Washington Office of Superintendent of
PUBLIC INSTRUCTION

DRAFT Washington State K–12 Learning Standards for English Language Arts

2024

DRAFT WASHINGTON STATE K–12 LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

August 2024

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WASHINGTON (WA) STATE K–12 LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)

Expectations for literacy have evolved since the English Language Arts (ELA) Common Core State Standards (CCSS) were adopted by WA state in 2011. With the emergence of new genres, media, technologies, and platforms, students face unique challenges. Yet, they still read, write, speak, listen, and use language in some of the same ways as previous generations.

> **The WA K–12 Learning Standards for ELA equip students to navigate communication now and in the future.**

Key goals of the revisions

Revisions to the WA K–12 Learning Standards for ELA were guided by several important goals:

- **Media Literacy and Digital Citizenship**—Revised standards integrate media literacy and promote responsible digital citizenship.
- **Critical Thinking**—Revisions emphasize critical thinking skills, encouraging students to analyze, evaluate, and synthesize information effectively.
- **Current Research**—Updates reflect the latest literacy research.
- **Usability**—By reducing repetition, the standards become more user-friendly.
- **Process-Oriented Learning**—A focus on the process of literacy development helps scaffold students' learning experiences.
- **Focused Standards**—Prioritizing standards provides context and purpose for ELA skills.
- **Relevance**—The standards emphasize relevance as a pathway to academic rigor.

Strand Revisions

The following revisions were made to the strands (major categories) of the ELA CCSS:

Figure 1: Strand Revisions

ELA CCSS (2011) STRANDS	WA ELA (2024) STRANDS
Reading - Literary Texts - Informational Texts - Foundational Skills (K–5)	**Reading** *A unified reading strand integrates foundational skills, comprehension, interpretation, analysis, evaluation, and use of texts.*
Writing	**Writing**
Speaking and Listening	**Speaking, Listening, and Digital Forums**
Language	**Language**
	Research and Media Literacy

KEY SHIFTS IN THE STANDARDS

Reading

The revised reading standards place foundational skills alongside revised standards for comprehension, interpretation, evaluation, and use of texts. This reflects current research indicating that these skills develop at the same time, not sequentially, and reflects the range of skills involved in reading development.

> **Unified reading standards reflect current research, reduce repetition, and welcome media literacy into ELA classrooms.**

The revised reading standards also combine standards for literary and informational texts. This avoids repetition and categorizes texts differently. After all, many media messages (e.g., advertisements) cannot be categorized as literary or informational. Instead, the revised reading standards ask students to notice differences in a range of genres, including genres that are just emerging because of new media and platforms (e.g., novels, poems, book reviews, news articles, social media posts). For example, to read poems, students explore the purpose and meaning of line breaks and punctuation differently than when they read a short story.

The shift to genre in the revised reading standards welcomes media literacy by more accurately representing the range of texts students encounter in the 21st century.

Writing

The revised writing standards ask students to compose a variety of genres rather than the three fixed text types included in ELA CCSS (2011). These text types (narrative, informational, argumentative) aren't excluded from the revised writing standards, but are combined flexibly and treated differently based on the genres they serve. For example, narratives in a novel might develop characters and action through scenes, description, and active voice, while narratives in a lab report might include very little information about characters (e.g., the researchers) and indicate action with passive voice.

> **Writing standards increase rigor and relevance by reflecting the reality of texts that students compose, now and in the future.**

This shift increases rigor by asking students to compose the range of texts that students will use in the real world: college, careers, and their personal and civic lives. At the same time, it increases relevance by addressing the complex forms of communication students already encounter.

This expansive view of texts echoes a similar shift in the reading standards, further welcoming media literacy into the ELA classroom. After all, media messages do not fit into the three text types.

Finally, the revised writing standards introduce digital citizenship, asking students to consider the effects of permanence and intended and unintended audiences when publishing.

Speaking, Listening, and Digital Forums

The revised standards continue to emphasize thoughtful discussions of topics and texts along with effective presentations and public speaking. However, new digital citizenship standards address the complexities students face in digital forums, which function more like conversation than most writing.

To engage in civil discourse in face-to-face discussions, students need the same skills as they need in digital forums. But in those digital spaces, students also need to think about the permanence of their conversations, the effects of anonymity, and who else might be present in the discussion, including participants that are not who (or what) they appear to be.

The revised standards address the emerging realities of conversation in a digital age.

What happens when digital conversations are permanent and visible to others? Integrating digital citizenship into the revised standards allows students to consider these new realities.

Language

The revised language standard help students to develop their knowledge and use of the English language in different contexts for different purposes. Language skills and knowledge both serve and develop within the literacy activities represented by the other strands: Reading, Writing, Speaking, Listening, and Digital Forums, and Research and Media Literacy.

Revisions to language standards emphasize the contexts in which students develop language skills and knowledge. In addition, language standards have been reorganized to better align to structured literacy practices. Finally, they have been revised to make them easier to use in dual language settings.

Research and Media Literacy

Research and Inquiry

Research standards have been moved from the *Writing* strand in ELA CCSS to the *Research and Media Literacy* strand in the revised standards. This more accurately reflects real-world uses for research. Students can write about research but can also use it to inform decisions and discussions, satisfy curiosity, inspire creative work, and provide context for the texts they read and study.

Placing research standards next to media literacy standards highlights the importance of evaluating information sources for credibility and relevance.

Placing research next to media literacy also emphasizes the need to identify credible and relevant sources during the research process.

Media Literacy and Critical Thinking

Students encounter countless media messages all day long. Media literacy and critical thinking standards do not tell students what to think about media messages and information sources.

Instead, media literacy standards teach students to use their own lenses to analyze the:

- Effects of media messages on themselves and others.
- Purposes of media messages and the techniques used to accomplish them.
- Accuracy/logic/fairness of media messages.
- Credibility of information sources.
- Potential consequences of helping media messages spread.

These media literacy standards help students think critically about media messages so they can make their own informed choices about what to believe and what actions to take, including whether they should help these messages spread.

> **Media literacy standards help students understand what's going on *behind the scenes* of the media messages they encounter so they can make informed decisions about their participation in the information ecosystem.**

HOW TO READ THE STANDARDS

Students at all grade levels read, write, engage in conversation, use language to express and communicate, conduct research, and think critically about the media messages and information sources they encounter. While students engage in many of the same activities regardless of their grade level, they perform them in increasingly complex and sophisticated ways from kindergarten through 12th grade. In addition, the texts they read, analyze, think critically about, use, and create (along with the topics they discuss) grow increasingly complex over time.

