



Ohio Grade 10 Writing 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 Writing 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, "WP" refers to "Writing 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 5 of this document.

WP10.7

This number refers to the corresponding grade level.

Ohio ELA Content Standards Abbreviations Key	
WP =	Writing Process
WA =	Writing Applications
WC =	Writing Conventions

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	10th Grade Writing Diagnostic Skills	Supporting Fundamentals of Writing Courses
WP10.15; WC10.2	Capitalization	Fundamentals of Writing 5: Editing II Lesson 2: Earning the Reader’s Respect—Proofreading and Correcting Spelling and Capitalization
WP10.7; WA10.4; WC10.3	Combine Ideas through Clauses and Phrases	Fundamentals of Writing 2: Drafting Lesson 1: Plan for Your Reader—Organizing Your Ideas Lesson 3: Interest Your Reader—Supporting the Thesis in the Body Paragraphs Fundamentals of Writing 3: Revising Lesson 3: Checking Structure—Reviewing and Revising Paragraphs Lesson 4: Checking Details—Reviewing and Revising Sentences Fundamentals of Writing 4: Editing I Lesson 1: Sturdy Sentences—Correcting Fragments, Run-Ons, and Run-Together Sentences Lesson 2: Sound Sentences—Achieving Agreement
WP10.6; WP10.7; WA10.4	Correctly Use Transitions	Fundamentals of Writing 2: Drafting Lesson 3: Interest Your Reader—Supporting the Thesis in the Body Paragraphs Fundamentals of Writing 3: Revising Lesson 2: Checking Form—Reviewing and Revising Overall Focus and Organization Lesson 3: Checking Structure—Reviewing and Revising Paragraphs Lesson 4: Checking Details—Reviewing and Revising Sentences
WP10.3; WP10.11; WA10.4	Establish and Understand Main Ideas	Fundamentals of Writing 1: Prewriting Lesson 3: And Your Point Is...? Finding a Focus Fundamentals of Writing 2: Drafting Lesson 2: Invite Your Reader—Writing Introductions Fundamentals of Writing 3: Revising Lesson 2: Checking Form—Reviewing and Revising Overall Focus and Organization Lesson 3: Checking Structure—Reviewing and Revising Paragraphs

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	10th Grade Writing Diagnostic Skills	Supporting Fundamentals of Writing Courses
WC10.4; WC10.5	Grammar/Usage	<p>Fundamentals of Writing 3: Revising Lesson 4: Checking Details—Reviewing and Revising Sentences</p> <p>Fundamentals of Writing 4: Editing I Lesson 1: Sturdy Sentences—Correcting Fragments, Run-Ons, and Run-Together Sentences Lesson 2: Sound Sentences—Achieving Agreement</p>
WP10.12; WA10.4; WA10.5	Identify and Understand Supporting Details	<p>Fundamentals of Writing 2: Drafting Lesson 1: Plan for Your Reader—Organizing Your Ideas Lesson 3: Interest Your Reader—Supporting the Thesis in the Body Paragraphs</p> <p>Fundamentals of Writing 3: Revising Lesson 2: Checking Form—Reviewing and Revising Overall Focus and Organization Lesson 3: Checking Structure—Reviewing and Revising Paragraphs Lesson 4: Checking Details—Reviewing and Revising Sentences</p>
WP10.5; WP10.6; WP10.8; WP10.11; WA10.1; WC10.4	Identify and Understand Textual Organizational Structures	<p>Fundamentals of Writing 4: Editing I Lesson 1: Sturdy Sentences—Correcting Fragments, Run-Ons, and Run-Together Sentences Lesson 2: Sound Sentences—Achieving Agreement</p>
WP10.4; WP10.8; WA10.1	Manuscript Elements	<p>Fundamentals of Writing 1: Prewriting Lesson 1: The <i>Why</i> and <i>Who</i> of Writing—Understanding Purpose and Audience Lesson 2: Banishing the Blank Paper—Brainstorming Techniques Lesson 3: And Your Point Is...? Finding a Focus</p> <p>Fundamentals of Writing 2: Drafting Lesson 1: Plan for Your Reader—Organizing Your Ideas Lesson 2: Invite Your Reader—Writing Introductions Lesson 3: Interest Your Reader—Supporting the Thesis in the Body Paragraphs Lesson 4: Inspire Your Reader—Writing Conclusions</p>

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	10th Grade Writing Diagnostic Skills	Supporting Fundamentals of Writing Courses
WP10.16	Revise for Tone	Fundamentals of Writing 3: Revising Lesson 2: Checking Form—Reviewing and Revising Overall Focus and Organization Lesson 3: Checking Structure—Reviewing and Revising Paragraphs Lesson 4: Checking Details—Reviewing and Revising Sentences
WP10.7; WP10.8; WA10.1	Use Correct, Varied, and Precise Sentence Structures	Fundamentals of Writing 2: Drafting Lesson 2: Invite Your Reader—Writing Introductions Lesson 3: Interest Your Reader—Supporting the Thesis in the Body Paragraphs Lesson 4: Inspire Your Reader—Writing Conclusions Fundamentals of Writing 3: Revising Lesson 4: Checking Details—Reviewing and Revising Sentences Fundamentals of Writing 4: Editing I Lesson 1: Sturdy Sentences—Correcting Fragments, Run-Ons, and Run-Together Sentences Lesson 2: Sound Sentences—Achieving Agreement
WC10.2	Punctuation	Fundamentals of Writing 5: Editing II Lesson 1: Avoid Reading Accidents—Perfect Your Punctuation
WC10.1	Spelling	Fundamentals of Writing 5: Editing II Lesson 2: Earning the Reader’s Respect—Proofreading and Correcting Spelling and Capitalization
WP10.9; WA10.4	Use Precise Word Choice	Fundamentals of Writing 2: Drafting Lesson 2: Invite Your Reader—Writing Introductions Lesson 3: Interest Your Reader—Supporting the Thesis in the Body Paragraphs Lesson 4: Inspire Your Reader—Writing Conclusions Fundamentals of Writing 3: Revising Lesson 4: Checking Details—Reviewing and Revising Sentences Fundamentals of Writing 4: Editing I Lesson 1: Sturdy Sentences—Correcting Fragments, Run-Ons, and Run-Together Sentences Lesson 2: Sound Sentences—Achieving Agreement

Ohio ELA Grade 10 Writing Grade-Level Indicators

Standard: Writing Process (WP)

Grade-Level Indicators:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

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Standard: Writing Applications (WA)

Grade-Level Indicators:

1. Write narratives that:
 - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
 - b. use a range of strategies and literary devices including figurative language and specific narration; and
 - c. include an organized, well-developed structure.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
 - a. address audience needs, stated purpose and context in a clear and efficient manner;
 - b. follow the conventional style appropriate to the text using proper technical terms;
 - c. include appropriate facts and details;
 - d. exclude extraneous details and inconsistencies; and
 - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research that:
 - a. pose relevant and tightly drawn questions that engage the reader.
 - b. provide a clear and accurate perspective on the subject.
 - c. create an organizing structure appropriate to the purpose, audience and context.
 - d. support the main ideas with facts, details, examples and explanations from sources; and
 - e. document sources and include bibliographies.
5. Write persuasive compositions that:
 - a. support arguments with detailed evidence;
 - b. exclude irrelevant information; and
 - c. cite sources of information.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Standard: Writing Conventions (WC)

Grade-Level Indicators:

1. Use correct spelling conventions.
2. Use correct capitalization and punctuation.
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.
5. Use proper placement of modifiers.