Grade		Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Literature		
	Key Ideas and Details		
	1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8RPA-Apply reading comprehension strategies to understand grade-appropriate texts.  8RPB-Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).  8WAB-Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.
	2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8LTE-Analyze the use of a genre to express a theme or topic. 8RPA-Apply reading comprehension strategies to understand grade-appropriate texts.
	3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8LTA-Analyze interactions between characters in literary text and how the interactions affect the plot.  8LTC-Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.
<u> </u>	Cra	ft and Structure	
Grade Eight	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8LTF-Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.  8AVA-Use context clues and text structures to determine the meaning of new vocabulary.  8AVB-Examine the relationships of analogical statements to infer word meanings.  8AVC-Recognize the importance and function of figurative language.
	5.	Compare & contrast the structure of two or more texts & analyze how the differing structure of each text contributes to its meaning & style.	8LTD-Identify similar recurring themes across different works.
	6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8LTB-Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.  8LTA-Analyze interactions between characters in literary text and how the interactions affect the plot.
	Inte	egration of Knowledge and Ideas	
	7.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	No Aligned Benchmark
	8.	(Not applicable to literature)	
	9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious	<b>8LTD</b> -Identify similar recurring themes across different works. <b>8LTE</b> -Analyze the use of a genre to express a theme or topic.

works such as the Bible, including describing how the material is	
rendered new.	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories,	No Aligned Benchmark
dramas, and poems, at the high end of grades 6-8 text complexity band	
independently and proficiently.	

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Reading for Information	
	Key Ideas and Details	
	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>8RPA</b> -Apply reading comprehension strategies to understand grade-appropriate texts.
	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>8ITD</b> -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	No Aligned Benchmark
<u>+</u>	Craft and Structure	
Grade Eight	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8AVA-Use context clues and text structures to determine the meaning of new vocabulary.  8AVB-Examine the relationships of analogical statements to infer word meanings.  8AVC-Recognize the importance and function of figurative language.  8ITB-Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.
	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	No Aligned Benchmark
	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>8ITD</b> -Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.
	Integration of Knowledge and Ideas	
	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic	<b>8ITA</b> -Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.

	or idea.	
8.	Delineate and evaluate the argument and specific claims in a text,	8ITD-Identify examples of rhetorical devices and valid and invalid inferences, and
	assessing whether the reasoning is sound and the evidence is relevant	explain how authors use these devices to achieve their purposes and reach their
	and sufficient; recognize when irrelevant evidence is introduced.	intended audiences.
9.	Analyze a case in which two or more texts provide conflicting information	8ITE-Utilize multiple sources pertaining to a singular topic to critique the various ways
	on the same topic and identify where the texts disagree on matters of	authors develop their ideas (e.g., treatment, scope and organization).
	fact or interpretation.	
Ra	nge of Reading and Text Complexity	
10.	. By the end of the year, read and comprehend literary nonfiction at the	No Aligned Benchmark
	high end of the grades 6–8 text complexity band independently and	
	proficiently.	

Grade		Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Wı	riting Strand	
	Tex	t Types and Purposes	
	1.	Write arguments to support claims with clear reasons and relevant	<b>8WAE</b> -Write a persuasive piece that states a clear position, includes relevant
		evidence.	information and offers compelling evidence in the form of facts and details.
		a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>8REB</b> -Evaluate the usefulness and credibility of data and sources.
Eight		b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>8REB</b> -Evaluate the usefulness and credibility of data and sources.
Grade		c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
		d. Establish and maintain a formal style.	No Aligned Benchmark
		e. Provide a concluding statement or section that follows from &	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity
		supports the argument presented.	of controlling idea, logic, effectiveness of word choice and transitions between
			paragraphs, passages or ideas.
	2.	Write informative/explanatory texts to examine a topic and convey ideas,	<b>8WAD</b> -Use documented textual evidence to justify interpretations of literature or to
		concepts, and information through the selection, organization, and	support a research topic.
		analysis of relevant content.	
		a. Introduce a topic clearly, previewing what is to follow; organize	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity

	ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>8REB</b> -Evaluate the usefulness and credibility of data and sources. <b>8WAD</b> -Use documented textual evidence to justify interpretations of literature or to support a research topic.
C.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
e.	Establish and maintain a formal style.	No Aligned Benchmark
f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
ef	rite narratives to develop real or imagined experiences or events using fective technique, relevant descriptive details, and well-structured rent sequences.	<b>8WAA</b> -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>8WAA</b> -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>8WAA</b> -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
d.	Use precise words & phrases, relevant descriptive details, & sensory language to capture the action & convey experiences & events.	<b>9WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>8WAA</b> -Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.
Produc	ction and Distribution of Writing	
or	oduce clear & coherent writing in which the development, ganization, & style are appropriate to task, purpose, and audience. rade-specific expectations for writing types are defined in standards 1–	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