The structure of the WA State Learning Standards for ELA reflects the way in which ELA skills and activities develop over time. This structure includes five strands that include grade-specific standards grouped into categories. Grade-specific standards within a strand are further divided into "big picture" standards, numbered standards, lettered standards, and priority standards.
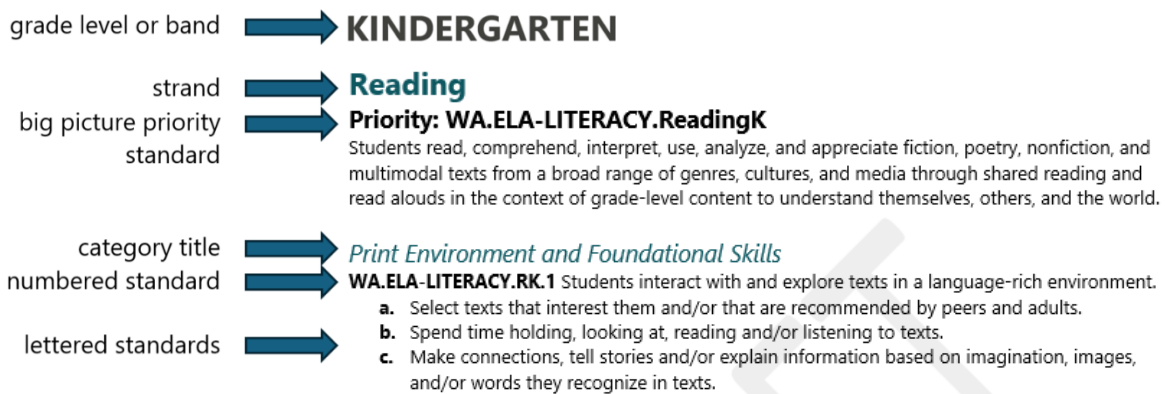
Strands

The skills and activities involved in literacy are grouped into five strands:
- Reading
- Writing
- Speaking, Listening, and Digital Forums
- Language
- Research and Media Literacy

Categories Within Each Strand

Standards within each strand are grouped into several categories. For example, elementary standards in the reading strand are grouped into the following categories:
- Print Environment and Foundational Skills
- Comprehending and Interpreting Texts
- Analyzing, Evaluating, and Using Texts

Grade-specific Standards

Grade-specific standards are specific to students' development at particular grade levels. As students move through the grades, they are expected to meet each year's grade-specific standards, further develop skills and understandings met in preceding grades, and work toward readiness for college, career, and their personal and civic lives.

In elementary and middle school, each grade has its own set of grade-specific standards. In high school, standards are grouped into two grade bands (9th–10th and 11th–12th) to provide flexibility for the range and sequence of ELA courses offered in high schools.

"Big Picture" Standards

Each strand in a grade level or band begins with a "big picture" standard that broadly defines the range of skills and activities that students engage in that strand. Strands for *Reading*, *Writing*, *Speaking*, *Listening, and Digital Forums*, and *Language* each begin with one "big picture" standard, while the strand for *Research and Media Literacy* includes two "big picture" standards (one for research and one for media literacy). Thus, there are six total "big picture" standards for each grade level or band.

The standard label for "big picture" standards includes the strand name spelled out, followed by the grade level or band. For example, the bolded standard label below indicates a "big picture" standard for reading in 1st grade, with "reading" spelled out:

> **WA.ELA-LITERACY.Reading1st** Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading, read alouds, and independent reading in the context of grade-level content to understand themselves, others, and the world.

Each "big picture" standard provides context for the numbered and lettered standards that follow in that strand. They serve to remind educators and students that even when they focus on a skill or subskill in a numbered or lettered standard, the big picture of literacy should not be overlooked.

Together, the six "big picture" standards describe literacy in each grade level or band.

Numbered Standards

Each strand in a grade level or band includes 6–10 numbered standards based on the College and Career Readiness (CCR) anchor standards. The bolded standard label for each numbered standard includes an abbreviation for the strand, followed by the grade level or band, followed by the number of the standard, which corresponds to the CCR anchor standard it is based on. For example, the numbered standard below is a reading standard for 1st grade based on CCR anchor standard for reading #2:

> **WA.ELA-LITERACY.R1st.2** Students know and apply the basic features of print and how it is organized.

Together, the 6–10 numbered standards in each strand indicate how the "big picture" standard for that strand can be accomplished.

Lettered Standards

Within each strand for a grade level or grade band, most numbered standards include lettered standards below it.

These lettered standards provide specificity for the numbered standard. They indicate a process by which the skill in the numbered standard can be accomplished, and/or they indicate the parts that make up the numbered standard.

For example, the lettered standards below describe a process for accomplishing the numbered standard (comprehending and interpreting texts) in 8th grade:

WA.ELA-LITERACY.R8th.5 Students comprehend and interpret texts.
a. Preview the text while reflecting on their purposes for reading.
b. Visualize to make sense of the text.
c. Make predictions and inferences and check them against textual evidence.
d. Maintain motivation and reconnect when the flow of reading is interrupted.
e. Explain what they understand from a story, event, idea, or argument, including how information, ideas, or elements of a story interact.

Together, the lettered standards below a numbered standard indicate how the numbered standard can be accomplished, and/or how the numbered standard can be broken into parts.

Priority Standards

Throughout each strand and grade level or band, one or more standards have been identified as a priority standard. A priority standard is indicated by a slightly larger bolded standard label on its own line that begins with the word "priority." For example, the bolded label below indicates that this "big picture" standard for reading in kindergarten has been designated as a priority:

Priority: WA.ELA-LITERACY.ReadingK

Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading and read alouds in the context of grade-level content to understand themselves, others, and the world.

Priority standards provide focus and context for the other standards within the strand. The other standards are not optional, but support instruction focused on the priority standards.

K–8 Priority Standards

Students need to be engaged in the big picture and purposes of communication even when they are practicing a subskill of literacy. To accomplish this, the six "big picture" priority standards for each grade level have been identified as priority standards in elementary: one for each strand, with two for *Research and Media Literacy*.

In K–8 ELA classrooms, teachers assess students' literacy skills individually. These six priority standards don't get in the way of these personalized interventions. Teachers can still address specific needs while

keeping the overall context of literacy in mind.

9th–12th Grade Priority Standards

Similar to K–8, prioritization of standards in high school begins with the six "big picture" standards: one for each strand, with two for *Research and Media Literacy*.

In addition, approximately ten additional priority standards across all strands supplement these six "big pictures" priority standards in high school. These additional priority standards are crucial for college, career, and civic readiness. They have been identified by consulting the ELA CCSS standards used by the Bridge to College program and the ELA performance-based graduation pathway established by the Legislature in House Bill 1308 (2023).

KINDERGARTEN

Reading

Priority: WA.ELA-LITERACY.ReadingK

Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading and read alouds in the context of grade-level content to understand themselves, others, and the world.

