Grade 6 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 textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6RPB2
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	6LTE5 6RPB4
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.	6LTC3
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.	6AVA1 6AVB3 6AVB4 6AVC2
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.	6LTB2
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6LTD4 6LTA1
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.	6RPC6
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.	6LTF6
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 textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6RPB2
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.	6ITE8 6RPB4
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6ITB2 6ITC3
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6AVA1 6AVB3 6AVB4 6AVC2
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to	6ITA1

the development of the ideas.	
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6ITD7
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.	6ITF4 6ITC3 6ITA5
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.	6ITB2
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6ITF4
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.	6WAE5
a. Introduce claim(s) and organize the reasons and evidence clearly.	6WPD6 6WPA3 6REE8
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	6REB2 6REB3 6RED6
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	6WPD13
d. Establish and maintain a formal style.	6WPD9
e. Provide a concluding statement or section that follows from 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.	6WAD4
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), and multimedia when useful to aiding comprehension.	6WPD8 6REC3 6WPH17 7WPD6
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6REB2 6RED6
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	6WPD13
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	6WPE14 6WPD9
e. Establish and maintain a formal style.	6WPD9
f. Provide a concluding statement or section that follows from 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.	6WAA
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.	6WAA1
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6WAA1
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6WPD9
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6WAA1

e. Provide a conclusion that follows from the narrated experiences or events.	6WPD6
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.)	6WPH 6WAA1 6WAD4 6WPB4 6WPB2 6WAC3 6WAE5
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.	6WPA3 6WPD10 6WPD13 6WPC5 6WPD11 6WPF15 6WPG16 6WPD12
6. 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 three pages in a single sitting.	6WPH17
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6WAD4 6REA1
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.	6REB2 6REB3 6REC3 5RED5 6RED7 6RED6
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	6REB2 6REC4
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").	6RPB3 6LTE5 6LTF6
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	6RPB4 6ITD8
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 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 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6COA1 6COC6 6COF9 6COC5 6COC7
a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	6REE8
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	6COC5 6COC6 6COC7
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6COA1 6COC7
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6COA2
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it	6COB3

contributes to a topic, text, or issue under study.	
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6COB4 6COA2 6COB3
Presentation of Knowledge and Ideas	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6COC6 6COC7 6COD8a 6COC8b
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6COD8d
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6COC5 6COC7

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.	6COC5
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	6WPF15
b. Use intensive pronouns (e.g., myself, ourselves).	6WPF15
c. Recognize and correct inappropriate shifts in pronoun number and person.*	6WPF15
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	6WPF15
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.*	6COC5
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6WCA1 6WCB2 6WCB3 6WCB4
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	6WCB2 6WCB3 6WCB4
b. Spell correctly.	6WCA1
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6COC5 6WPF15
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	6COC7
b. Maintain consistency in style and tone.*	6COC6
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 MATCH
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.	6AVA1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6AVD5
c. Consult 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.	6AVF8
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).	6AVA1 6VF8
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6AVB3

a. Interpret figures of speech (e.g., personification) in context.	6AVB4
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	6AVB3
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	6AVC2
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