

**Main Criteria:** National Theatre for Children  
**Secondary Criteria:** Ohio Learning Standards, Common Core State Standards  
**Subject:** Language Arts  
**Grades:** 6, 7, 8

## National Theatre for Children

### What YOU can do to conserve energy

#### Common Core State Standards

#### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R L.6</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R L.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R L.6.2</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R L.6.3</b>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R L.6</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R L.6.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R I.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.6.2</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R I.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL</b>	Determine the meaning of words and phrases as they are used in a text, including

	A-Literacy.R I.6.4	figurative, connotative, and technical meanings
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A-Literacy. W.6.9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .6.4a	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.
EXPECTATION	CCSS.EL A-Literacy.L .6.4d	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).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .6	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.6	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.

## Common Core State Standards

### Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R L.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R L.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R I.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.7</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.7.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.7.1b</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.7.1c</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.7.1d</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .7</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .7.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .7.4a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .7.4d</b>	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).
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .7</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .7.6</b>	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.

### Common Core State Standards

#### Language Arts

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.8</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	CCSS.EL A- Literacy.R L.8.2	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.8.4	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.8.10	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.8.4	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.8.1	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

	L.8.1c	
EXPECTATION	CCSS.EL A-Literacy.S L.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .8.4	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.
EXPECTATION	CCSS.EL A-Literacy.L .8.4 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.
EXPECTATION	CCSS.EL A-Literacy.L .8.4 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).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .8.6	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.

## Ohio Learning Standards

### Language Arts

Grade 6 - Adopted: 2010

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RL.6.	Reading Standards for Literature
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RL.6.	Reading Standards for Literature
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.6.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Key Ideas and Details

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.6.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.6.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Integration of Knowledge and Ideas
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.W.6.	Writing Standards
STANDARD / BENCHMARK		Research to Build and Present Knowledge
BENCHMARK / GRADE LEVEL INDICATOR	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SL.6.	Speaking and Listening Standards
STANDARD / BENCHMARK		Comprehension and Collaboration
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.L.6.	Language Standards
STANDARD / BENCHMARK		Vocabulary Acquisition and Use
BENCHMARK / GRADE LEVEL INDICATOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.6.4(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.
PROFICIENCY	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by

LEVEL		checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD	OH.L.6.	Language Standards
STANDARD / BENCHMARK		Vocabulary Acquisition and Use
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	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.

## Ohio Learning Standards

### Language Arts

Grade 7 - Adopted: 2010

DOMAIN / ACADEMIC CONTENT STANDARD	OH.RL.7.	Reading Standards for Literature
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RL.7.	Reading Standards for Literature
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.7.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.7.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SL.7.	Speaking and Listening Standards



<b>STANDARD / BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>SL.7.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>PROFICIENCY LEVEL</b>	<b>SL.7.1(a)</b>	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.
<b>PROFICIENCY LEVEL</b>	<b>SL.7.1(b)</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>PROFICIENCY LEVEL</b>	<b>SL.7.1(c)</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
<b>PROFICIENCY LEVEL</b>	<b>SL.7.1(d)</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>OH.L.7.</b>	<b>Language Standards</b>
<b>STANDARD / BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.7.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>PROFICIENCY LEVEL</b>	<b>L.7.4(a)</b>	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.
<b>PROFICIENCY LEVEL</b>	<b>L.7.4(d)</b>	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).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>OH.L.7.</b>	<b>Language Standards</b>
<b>STANDARD / BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.7.6.</b>	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.

## Ohio Learning Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>OH.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.1.</b>	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>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.2.</b>	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.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>OH.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / BENCHMARK</b>		<b>Craft and Structure</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.4.</b>	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.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>OH.RL.8.</b>	<b>Reading Standards for Literature</b>

STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.8.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Key Ideas and Details
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	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.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.8.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Craft and Structure
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	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.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.RI.8.	Reading Standards for Informational Text
STANDARD / BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SL.8.	Speaking and Listening Standards
STANDARD / BENCHMARK		Comprehension and Collaboration
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.1.	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.
PROFICIENCY LEVEL	SL.8.1(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.
PROFICIENCY LEVEL	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.L.8.	Language Standards
STANDARD / BENCHMARK		Vocabulary Acquisition and Use
BENCHMARK / GRADE LEVEL INDICATOR	L.8.4.	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.
PROFICIENCY LEVEL	L.8.4(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.
PROFICIENCY LEVEL	L.8.4(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).

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>OH.L.8.</b>	<b>Language Standards</b>
<b>STANDARD / BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.6.</b>	<b>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.</b>

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