Print Environment and Foundational Skills

WA.ELA-LITERACY.RK.1 Students interact with and explore texts in a language-rich environment.
- **a.** Select texts that interest them and/or that are recommended by peers and adults.
- **b.** Spend time holding, looking at, reading and/or listening to texts.
- **c.** Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts.

WA.ELA-LITERACY.RK.2 Students know and apply the basic features of print and how it is organized.
- **a.** Distinguish drawings from letters and words in a print-rich environment.
- **b.** Follow a text from top to bottom, left to right, and page by page.
- **c.** Identify front and back covers, titles, and the title page of printed books.
- **d.** Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.
- **e.** Recognize that spoken words are represented by specific sequences of letters in print.
- **f.** Recognize that spoken words are separated by spaces in print.

WA.ELA-LITERACY.RK.3 Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).
- **a.** Recognize, pronounce, separate, blend, and count the syllables in spoken words.
- **b.** Recognize, pronounce, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words.
- **c.** Blend and segment onsets and rhymes of single syllable spoken words.
- **d.** Recognize and produce rhyming words.
- **e.** Add, delete, or substitute individual spoken sounds (phonemes) in simple words to form new words.
- **f.** Parse individual words within spoken phrases and sentences.

WA.ELA-LITERACY.RK.4 Students decode words with accuracy and fluency using grade-level word analysis skills.
- **a.** Demonstrate knowledge of one-to-one letter-sound correspondence by producing the most common sounds for each consonant.
- **b.** Associate the long and short sounds with common spellings for the five major vowels.
- **c.** Add, delete or substitute letters and/or syllables in printed words to form new words.
- **d.** Recognize, pronounce, separate, blend, and count the syllables in printed words.

e. Decode words using letter-sound correspondence and regular spelling patterns.
f. Read common high-frequency words by sight.
g. Read connected words in a sentence.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.RK.5 Students comprehend and interpret texts during shared reading, read alouds, and independent reading, using a variety of strategies.
a. Reflect on their purpose for reading.
b. Preview the text by noting author, illustrator, title, topic, genre, and images.
c. Visualize to make sense of what is in the text.
d. Make predictions and check them against what is in the text.
e. Use a variety of strategies that encourage and maintain motivation to engage with a text.
f. Re-connect when the flow of reading is interrupted using a variety of strategies.
g. Tell how the visual elements in a text represent and/or add to its meaning.
h. Ask and answer questions about a text's topic, characters, setting, and/ or major events.
i. Retell familiar stories in their own words and/or say what they learned from a text.

Analyzing, Evaluating and Using Texts

WA.ELA-LITERACY.RK.6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.
a. Reflect on what the text makes them feel, think, and/or want to do.
b. Describe the effect of images and specific words on the reader's understanding.
c. Identify and compare choices made by authors, illustrators and creators of multimodal texts to show emotions, places, objects, movement, action, and/or information.

WA.ELA-LITERACY.RK.7 Students evaluate texts.
a. Say what they may or may not like about a text and why.

WA.ELA-LITERACY.RK.8 Students use texts they have read for purposes relevant to them.
a. To better understand themselves and others, explore characters' thoughts, and feelings.
b. To develop imagination and social reasoning, say what they would think, feel, and/or do in situations similar to those they have read about.
c. Use information or examples from texts for discussions and projects. [See W.K3 and SLDF.3.]
d. Use choices made by authors, illustrators, and creators of multimodal texts as ideas for their own multimodal compositions. [See W.K4b.]

WA.ELA-LITERACY.RK.9 Not in K.

Writing

Priority: WA.ELA-LITERACY.WritingK

Students compose multimodal texts through drawing, visually representing, dictating, and writing in a variety of genres in the context of grade level content.

Writing Purposes and Products

WA.ELA-LITERACY.WK.1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from WK.1 must be taken through the writing process in WK.2 – WK.10.]

WA.ELA-LITERACY.WK.2 Students compose multimodal texts in a variety of genres to communicate with others.
- **a.** Describe experiences, ideas, and imaginings.
- **b.** Inform others about their observations and explanations of the world.
- **c.** Express their opinions and/or preferences.
- **d.** Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
- **e.** Tell the story of a single event or several loosely linked events.

Plan and Generate Ideas

WA.ELA-LITERACY.WK.3 Students plan and complete writing projects.
- **a.** Connect the prompt to their interests, perspectives, and/or experiences.
- **b.** Determine the process or steps needed to complete the project.

WA.ELA-LITERACY.WK.4 Students generate and gather ideas, including appropriate use of tools.
- **a.** Identify topics and ideas from experience, imagination, reading, media, conversations, products from WK.1, and/or desire to communicate.
- **b.** Determine which features and/or genre conventions to follow or adapt from mentor texts.
- **c.** Answer questions about what the writer knows that the audience does not.
- **d.** Choose facts from group research (see RMLK.4), images, and/or other media that illustrate and support their ideas.

Draft and Establish Voice

WA.ELA-LITERACY.WK.5 Students draft content.
- **a.** State some information about the topic.
- **b.** Tell events in stories in order.
- **c.** Illustrate and/or approximate some text features and/or formatting they notice in mentor texts.

WA.ELA-LITERACY.WK.6 Students compose introductions.
- **a.** Name topics.

WA.ELA-LITERACY.WK.7 Starts in 1st grade.

Revise and Edit

WA.ELA-LITERACY.WK.8 Students discuss their compositions with others.

    a. Re-read to determine whether the draft says what they want it to say.

    b. Describe what their composition means and/or represents to an adult or peer.

    c. Ask an adult or peer to describe their perceived meaning of the composition.

WA.ELA-LITERACY.WK.9 Students revise their compositions.

    a. Add or change words or details to better communicate and represent meaning.

Share and Publish

WA.ELA-LITERACY.WK.10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.

Speaking, Listening, and Digital Forums
Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForumsK

Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion

WA.ELA-LITERACY.SLDFK.1 Students listen, respond respectfully, and contribute during discussions.

- **a.** Identify expectations and roles within the community, changing them when needed.
- **b.** Answer questions about what was said in previous conversations to continue the discussion.
- **c.** Ask questions about the topic and others' observations and opinions.
- **d.** Draw on experience, observation, and prior learning to answer questions.
- **e.** Restate what they heard others say to build common understanding, asking and answering questions to clarify something they didn't understand.
- **f.** Connect statements to others' contributions to build community and propel conversation.
- **g.** Identify points of agreement or disagreement.
- **h.** Ask questions to explore why someone else may relate or think differently.
- **i.** Identify opinions or understandings that have changed.
- **j.** Review memorable and/or important moments or ideas.

WA.ELA-LITERACY.SLDFK.2 Starts in 3rd.

Collaboration

WA.ELA-LITERACY.SLDFK.3 Students collaborate on projects and tasks.

