Grade 9-10 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 strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9RPA1 10RPA1
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9LTD5 10LTD4 9RPA1 10RPA1
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9LTA1 10LTA1
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9and10 AVC3 LTF9 LTF11 AVB2 LTF10
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9LTE6 9LTE7 10LTE7 10LTE8
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9LTB4 10LTB8
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	NO MATCH
8. (Not applicable to literature)	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	NO MATCH
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 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. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9ITB4 9ITB8 10ITB4 10ITB8
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	9ITD5 10ITD6
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9ITA1 9ITD6 10ITA1 10ITD5
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	9AVA1 9AVB2 9AVC3

meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	10AVA1 10AVB2 10AVC3
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	9ITB4 9ITD6 10ITB4 10ITD5
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	9ITD6 10ITD5
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	9ITE2 10ITE2
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	9ITB4 9ITB6 10ITD5
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	NO MATCH
Range of Reading and Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	NO MATCH

WRITING STRAND	
Common Core	**2002 Ohio ACS**
Text Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	9WAE5 10 WAE5
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	9WAE5 10WAE5
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	9WAE5 10WAE5
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relation-ships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	9 and 10 WPC7 WPC9
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	9WPC9 9WPA4 10WPC9 10WPA4
e. Provide a concluding statement or section that follows from and supports the argument presented.	9WAC3 10WAC3
2. Write informative and explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	9WAD4 10WAD4
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	9WPB5 10WPB5
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	9WAD4 10WAD4
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	9 and 10 WPC13
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	9 and 10 WPC9
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in	9 and 10 WPC3

which they are writing.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	9 and 10 WPC3
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9 and 10 WAA1
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and andor characters; create a smooth progression of experiences or events.	9 and 10 WAA1
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and andor characters.	9 and 10 WAA1
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	9 and 10 WAA1
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and andor characters.	9 and 10 WAA1
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	9 and 10 WAA1
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.)	9 and 10 WPA4 WPD15 WPB5 WPC11 WPC12 WPC13 WPC14
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9 and 10 WPA1 WPA3 WPA4
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9 and 10 WPF17
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9 and 10 WAD4 REA1
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9 and 10 REC4 REC2
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9 and 10 REB2
a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	9 and 10 REB2
b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	9 and 10 REB2
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 tasks, purposes, and audiences.	9 and 10 WAB2

SPEAKING AND LISTENING STRAND	
Common Core	**2002 Ohio ACS**
Comprehension and Collaboration	**Aligned Benchmarks and Indicators**
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	9 and 10 COA1
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	9 and 10 COB2 COB3 REA1 REB2 REB3 REC4
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	NO MATCH
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into discussion; and clarify, verify, or challenge ideas and conclusions.	NO MATCH
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	NO MATCH
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	9 and 10 COE8
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	9 and 10 COC4
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, 7 logically such that listeners can follow the line of reasoning, the organization, development, substance, style are appropriate to purpose, audience, and task.	9 and 10 COE8 COF9
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	9 and 10 COC9
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	9 and 10 COD6 COD7

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.	9 and 10 WCC4
a. Use parallel structure.*	NO MATCH
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	9 and 10 WCC3
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9 and 10 WCA1
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	9 and 10 WCB2
b. Use a colon to introduce a list or quotation.	NO MATCH
c. Spell correctly.	9 and 10 WCA1
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	9 and 10 WPC6 WPC7 WPC8 WPC9 RED6 RED7

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	NO MATCH
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	9 and 10 AVA1
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	9 and 10 WCB3
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, its part of speech, or its etymology.	9 and 10 AVF6
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).	9 and 10 AVF6
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9 and 10 AVC3
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	9 and 10 AVB2
b. Analyze nuances in the meaning of words with similar denotations.	NO MATCH
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9 and 10 AVE5 COA1 AVB2