Grade 1 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. Ask and answer questions about key details in a text.	1RPE8 1RPC6
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson	1RPC4 2RPC3
3. Describe characters, settings, and major events in a story, using key details.	1RPC6 1LTB2
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	2LTD5
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1LTC4
6. Identify who is telling the story at various points in a text.	NO MATCH
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	1RPA3
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	1RPD5 1RPD7
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	NO MATCH

READING FOR INFORMATIONAL TEXT	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Ask and answer questions about key details in a text.	1ITB3
2. Identify the main topic and retell key details of a text.	1ITC2 1ITC4
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1ITD4 1RPD5 1RPD7
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	NO MATCH
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2ITA1 3ITA1
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	NO MATCH
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	1RPA3 1ITA1 1ITC2 and 4 1ITD4
8. Identify the reasons an author gives to support points in a text.	1ITC4
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1RPD5 1RPD7
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	NO MATCH

READING STRAND: FOUNDATIONAL SKILLS	

Common Core	2002 Ohio ACS
Print Concepts	**Aligned Benchmarks and Indicators**
1. Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1WCC6 1WCC7 1WCD8
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1PAA1 1PAA2 1PAA3
a. Distinguish long from short vowel sounds in spoken single-syllable words.	1PAA3
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1PAA3
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	2PAA6
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	KPAA7
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	1PAA (no indicator)
a. Know the spelling-sound correspondences for common consonant digraphs.	1PAA3
b. Decode regularly spelled one-syllable words.	1PAA4
c. Know final -e and common vowel team conventions for representing long vowel sounds.	1PAA3
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	KPAA3
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	2PAB2
f. Read words with inflectional endings.	1PAA3
g. Recognize and read grade-appropriate irregularly spelled words.	1PAB8
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	11PAB9
a. Read on-level text with purpose and understanding.	NO MATCH
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	1PAB10
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2RPF8

WRITING	
Common Core	**2002 Ohio ACS**
Text Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1WAB2 1ITA1 1COE6
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1WPA2 1WPD5
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1WPD5
Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2WPD10
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1WPG8
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	1WPA1

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1REA3 1REB4
9. (Begins in grade 4)	
Range of Writing	
10. (Begins in grade 3)	

SPEAKING AND LISTENING	
Common Core	**2002 Ohio ACS**
Comprehension and Collaboration	**Aligned Benchmarks and Indicators**
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	1COA1
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1WPA1
c. Ask questions to clear up any confusion about the topics and texts under discussion.	1COA1 1REA1
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1RPE8 1COA1 2COA1
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1COA1
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1COE5B 1COE5C
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1WPG14
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	1WPE6

LANGUAGE STRAND	
Common Core	**2002 Ohio ACS**
Conventions of Standard English	**Aligned Benchmarks and Indicators**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1WPE9
a. Print all upper- and lowercase letters.	KWCA1
b. Use common, proper, and possessive nouns.	1WCD8 1WPE12
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	1WPE12 1WPG12
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	1AVB4 1WCD16
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	NO MATCH
f. Use frequently occurring adjectives.	1WCD8 1WAA1 1WPD10 and 13
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	NO MATCH
h. Use determiners (e.g., articles, demonstratives).	NO MATCH
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	NO MATCH
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1WCC7
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1WPE9

a. Capitalize dates and names of people.	1WCC7 2WCC11
b. Use end punctuation for sentences.	1WCC6
c. Use commas in dates and to separate single words in a series.	NO MATCH
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1WCB2 1WCB5
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1WCB5
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	NO MATCH
a. Use sentence-level context as a clue to the meaning of a word or phrase.	1AVA1
b. Use frequently occurring affixes as a clue to the meaning of a word.	1AVC8
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	2AVC9
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	NO MATCH
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	1AVD3
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	NO MATCH
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	NO MATCH
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	1AVD2
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	1AVC7 1WPD9 1COE5a and b