- **a.** Identify expectations and roles, changing them when needed.
- **b.** Connect the project to their interests, experiences, and/or community needs.
- **c.** Review progress and discuss what needs to happen next.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDFK.4 Students express experience, positions, ideas, findings, and creative work.

- **a.** Identify topics from the situation, experience, imagination, reading, group research (see RMLK.4), media, conversations, and/or products from WK.1.
- **b.** Develop content by considering what they want to communicate within the situation.
- **c.** Use images, media, and artifacts in presentations to clarify content.

Voice

WA.ELA-LITERACY.SLDFK.5 Students determine how to present themselves and their ideas.

- **a.** Express voice by building on strengths and personality.
- **b.** Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.

    c. Determine which language and/or languages support their purpose.

    d. Determine what they want or do not want to share and why.

WA.ELA-LITERACY.SLDFK.6 Students use an audible voice, gesture, and pacing to illuminate the content.

Language
Priority: WA.ELA-LITERACY.LanguageK
Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.LK.1 Students notice when and why language is used differently at school, at home, and with peers.
  a. Name familiar objects and topics as said at school, at home, and with peers.
  b. Identify when a word, phrase or sentence best answers a question.

WA.ELA-LITERACY.LK.2 Not in K.

Structure and Function of English
WA.ELA-LITERACY.LK.3 Students produce and expand complete sentences in group and individual activities in the context of conversations and writing about experiences, events, and kindergarten content.
  a. Produce simple sentences.
  b. Expand simple sentences by adding information or details that clarify the message.
  c. Capitalize the first word in a sentence.
  d. Recognize and name end punctuation.

WA.ELA-LITERACY.LK.4 Students use words and phrases acquired through conversations, reading, and being read to.
  a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
  b. Understand and use high frequency nouns, verbs, and prepositions.
  c. Understand and use question words.
  d. Form regular plural nouns orally by adding /s/ or /es/.
  e. Capitalize the pronoun I.

WA.ELA-LITERACY.LK.5 Students explore word relationships and distinguish shades of meaning in the context of kindergarten conversations and reading about experiences, events, and ideas.
  a. Use the most frequently occurring affixes as a clue to the meaning of an unknown word.
  b. Identify real-life connections between words and their use by sorting common objects into categories to gain a sense of the concepts the categories represent.
  c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
  d. Distinguish shades of meaning among verbs describing the same general action.

Research and Media Literacy

Priority: WA.ELA-LITERACY.ResearchK

Students ask questions, seek answers from a variety of sources, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracyK

Students identify the effects and parts of media messages and people who provide information.

Research and Inquiry

WA.ELA-LITERACY.RMLK.1 Students ask questions about a provided topic or things that make them curious.

WA.ELA-LITERACY.RMLK.2 Students seek answers from provided information sources.
   a. Discuss where they might find answers to their questions.
   b. Identify a variety of print and digital information sources and where to find them, including libraries.
   c. Observe adults using digital search tools.
   d. Talk with adults or peers about the topic.

WA.ELA-LITERACY.RMLK.3 Students identify relevant information from their searches.

WA.ELA-LITERACY.RMLK.4 Students use and/or share new learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RMLK.5 Students identify the effects of media messages.
   a. Identify how media messages make them feel.

WA.ELA-LITERACY.RMLK.6 Not in K.

WA.ELA-LITERACY.RMLK.7 Students identify characteristics of different parts of media messages.
   a. Identify facts and opinions within media messages.
   b. Identify what's realistic and what's pretend within media messages.
   c. Identify images within media messages.

WA.ELA-LITERACY.RMLK.8 Students identify people who provide information.
   a. Identify who decided what to include in a particular information source.
   b. Identify people who are experts on a particular topic and could provide information about it.

WA.ELA-LITERACY.RMLK.9 Not in K.

1ST GRADE

Reading

Priority: WA.ELA-LITERACY.Reading1st

Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading, read alouds, and independent reading in the context of grade-level content to understand themselves, others, and the world.

Print Environment and Foundational Skills

WA.ELA-LITERACY.R1st.1 Students interact with and explore texts in a language-rich environment.
- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time reading, holding, looking at, and/or listening to texts.
- c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts.

WA.ELA-LITERACY.R1st.2 Students know and apply the basic features of print and how it is organized.
- a. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.
- b. Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WA.ELA-LITERACY.R1st.3 Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).
- a. Recognize, separate, blend, and count the syllables in spoken words.
- b. Recognize, isolate, blend, and count initial, medial, and final sounds in spoken single-syllable words.
- c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d. Add, delete, or substitute individual sounds (phonemes) in simple words to form new words.
- e. Parse individual words within spoken phrases and sentences.

WA.ELA-LITERACY.R1st.4 Students decode words with accuracy and fluency using grade-level word analysis skills.
- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know the final –e and common vowel team spelling conventions for long vowel sounds.
- d. Recognize, pronounce, separate, blend, and count the syllables in printed words using the knowledge that every syllable must have a vowel sound.
- e. Decode two-syllable words that follow basic patterns by breaking words into syllables.
- f. Read words with inflectional endings.

g. Recognize and read irregularly spelled words.
h. Read common high-frequency words by sight with increased automaticity.
i. Read connected words in a sentence with accuracy and fluency.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R1st.5 Students comprehend and interpret texts during shared reading, read alouds, and independent reading, using a variety of strategies.
   a. Reflect on their purpose for reading.
   b. Preview the text by noting author, illustrator, title, topic, genre, and images.
   c. Use personal connections and content knowledge to visualize and make sense of the text.
   d. Make predictions and check them against what is in the text.
   e. Use a variety of strategies that encourage and maintain motivation to engage with a text.
   f. When the flow of reading is interrupted, use a variety of strategies to re-connect.
   g. Tell how the visual elements in a text represent and/or add to its meaning.
   h. Ask and answer questions about key details in a text.
   i. Describe a story's narrator, characters, setting, and major events.
   j. Retell familiar stories and/or say what they learned from a text, including key details.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R1st.6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.
   a. Say what the text makes them feel, think, and/or want to do.
   b. Explain the impact of images and specific words on the reader's understanding.
   c. Identify different text features used in two different genres and what they help the reader know or do.
   d. Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.

WA.ELA-LITERACY.R1st.7 Students evaluate texts.
   a. Say what they may or may not like about an image, story, or text.

WA.ELA-LITERACY.R1st.8 Students use texts they have read for purposes relevant to them.
   a. To better understand themselves and others, explore characters' thoughts, feelings, and motivations.
   b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts.
   c. Use information or examples from texts for discussions and projects. [See W1st.3 and SLDF1st.3.]
   d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W1st.4b.]

Writing

Priority: WA.ELA-LITERACY.Writing1st

Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres in the context of grade-level content.