	3 above.)	
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clari of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas. <b>8WPA</b> -Formulate writing ideas, and identify a topic appropriate to the purpose and audience.
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>8WPF</b> -Prepare writing for publication that is legible, follows an appropriate format an uses techniques such as electronic resources and graphics. <b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clari of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
Res	search to Build and Present Knowledge	
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>8REA</b> -Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; & quote or paraphrase the data & conclusions of others while avoiding plagiarism & following a standard format for citation.	<b>8REB</b> -Evaluate the usefulness and credibility of data and sources.
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	No Aligned Benchmark
	b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	No Aligned Benchmark
Rar	nge 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 discipline-specific tasks, purposes, and audiences	No Aligned Benchmark

Grade		Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Spe	eaking and Listening Strand	
	Con	nprehension and Collaboration	
	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 8 topics, texts, & issues, building on others' ideas & expressing their own clearly.	<ul> <li>8COA-Use a variety of strategies to enhance listening comprehension.</li> <li>8COC-Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.</li> <li>8COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</li> </ul>
		a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	No Aligned Benchmark
		<ul> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>	No Aligned Benchmark
Grade Eight		c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	No Aligned Benchmark
Grac		d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>8COB</b> -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
	2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>8COB</b> -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.
	3.	Delineate a speaker's argument and specific claims, evaluating the soudness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>8COB</b> -Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message
		sentation of Knowledge and Ideas	
	4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul> <li>8COD-Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.</li> <li>8COE-Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.</li> <li>8COF-Provide persuasive presentations using varied speaking techniques and strategies</li> </ul>

		and include a clear controlling idea or thesis.
5.	Integrate multimedia and visual displays into presentations to clarify	8COG-Give presentations using a variety of delivery methods, visual displays and
	information, strengthen claims and evidence, and add interest.	technology.
		<b>8COE</b> -Give informational presentations that present ideas in a logical sequence, include
		relevant facts and details from multiple sources and use a consistent organizational
		structure.
6.	Adapt speech to a variety of contexts and tasks, demonstrating command	<b>8COD</b> -Demonstrate an understanding of effective speaking strategies by selecting
	of formal English when indicated or appropriate.	appropriate language and adjusting presentation techniques.

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
	Language Strand	
	Conventions of Standard English	
	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	<b>8WPC</b> -Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>8WCC</b> -Demonstrate understanding of the grammatical conventions of the English language.
	b. Form and use verbs in the active and passive voice.	<b>8WCC</b> -Demonstrate understanding of the grammatical conventions of the English language.
Eight	c. Form & use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>8WCC</b> -Demonstrate understanding of the grammatical conventions of the English language.
Grade	d. Recognize and correct inappropriate shifts in verb voice and mood.*	<b>8WCC</b> -Demonstrate understanding of the grammatical conventions of the English language.
Ğ	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8WCA-Use correct spelling conventions. 8WCB-Use correct punctuation and capitalization.
	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	8WCA-Use correct spelling conventions. 8WCB-Use correct punctuation and capitalization.
	b. Use an ellipsis to indicate an omission.	<b>8WCC</b> -Demonstrate understanding of the grammatical conventions of the English language.
	c. Spell correctly.	8WCA-Use correct spelling conventions.
	Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>8WCA</b> -Use correct spelling conventions. <b>8WCB</b> -Use correct punctuation and capitalization.

	<b>8WCC</b> -Demonstrate understanding of the grammatical conventions of the English language.
<ul> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>	No Aligned Benchmark
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	<b>8AVA</b> -Use context clues and text structures to determine the meaning of new vocabulary.
<ul> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ul>	<b>8AVA</b> -Use context clues and text structures to determine the meaning of new vocabulary.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>8AVE</b> -Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.
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 or its part of speech.	<b>8AVF</b> -Use multiple resources to enhance comprehension of vocabulary.
<ul> <li>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).</li> </ul>	<b>8AVF</b> -Use multiple resources to enhance comprehension of vocabulary.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>8AVC</b> -Recognize the importance and function of figurative language.
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<b>8AVC</b> -Recognize the importance and function of figurative language.
b. Use the relationship between particular words to better understand each of the words.	<b>8AVB</b> -Examine the relationships of analogical statements to infer word meanings.
<ul> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>	<b>8AVC</b> -Recognize the importance and function of figurative language.
6. Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	No Aligned Benchmark