WPD13 7WCB2 7WCB3 7WCB4
b. Spell correctly.	7WPF15 7WCA1
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8WPC9
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	7WPD9 7WPD11 7WPD12 7WPD13 7WPE14
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7AVA1 7WPE14
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.	7AVB3 7AVC2
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7AVC2
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	7AVE6
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context	7AVF2

or in a dictionary).	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7AVB4 7AVB3
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	7AVF8
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7AVB3
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7AVC2
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6WPE14