Writing Purposes and Products

WA.ELA-LITERACY.W1st.1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W1st.1 must be taken through W1st.2 – W1st.10.]

WA.ELA-LITERACY.W1st.2 Students compose multimodal texts in a variety of genres to communicate with others.
   a. Describe experiences, ideas, and imaginings.
   b. Inform others about their observations and explanations of the world.
   c. Express their opinions and/or preferences.
   d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
   e. Tell the story of two or more events.

Plan and Generate Ideas

WA.ELA-LITERACY.W1st.3 Students plan and complete writing projects.
   a. Connect the prompt to their interests, perspectives, and/or experiences.
   b. Determine the process or steps needed to complete the project.

WA.ELA-LITERACY.W1st.4 Students generate and gather ideas, including appropriate use of tools.
   a. Identify topics and ideas from experience, imagination, reading, media, conversations, products from W1st.1, and/or desire to communicate.
   b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
   c. Answer questions about what the writer knows that the audience does not.
   d. Choose facts from group research (see RML1st.4), images, and/or other media that illustrate and support their ideas.

Draft and Establish Voice and Style

WA.ELA-LITERACY.W1st.5 Students draft content within the genre.
   a. State some information about topics.
   b. State a reason for an opinion.
   c. Tell events in stories in order, using details and temporal words to signal order.
   d. Illustrate and/or approximate some text features and/or formatting they notice in mentor texts.

WA.ELA-LITERACY.W1st.6 Students compose introductions and conclusions.
   a. Name topics to introduce them.
   b. State opinions to introduce them.

    c. Provide a sense of closure for stories, informational texts, and opinions.

WA.ELA-LITERACY.W1st.7 Students organize content using the genre's structure.

Revise and Edit

WA.ELA-LITERACY.W1st.8 Students discuss their compositions with others.
    a. Reread to determine whether the draft says what they want it to say.
    b. Describe what their composition means and/or represents to an adult or peer.
    c. Ask an adult or peer to describe their perceived meaning of the composition.

WA.ELA-LITERACY.W1st.9 Students revise and edit their compositions.
    a. Add or change details or words to better communicate and represent meaning.
    b. Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–1.]

Share and Publish

WA.ELA-LITERACY.W1st.10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums1st

Students comprehend, engage in, and learn from collaborative discussions in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion

WA.ELA-LITERACY.SLDF1st.1 Students listen, respond respectfully, and contribute during discussions.
   a. Identify expectations and roles within the community, changing them when needed.
   b. Review previous conversations when continuing a discussion.
   c. Ask questions about the topic and others' observations and opinions.
   d. Draw on experience, observation, and prior learning to answer questions.
   e. Restate what they heard others say to build common understanding, asking and answering questions to clarify something they didn't understand.
   f. Connect statements to others' contributions to build community and propel conversation.
   g. Identify points of agreement or disagreement.
   h. Ask questions to explore why someone else may relate or think differently.
   i. Identify opinions or understandings that have changed.
   j. Review memorable and/or important moments or ideas they heard.

WA.ELA-LITERACY.SLDF1st.2 Starts in 3rd.

Collaboration

WA.ELA-LITERACY.SLDF1st.3 Students collaborate on projects and tasks.
   a. Identify expectations, roles, and timelines, changing them when needed.
   b. Connect the project to their interests, experiences, and/or community needs.
   c. Review progress and discuss what needs to happen next.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF1st.4 Students express experience, positions, ideas, findings, and creative work.
   a. Identify topics from the situation, experience, imagination, reading, group research (see RML1st.4), media, conversations, and/or products from W1st.1.
   b. Develop content by considering what they want to communicate within the situation.
   c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

Voice

WA.ELA-LITERACY.SLDF1st.5 Students determine how to present themselves and their ideas.
   a. Express voice by building on strengths and personality.
   b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
   c. Determine which language and/or languages support their purpose.

    d. Determine what they want or do not want to share and why.

WA.ELA-LITERACY.SLDF1st.6 Students use an audible voice, gesture, and pacing to illuminate the content.

Language
Priority: WA.ELA-LITERACY.Language1st
Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.L1st.1 Students notice when and why language is used differently at school, at home, and with peers.
- **a.** Compare the names of objects and topics as said at school, at home, and with peers.
- **b.** Identify when a word, phrase or sentence best answer a question.

WA.ELA-LITERACY.L1st.2 Not in 1.

Structure and Functions of English
WA.ELA-LITERACY.L1st.3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and first grade content.
- **a.** Expand simple sentences by adding information or details that clarify the message.
- **b.** Use the matching verb form for singular and plural nouns in basic sentences.
- **c.** Use verbs to convey a sense of past, present, and future.
- **d.** Capitalize the first word in a sentence, dates, and proper nouns.
- **e.** Use commas in dates and to separate single words in a series.
- **f.** Use periods, exclamation points, and question marks to show the difference between a statement, exclamation, and question.

WA.ELA-LITERACY.L1st.4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.
- **a.** Determine or clarify the meaning of new and multiple-meaning words and phrases.
- **b.** Use common, proper, and possessive nouns.
- **c.** Use personal, possessive, and indefinite pronouns.
- **d.** Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.
- **e.** Use 's with nouns to show possession.

WA.ELA-LITERACY.L1st.5 Students explore word relationships and distinguish shades of meaning in the context of first grade conversations and reading about experiences, events, and ideas.
- **a.** Use frequently occurring root words as a clue to the meaning of an unknown word.
- **b.** Use the most frequently occurring affixes as a clue to the meaning of an unknown word.
- **c.** Sort and define words by category according to their use and by one or more key attributes.
- **d.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **e.** Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research1st
Students ask questions, seek answers from a variety of sources, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy1st
Students identify the effects, purposes, and parts of media messages and people who provide information.

Research and Inquiry
WA.ELA-LITERACY.RML1st.1 Students ask questions about a provided topic or things that make them curious.

WA.ELA-LITERACY.RML1st.2 Students seek answers from provided information sources.
   a. Discuss where they might find answers to their questions.
   b. Identify a variety of print and digital information sources and where to find them, including libraries.
   c. Contribute suggestions when adults use digital search tools.
   d. Talk with adults or peers about the topic.

WA.ELA-LITERACY.RML1st.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML1st.4 Students use and/or share new learning.

Media Literacy and Critical Thinking
WA.ELA-LITERACY.RML1st.5 Students identify the effects of media messages.
Identify how media messages make them feel.

WA.ELA-LITERACY.RML1st.6 Students identify the purposes of media messages.
   a. Identify media messages that are selling something and media messages that are just for fun.

WA.ELA-LITERACY.RML1st.7 Students identify characteristics of different parts of media messages.
   a. Identify facts and opinions within media messages.
   b. Identify what's realistic and what's pretend within media messages.
   c. Describe images within media messages.

