Grade 8 Correlations Between
Common Core State Standards and Ohio Academic Content Standards

READING FOR LITERATURE	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
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.	8RPA1 8RPB2 8WAB2
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.	8LTD5
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.	8LTA1 8LTC3
Craft and Structure	
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.	8LTF8 8AVA1 8AVB3 8AVC2 8AVC4
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8LTE6
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.	8LTB4 8LTA1
Integration 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 MATCH
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 works such as the Bible, including describing how the material is rendered new.	8LTD5 8LTE6
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	NO MATCH

READING FOR INFORMATION	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
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.	8ITB8 8RPA1 8WAB1
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.	8ITD7 8ITF4
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	NO MATCH
Craft and Structure	
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.	8AVA1 8AVB3 8AVC2 8ITB5
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and	NO MATCH

refining a key concept.	
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.	8ITD7 8ITB5
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 or idea.	8ITA1 8ITA9
8. 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.	8ITD7
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8ITE3
Range of Reading and Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	NO MATCH

WRITING STRAND	
Common Core	**2002 Ohio ACS**
Text Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	8REB3 8WAE5
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	8REB2 8WAE5
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	8WPC6 8WPC8 8WPC12 8WPC13
d. Establish and maintain a formal style.	NO MATCH
e. Provide a concluding statement or section that follows from and supports the argument presented.	8WPC6
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8WAD4
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	8WAD4 8WPC6 8COE8d
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	8REB2 8WAD4
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	8WPC13 8WPC8
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	8WPC9
e. Establish and maintain a formal style.	NO MATCH
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	8WPC6
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8WAA1
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.	8WAA1
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	8WAA1
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to	8WPC6 8WPC13

another, and show the relationships among experiences and events.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	9WPC9
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	8WAA1
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	8WPC6 8WPC8 8WPC12 8WPC13
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.	8WPC11 8WPC12 8WPC13 8WPA4
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.	8WPF17 8WPC10
Research 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.	8REA1
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8REB2 8REB3
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 MATCH
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 MATCH
Range 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 MATCH

SPEAKING AND LISTENING STRAND	
Common Core	**2002 Ohio ACS**
Comprehension and Collaboration	**Aligned Benchmarks and Indicators**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8COA1 8COC4 8COD6 8COD7 8COD5
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 MATCH
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	NO MATCH
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	NO MATCH
2. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8COB2
3. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate	8COB2

the motives (e.g., social, commercial, political) behind its presentation.	
4. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8COB2, 8COB3
Presentation of Knowledge and Ideas	
5. 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.	8COD6 8COE8 8COF10
6. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8COG 8COE8d
7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8COD5

LANGUAGE STRAND	
Common Core	**2002 Ohio ACS**
Conventions of Standard English	**Aligned Benchmarks and Indicators**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	8WPC 4
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	8WCC3
b. Form and use verbs in the active and passive voice.	8WCC3
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8WCC3
d. Recognize and correct inappropriate shifts in verb voice and mood.*	8WCC3
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8WCA1 8WCB2
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	8WCA1 8WCB2
b. Use an ellipsis to indicate an omission.	8WCC2
c. Spell correctly.	8WCA1
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8WCA1 8WCB2 WCC3 WCD4 WCD5 SCD6 WCD7
a. 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).	NO MATCH
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.	8AVA1
a. 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.	8AVA1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8AVE6
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.	8AVF7
d. 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).	8AVF7
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8AVC4
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	8AVC4
b. Use the relationship between particular words to better understand each of the words.	8AVB3
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	8AVC2
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	NO MATCH