



## Ohio Grade 10 Reading Learning Map

The Ohio English Language Arts Academic Content Standards and Grade-Level Indicators are correlated in the map on the following page to LearningExpress's 10th Grade Reading Diagnostic Skills. In the map, the official content standards are listed in an abbreviated format in the left-most column. To understand these abbreviations, please refer to following diagram:

**These first two letters refer to the associated Ohio ELA Content Standard. In this example, "RP" refers to "Reading Process." The complete list of these abbreviations can be found below.**

**This number refers to the corresponding Ohio ELA Grade-Level Indicator. These official indicators correspond with the individual standards, and are listed on page 4 of this document.**

**RP10.7**

**This number refers to the corresponding grade level.**

Ohio ELA Content Standards Abbreviations Key	
<b>AV</b> =	Acquisition of Vocabulary
<b>RP</b> =	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
<b>RAI</b> =	Reading Applications: Informational, Technical and Persuasive Text
<b>RAL</b> =	Reading Applications: Literary Text

<b>Ohio English Language Arts Academic Content Standards and Grade-Level Indicators</b>	<b>High School Reading Diagnostic Skills</b>	<b>Supporting High School Reading Courses</b>	<b>Supporting Practice Exercises</b>
RP10.2; RAI10.4	Distinguish Fact from Opinion	High School Reading Course 3— Organizing the Details	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.1; RP10.2	Draw Conclusions	High School Reading Course 5— Making Conclusions	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.1; RP10.2	Draw Inferences	High School Reading Course 5— Making Conclusions	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2; RAI10.1; RAI10.4; RAL10.5	Identify Author’s Purpose	High School Reading Course 2— Main Ideas & Supporting Details	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
AV10.3; RP10.2; RAL10.6; RAL10.7; RAL10.9; RAL10.10	Identify Literary Elements/Devices	High School Reading Course 6— Understanding Literary Elements	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2	Identify Main Idea	High School Reading Course 2— Main Ideas & Supporting Details	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2; RAI10.1; RAL10.3	Identify Organizational Patterns	High School Reading Course 3— Organizing the Details	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
AV10.1; AV10.2; AV10.5; AV10.6; RP10.2	Identify Vocabulary in Context	High School Reading Course 4— Understanding Vocabulary	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2; RAL10.3	Interpret Plot	High School Reading Course 6— Understanding Literary Elements	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2; RAL10.1; RAL10.8; RAL10.11	Interpret Characterization/Tone	High School Reading Course 6— Understanding Literary Elements	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.1; RP10.2	Predict Meaning	High School Reading Course 5— Making Conclusions	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	High School Reading Diagnostic Skills	Supporting High School Reading Courses	Supporting Practice Exercises
RP10.2; RAI10.6; RAL10.8; RAL10.11	Recognize Characterization/Tone	High School Reading Course 6— Understanding Literary Elements	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2; RAI10.4; RAI10.5; RAL10.8; RAL10.11	Recognize Point of View	High School Reading Course 6— Understanding Literary Elements	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3
RP10.2; RAI10.4	Recognize Supporting Details	High School Reading Course 2— Main Ideas & Supporting Details	High School Reading Practice 1 High School Reading Practice 2 High School Reading Practice 3

## Ohio ELA Grade 10 Reading Grade-Level Indicators

### **Standard: Acquisition of Vocabulary (AV)**

#### **Grade-Level Indicators:**

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
4. Analyze the ways that historical events influenced the English language.
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies (RP)**

#### **Grade-Level Indicators:**

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

LEARNINGEXPRESS, LLC

2 Rector Street, 26th Floor, New York, NY 10006

Phone 800-295-9556 • Fax 212-995-5512

[www.learningexpressllc.com](http://www.learningexpressllc.com)

## **Standard: Reading Applications: Informational, Technical and Persuasive Text (RAI)**

### **Grade-Level Indicators:**

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
6. Identify appeals to authority, reason and emotion.
7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

## **Standard: Reading Applications: Literary Text (RAL)**

### **Grade-Level Indicators:**

1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
2. Analyze the features of setting and their importance in a literary text.
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
4. Interpret universal themes across different works by the same author or by different authors.
5. Analyze how an author's choice of genre affects the expression of a theme or topic.
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
7. Recognize how irony is used in a literary text.
8. Analyze the author's use of point of view, mood and tone.
9. Explain how authors use symbols to create broader meanings.
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.

LEARNINGEXPRESS, LLC

2 Rector Street, 26th Floor, New York, NY 10006

Phone 800-295-9556 • Fax 212-995-5512

[www.learningexpressllc.com](http://www.learningexpressllc.com)