WA.ELA-LITERACY.RML1st.8 Students identify people who provide information.
   a. Identify who decided what to include in a particular information source.
   b. Identify people who are experts on a particular topic and could provide information about it.

WA.ELA-LITERACY.RML1st.9 Not in 1st grade

2ND GRADE

Reading

Priority: WA.ELA-LITERACY.Reading2nd

Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Print Environment and Foundational Skills

WA.ELA-LITERACY.R2nd.1 Students interact with and explore texts in a language-rich environment.
   a. Select texts that interest them and/or that are recommended by peers and adults.
   b. Spend time holding, looking at, reading and/or listening to texts.
   c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts.

WA.ELA-LITERACY.R2nd.2 Students know and apply the basic features of print and how it is organized.
   a. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.
   b. Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation).
   c. Recognize the distinguishing features of dialogue.

WA.ELA-LITERACY.R2nd.3 Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).
   a. Recognize, pronounce, separate, blend, and count the syllables in spoken words.
   b. Recognize, pronounce, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken words.
   c. Orally produce words by blending sounds (phonemes), including consonant blends.
   d. Blend and segment onsets and rhymes of two-syllable spoken words.
   e. Recognize and produce words that begin with the same initial sound (alliteration).
   f. Parse individual words within spoken phrases and sentences.

WA.ELA-LITERACY.R2nd.4 Students decode words with accuracy and fluency using grade-level word analysis skills.
   a. Know the letter-sound correspondences, including common consonant digraphs.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Add, delete or substitute letters and/or syllables in simple words to form and write new words.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Recognize, pronounce, separate, blend, and count the syllables in printed words.
   f. Decode words using combined knowledge of letter-sound correspondence, regular and

irregular spelling patterns.
  g. Decode multi-syllable words that follow basic patterns by breaking words into syllables.
  h. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  i. Decode words with common roots, prefixes, and suffixes.
  j. Identify words with inconsistent but common spelling-sound correspondences.
  k. Read high-frequency words by sight with increased automaticity.
  l. Read paragraphs within a text with increasing accuracy and fluency.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R2nd.5 Students comprehend and interpret texts using a variety of strategies.
  a. Reflect on their purpose for reading.
  b. Preview the text by topic, genre, and images.
  c. Visualize to make sense of what is in the text.
  d. Use prior knowledge to make predictions and check them against what is in the text.
  e. Use a variety of strategies that encourage and maintain motivation to engage with a text.
  f. Re-connect when the flow of reading is interrupted using a variety of strategies.
  g. Explain how the visual elements in a text represent and/or add to its meaning.
  h. Ask and answer questions about a text, including key details.
  i. Describe a story's setting, major events, narrators, and characters, including how they respond to major events and challenges.
  j. Retell stories and/or say what they learned from a text.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R2nd.6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.
  a. Reflect on what the text makes them feel, think, and/or want to do.
  b. Describe the impact of images and specific words on the reader's understanding.
  c. Identify different text features used in a genre and what they help the reader do or know.
  d. Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.

WA.ELA-LITERACY.R2nd.7 Students evaluate texts.
  a. Say what they may or may not like about a text and tell the reason.

WA.ELA-LITERACY.R2nd.8 Students use texts they have read for purposes relevant to them.
  a. To better understand themselves and others, explore characters' thoughts, feelings, and motivations.
  b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in the texts.
  c. Use information or examples from texts for discussions and projects. [See W2nd.3 and SLDF2nd.3.]
  d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W2nd.4b.]

Writing

Priority: WA.ELA-LITERACY.Writing2nd

Students compose multimodal texts in a variety of genres in the context of grade-level content.

Writing Purposes and Products

WA.ELA-LITERACY.W2nd.1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W2nd.1 must be taken through W2nd.2 – W2nd.10.]

WA.ELA-LITERACY.W2nd.2 Students compose multimodal texts in a variety of genres to communicate with others.
   a. Describe experiences, ideas, and imaginings.
   b. Inform others about their observations and explanations of the world.
   c. Express their opinions and/or preferences.
   d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
   e. Tell stories and narratives.

Plan and Generate Ideas

WA.ELA-LITERACY.W2nd.3 Students plan and complete writing projects.
   a. Connect the prompt to their interests, perspectives, and/or experiences.
   b. Determine the process or steps needed to complete the project.

WA.ELA-LITERACY.W2nd.4 Students generate and gather ideas, including appropriate use of tools.
   a. Identify topics and ideas from experience, imagination, reading, research (see RML2nd.4), media, conversations, products from W2nd.1, and/or desire to communicate.
   b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
   c. Answer questions about what the writer knows that the audience does not.
   d. Choose facts from research (see RML2nd.4), images, and/or other media that illustrate and support their ideas.

Draft and Establish Voice

WA.ELA-LITERACY.W2nd.5 Students draft content within the genre to develop ideas and express voice.
   a. Use facts and definitions to develop points.
   b. Support an opinion with reasons, using linking words to connect them.
   c. Tell events in stories in order, using temporal words to signal order and details to elaborate a single event string of events and describe actions, thoughts, and feelings.
   d. Approximate some text features and/or formatting by the placement of drawings, titles, labels, blank space, and/or other features noticed in mentor texts.
   e. Identify who deserves credit when using information from a source.

WA.ELA-LITERACY.W2nd.6 Students compose introductions and conclusions within the genre.

a. Introduce topics.
b. Provide a sense of closure for stories.
c. Provide a concluding statement or section for informational texts and opinions.

WA.ELA-LITERACY.W2nd.7 Students organize content by using or adapting the genre's structure.

Revise and Edit

WA.ELA-LITERACY.W2nd.8 Students discuss their compositions with others.
a. Re-read to determine whether the draft says what they want it to say.
b. Describe what their composition means and/or represents to an adult or peer.
c. Ask an adult or peer to describe their perceived meaning of the composition.

WA.ELA-LITERACY.W2nd.9 Students revise and edit their compositions.
a. Use what they learned from re-reading and feedback to add details, change words, and/or provide focus.
b. Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–2.]

Share and Publish

WA.ELA-LITERACY.W2nd.10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums2nd

Students comprehend, engage in, and learn from collaborative discussions and presentations in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion

WA.ELA-LITERACY.SLDF2nd.1 Students listen, respond respectfully, and contribute during discussions.
- **a.** Discuss expectations and roles within the community, changing them when needed.
- **b.** Review previous conversations when continuing a discussion.
- **c.** Ask questions about the topic and others' observations and opinions.
- **d.** Draw on experience, observation, and prior learning to contribute.
- **e.** Explain what they understood from other's contributions and ask for clarification or more information to build common understanding.
- **f.** Connect statements to others' contributions to build community and propel conversation.
- **g.** Identify points of agreement or disagreement.
- **h.** Ask questions to explore why someone else may relate or think differently.
- **i.** Identify opinions or understandings that have changed.
- **j.** Retell memorable and/or important moments or ideas.

