



## Ohio Grade 8 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 8th 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.**

**WP8.7**

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

Ohio ELA Content Standards Abbreviations Key	
<b>WP</b> =	Writing Process
<b>WA</b> =	Writing Applications
<b>WC</b> =	Writing Conventions

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	8th Grade Writing Diagnostic Skills	Supporting Middle School Writing Courses
WP8.15; WC8.2	Capitalization	<b>Middle School Writing Course 5—Editing Part 2</b> Lesson 2: Spelling and Capitalization
WP8.13; WP8.15; WC8.4	Combine Ideas Using Clauses and Phrases	<b>Middle School Writing Course 2—Drafting</b> Lesson 3: Keep 'em Interested: Supporting the Thesis in the Body Paragraphs  <b>Middle School Writing Course 3—Revising</b> Lesson 2: Does It Look Like a Pizza? Reviewing and Revising to Focus and Organize Lesson 3: Can This Pizza Be Saved? Reviewing and Revising Paragraphs Lesson 4: Does It Taste Like Pizza? Reviewing and Revising Sentences  <b>Middle School Writing Course 4—Editing Part 1</b> Lesson 1: Sturdy Sentences
WP8.3; WP8.6; WA8.5	Establish and Understand Main Ideas	<b>Middle School Writing Course 1—Prewriting</b> Lesson 1: Recognizing Your Reader and Purpose Lesson 3: Focusing  <b>Middle School Writing Course 3—Revising</b> Lesson 2: Does It Look Like a Pizza? Reviewing and Revising to Focus and Organize Lesson 3: Can This Pizza Be Saved? Reviewing and Revising Paragraphs

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	8th Grade Writing Diagnostic Skills	Supporting Middle School Writing Courses
WP8.15; WC8.3; WC8.5; WC8.6; WC8.7; WC8.8	Grammar/Usage	<p><b>Middle School Writing Course 2—Drafting</b> Lesson 3: Keep ‘em Interested: Supporting the Thesis in the Body Paragraphs</p> <p><b>Middle School Writing Course 4—Editing Part 1</b> Lesson 1: Sturdy Sentences Lesson 2: Plaids and Polka Dots: Achieving Agreement</p> <p><b>Middle School Writing Course 5—Editing Part 2</b> Lesson 1: Avoid Reading Accidents Lesson 2: Spelling and Capitalization</p>
WP8.9; WC8.5	Identify and Correctly Use Transitions	<p><b>Middle School Writing Course 2—Drafting</b> Lesson 3: Keep ‘em Interested: Supporting the Thesis in the Body Paragraphs</p> <p><b>Middle School Writing Course 3—Revising</b> Lesson 3: Can This Pizza Be Saved? Reviewing and Revising Paragraphs Lesson 4: Does It Taste Like Pizza? Reviewing and Revising Sentences</p>
WP8.6; WA8.2; WA8.4	Identify and Develop Conclusions	<p><b>Middle School Writing Course 2—Drafting</b> Lesson 1: Planning Makes Perfect: Organizing Your Ideas Lesson 4: The Big Send-Off: Writing Conclusions</p> <p><b>Middle School Writing Course 3—Revising</b> Lesson 3: Can This Pizza Be Saved? Reviewing and Revising Paragraphs</p>
WP8.4; WP8.9; WA8.1	Identify Style and Tone	<p><b>Middle School Writing Course 1—Prewriting</b> Lesson 1: Recognizing Your Reader and Purpose</p> <p><b>Middle School Writing Course 3—Revising</b> Lesson 4: Does It Taste Like Pizza? Reviewing and Revising Sentences</p>
WP8.15; WC8.2	Punctuation	<p><b>Middle School Writing Course 4—Editing Part 1</b> Lesson 1: Sturdy Sentences</p> <p><b>Middle School Writing Course 5—Editing Part 2</b> Lesson 1: Avoid Reading Accidents</p>

Ohio English Language Arts Academic Content Standards and Grade-Level Indicators	8th Grade Writing Diagnostic Skills	Supporting Middle School Writing Courses
WP8.15; WC8.1	Spelling	<b>Middle School Writing Course 5—Editing Part 2</b> Lesson 2: Spelling and Capitalization
WP8.6; WP8.12; WA8.2; WA8.4; WA8.5	Understand Supporting Details	<b>Middle School Writing Course 2—Drafting</b> Lesson 1: Planning Makes Perfect: Organizing Your Ideas Lesson 3: Keep ‘em Interested: Supporting the Thesis in the Body Paragraphs  <b>Middle School Writing Course 3—Revising</b> Lesson 2: Does It Look Like a Pizza? Reviewing and Revising to Focus and Organize Lesson 3: Can This Pizza Be Saved? Reviewing and Revising Paragraphs
WP8.7; WP8.9; WP8.13; WP8.15; WC8.4; WC8.5	Use Correct, Varied, and Precise Sentence Structures	<b>Middle School Writing Course 2—Drafting</b> Lesson 3: Keep ‘em Interested: Supporting the Thesis in the Body Paragraphs  <b>Middle School Writing Course 3—Revising</b> Lesson 3: Can This Pizza Be Saved? Reviewing and Revising Paragraphs Lesson 4: Does It Taste Like Pizza? Reviewing and Revising Sentences  <b>Middle School Writing Course 4—Editing Part 1</b> Lesson 1: Sturdy Sentences Lesson 2: Plaids and Polka Dots: Achieving Agreement
WP8.5; WP8.6; WP8.8; WA8.3; WA8.4	Use Textual Organizational Structures	<b>Middle School Writing Course 2—Drafting</b> Lesson 1: Planning Makes Perfect: Organizing Your Ideas Lesson 3: Keep ‘em Interested: Supporting the Thesis in the Body Paragraphs

## Ohio ELA Grade 8 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. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan 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 and outlines) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
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.

## **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 literary devices to enhance style and tone; and
  - c. create complex characters in a definite, believable setting.
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. establish and develop a controlling idea;
  - b. support arguments with detailed evidence;
  - c. exclude irrelevant information; and
  - d. 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 punctuation and capitalization.
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.
6. Use proper placement of modifiers.
7. Maintain the use of appropriate verb tenses.
8. Conjugate regular and irregular verbs in all tenses correctly.

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