



Ohio Grade 8 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 8th 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.

RP8.7

This number refers to the corresponding grade level.

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

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	8th Grade Reading Diagnostic Skills	Supporting Middle School Reading Comprehension Courses	Supporting Practice Exercises
RP8.2	Distinguish Fact from Opinion	Foundation Courses 1–3; Inference Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.1; RP8.2; RAI8.7	Draw Conclusions	Foundation Courses 1–3; Inference Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.1; RP8.2	Draw Inferences	Inference Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.2; RAI8.6; RAI8.7; RAL8.4	Identify Author’s Point of View/Purpose	Language & Style Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.2	Identify Main Idea/Theme	Foundation Courses 1–3; Inference Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
AV8.1; AV8.2; AV8.3; AV8.4; RP8.2	Identify Vocabulary/Phrases in Context	Foundation Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.2; RAL8.8	Interpret Characterization/Tone	Language & Style Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
AV8.4; RP8.2; RAL8.1; RAL8.2; RAL8.7; RAL8.9	Interpret Literary Elements/Devices	Language & Style Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.2; RAL8.3	Interpret Plot	Structure Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	8th Grade Reading Diagnostic Skills	Supporting Middle School Reading Comprehension Courses	Supporting Practice Exercises
RP8.2	Predict Meaning	Foundation Courses 1–3; Language & Style Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.2; RAI8.1; RAI8.2; RAI8.3	Recognize Organizational Structure	Structure Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4
RP8.2; RAI8.1	Recognize Supporting Details/Facts	Foundation Courses 1–3; Inference Courses 1–3	8th Grade Reading Practice 1 8th Grade Reading Practice 2 8th Grade Reading Practice 3 8th Grade Reading Practice 4

Ohio ELA Grade 8 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. Apply knowledge of connotation and denotation to determine the meaning of words.
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.
6. 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).
7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, 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).

Standard: Reading Applications: Informational, Technical and Persuasive Text (RA)

Grade-Level Indicators:

1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
6. Identify the author's purpose and intended audience for the text.
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
9. Distinguish the characteristics of consumer materials (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).

Standard: Reading Applications: Literary Text (RAL)

Grade-Level Indicators:

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
2. Analyze the influence of setting in relation to other literary elements.
3. Explain how authors pace action and use subplots, parallel episodes and climax.
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
5. Identify and explain universal themes across different works by the same author and by different authors.
6. Explain how an author's choice of genre affects the expression of a theme or topic.
7. Identify examples of foreshadowing and flashback in a literary text.
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
9. Examine symbols used in literary texts.