WA.ELA-LITERACY.SLDF2nd.2 Starts in 3rd.

Collaboration

WA.ELA-LITERACY.SLDF2nd.3 Students collaborate on projects or tasks.
- **a.** Discuss expectations, roles, and timelines, changing them when needed.
- **b.** Connect the project to their interests, experiences, and/or community needs.
- **c.** Review progress and discuss what needs to happen next.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF2nd.4 Students present experience, positions, ideas, findings, and creative work.
- **a.** Identify topics from the situation, experience, imagination, reading, research (see RML2nd.4) media, conversations, and/or products from W2nd.1.
- **b.** Develop content by considering what they want to communicate within the situation and what the audience already knows.
- **c.** Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

Voice

WA.ELA-LITERACY.SLDF2nd.5 Students determine how to present themselves and their ideas.
- **a.** Express voice by building on strengths, experiences, and personality.
- **b.** Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.

    c. Determine which language and/or languages support their purpose.

    d. Determine what they want or do not want to share and why.

WA.ELA-LITERACY.SLDF2nd.6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language
Priority: WA.ELA-LITERACY.Language2nd

Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

WA.ELA-LITERACY.L2nd.1 Students notice when and why language is used differently at school, at home, and with peers.

- **a.** Compare formal and informal uses of language.
- **b.** Identify real-life connections between words and what they represent.

WA.ELA-LITERACY.L2nd.2 Students read grade-level text orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.

Structure and Functions of English

WA.ELA-LITERACY.L2nd.3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and second grade content.

- **a.** Produce, expand, and rearrange complete simple and compound sentences.
- **b.** Give more detail or be more specific by using adjectives and adverbs.
- **c.** Use the matching verb form for singular and plural nouns in basic sentences.
- **d.** Form and use the past tense of frequently occurring irregular verbs.
- **e.** Capitalize holidays and the names of people, places, and products.
- **f.** Use commas in greetings and the closing of cards, letters, and emails.
- **g.** Use periods, exclamation points, and question marks to end statements, exclamations, and questions.

WA.ELA-LITERACY.L2nd.4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.

- **a.** Determine or clarify the meaning of new and multiple-meaning words and phrases.
- **b.** Use collective nouns and irregular plural nouns.
- **c.** Use reflexive pronouns.
- **d.** Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.
- **e.** Use apostrophes to form contractions and possessives.

WA.ELA-LITERACY.L2nd.5 Students explore word relationships and distinguish shades of meaning in the context of second grade conversations and reading.

- **a.** Use known root words and prefixes as a clue to the meaning of an unknown word.
- **b.** Use knowledge of individual words as a clue to the meaning of compound words.
- **c.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **d.** Distinguish shades of meaning among closely related verbs, adjectives, and adverbs.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research2nd

Students ask questions, seek answers using a variety of sources and tools, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy2nd

Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML2nd.1 Students ask questions about things that make them curious.

WA.ELA-LITERACY.RML2nd.2 Students seek answers from information sources.
   a. Generate ideas for where they might find information based on what they and/or others know about the topic.
   b. Identify a variety of print and digital information sources and where to find them, including libraries.
   c. Contribute suggestions when adults use digital search tools.
   d. Talk with adults or peers about the topic.

WA.ELA-LITERACY.RML2nd.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML2nd.4 Students use and/or share new learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML2nd.5 Students identify the effects of media messages.
   a. Identify how media messages make them feel and what these emotions may make them want to say or do.

WA.ELA-LITERACY.RML2nd.6 Students identify the purposes of media messages.
   a. Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

WA.ELA-LITERACY.RML2nd.7 Students compare different parts of media messages.
   a. Determine whether statements in media messages express an opinion or can be verified as true or false.
   b. Compare and contrast information on the same topic in two or more media messages from different sources.
   c. Describe how changing an image can change the meaning of a media message.

WA.ELA-LITERACY.RML2nd.8 Students identify people who provide information.
   a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source.
   b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.

WA.ELA-LITERACY.RML2nd.9 Not in 2nd.

3RD GRADE

Reading

Priority: WA.ELA-LITERACY.Reading3rd

Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Print Environment and Foundational Skills

WA.ELA-LITERACY.R3rd.1 Students interact with and explore texts in a language-rich environment.
- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time exploring, viewing, reading and/or listening to texts.
- c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts.

WA.ELA-LITERACY.R3rd.2 Students know and apply the basic features of print and how it is organized.
- a. Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation).
- b. Recognize the distinguishing visual features of fiction and poetry.

WA.ELA-LITERACY.R3rd.3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.

WA.ELA-LITERACY.R3rd.4 Students decode words with accuracy and fluency using grade-level word analysis skills.
- a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.
- b. Decode, identify, and know the meaning of the most common prefixes and suffixes.
- c. Decode and recognize homonyms and other frequently confused words correctly.
- d. Read paragraphs within a text with increasing accuracy and fluency.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R3rd.5 Students comprehend and interpret texts using a variety of strategies.
- a. Reflect on their purpose for reading.
- b. Preview the text by noting author, illustrator, topic, genre, images, and text structures.
- c. Use personal connections and content knowledge to visualize and make sense of the text.
- d. Make predictions and check them against what's in the text.
- e. Use a variety of strategies that encourage and maintain motivation to engage with a text.
- f. Re-connect when the flow of reading is interrupted using a variety of strategies.
- g. Explain how the visual elements in a text represent and/or add to its meaning.
- h. Ask and answer questions about a text, referring to key details in the text.

i. Describe a story's structure, setting, major events, narrators, and characters, including their point of view and how their actions contribute to the events.
   j. Retell a story in their own words and/or say what they learned from a text.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R3rd.6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.
   a. Describe what the text makes them feel, think, and/or want to do and why.
   b. Explain the impact of images and specific words on the reader's understanding.
   c. Describe text features used in a genre and explain what they help the reader do or know.
   d. Compare and contrast the ideas, characters, settings, and plots of stories written by the same or different authors.

WA.ELA-LITERACY.R3rd.7 Students evaluate texts.
   a. Explain what they may or may not like about a topic, character, or event and why.
   b. Explain how the author, narrator, and/or character's point of view is the same as or different from their own.

WA.ELA-LITERACY.R3rd.8 Students use texts they have read for purposes relevant to them.
   a. To better understand themselves and others, explore characters' thoughts and feelings.
   b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts.
   c. Use information or examples from texts for discussions and projects. [See W3rd.3 and SLDF3rd.3.]
   d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W3rd.4b.]

Writing
Priority: WA.ELA-LITERACY.Writing3rd
Students compose multimodal texts in a variety of genres in the context of grade-level content.

Writing Purposes and Products
WA.ELA-LITERACY.W3rd.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W3rd.1 must be taken through W3rd.2 – W3rd.10.]

WA.ELA-LITERACY.W3rd.2 Students compose multimodal texts in a variety of genres to communicate with others.
- **a.** Describe experiences, ideas, and imaginings, using sensory details.
- **b.** Inform others about their observations and explanations of the world.
- **c.** Express their opinions and/or preferences.
- **d.** Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
- **e.** Tell stories and narratives.

Plan and Generate Ideas
WA.ELA-LITERACY.W3rd.3 Students plan and complete writing projects.
- **a.** Connect the prompt to their interests, perspectives, and/or experiences.
- **b.** Determine the process or steps needed to complete the project.

WA.ELA-LITERACY.W3rd.4 Students generate and gather ideas, including appropriate use of tools.
- **a.** Generate topics from experience, imagination, reading, research (see RML3.4) media, conversations, products from W3rd.1, and/or desire to communicate.
- **b.** Determine which features and/or genre conventions to follow or adapt from mentor texts.
- **c.** Answer questions about what the writer knows that the audience does not.
- **d.** Choose material from research (see RML3rd.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.

Draft and Establish Voice
ELA-LITERACY.W3rd.5 Students draft content within the genre to develop ideas, express voice, and engage the audience.
- **a.** Develop points and ideas with facts, definitions, concrete details, examples, and/or quotations, using linking words to connect ideas.
- **b.** Support an opinion with reasons, using linking words.
- **c.** Develop an event sequence for stories, using details to elaborate a single string of events and describe actions, thoughts, and feelings, using dialogue when appropriate, showing characters' response to events, and using temporal words to signal order.
- **d.** Determine which features and/or formatting to follow or adapt from mentor texts such as

titles, labels, illustrations, greetings, the formatting of dialogue, etc.
    e. Identify who deserves credit for information or media used from a source.

WA.ELA-LITERACY.W3rd.6 Students compose introductions and conclusions within the genre to express voice, engage the audience, and support the development of content in the text.
    a. Introduce topics and opinions.
    b. Establish a situation for stories and introduce a narrator and/or characters.
    c. Provide a sense of closure for stories.
    d. Compose a concluding statement or section for informational texts and opinions.

WA.ELA-LITERACY.W3rd.7 Students organize content by using or adapting the genre's structure.

Revise and Edit
WA.ELA-LITERACY.W3rd.8 Students evaluate their drafts.
    a. Re-read to determine whether the draft says what they want it to say.
    b. Describe what their composition means and/or represents to an adult or peer.
    c. Gather feedback and determine whether it improves readers' understanding and/or experience.

WA.ELA-LITERACY.W3rd.9 Students revise and edit their compositions.
    a. Use what they learned from re-reading and feedback to revise.
    b. Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–3.]

Share and Publish
WA.ELA-LITERACY.W3rd.10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing.
    a. Identify who might be able to access compositions and how it might make them feel.

Speaking, Listening, and Digital Forums
Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums3rd

Students comprehend, engage in, and learn from collaborative discussions and presentations in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion

WA.ELA-LITERACY.SLDF3rd.1 Students listen, respond respectfully, and contribute during discussions.

  a. Discuss expectations and roles within the community, changing them when needed.
  b. Review previous conversations when continuing a discussion.
  c. Ask questions about the topic and others' observations and opinions.
  d. Draw on experience, prior knowledge, and/or research to contribute.
  e. Explain what they understood from others' contributions and ask for clarification or more information to build common understanding.
  f. Connect statements to others' contributions to build community and propel conversation.
  g. Identify points of agreement or disagreement.
  h. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
  i. Identify when and how opinions or understandings have changed.
  j. Review memorable and/or important moments or ideas.

WA.ELA-LITERACY.SLDF3rd.2 Students prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF3rd.3 Students collaborate on projects or tasks.

  a. Discuss expectations, roles, and timelines, changing them when needed.
  b. Connect the project or prompt to their interests, experiences, and/or community needs.
  c. Prepare for meetings by completing portions of the project as agreed.
  d. Review progress and discuss what needs to happen next.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF3rd.4 Students present experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning.

  a. Identify topics from the situation, experience, imagination, reading, research (see RML3rd.4) media, conversations, and/or products from W3rd.1.
  b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
  c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

Voice

WA.ELA-LITERACY.SLDF3rd.5 Students determine how to present themselves and their ideas.

    a. Express voice by building on strengths, experiences, and personality.

    b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.

    c. Determine which language and/or languages support their purpose.

    d. Determine what they want or do not want to share and why.

WA.ELA-LITERACY.SLDF3rd.6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language

Priority: WA.ELA-LITERACY.Language3rd

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

WA.ELA-LITERACY.L3rd.1 Students notice when and why language is used differently according to the setting.
   a. Compare formal and informal uses of language and the contexts in which they occur.
   b. Distinguish literal, figurative and colloquial meanings of words and phrases.

WA.ELA-LITERACY.L3rd.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Structure and Functions of English

WA.ELA-LITERACY.L3rd.3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and third grade content.
   a. Produce, expand, and combine simple, compound, and complex sentences using coordinating and subordinating conjunctions with appropriate punctuation.
   b. Give more detail or enhance descriptions by using comparative and superlative adjectives and adverbs.
   c. Form and use simple verb tenses with subject-verb and pronoun-antecedent agreement.
   d. Capitalize the appropriate words in titles.
   e. Use commas in addresses.
   f. Use commas and quotation marks in dialogue.

WA.ELA-LITERACY.L3rd.4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.
   a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
   b. Identify and use abstract and concrete nouns and the words that describe them.

WA.ELA-LITERACY.L3rd.5 Students explore word relationships and distinguish shades of meaning in the context of third grade conversations and reading.
   a. Use root words, prefixes, and suffixes as clues to the meaning of an unknown word.
   b. Use sentence-level context as a clue to the meaning of a word or phrase.
   c. Distinguish shades of meaning among words that describe states of mind or degrees of certainty.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research3rd

Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy3rd

Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML3rd.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

WA.ELA-LITERACY.RML3rd.2 Students seek answers from information sources.
   a. Generate ideas for where they might find information based on what they and/or others know about the topic.
   b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.
   c. Use different technologies and different search terms to generate different results when using teacher-moderated digital search tools.
   d. Talk with adults or peers with relevant experience or knowledge.

WA.ELA-LITERACY.RML3rd.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML3rd.4 Students use and/or share new learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML3rd.5 Students identify the effects of media messages.
   a. Identify how media messages make them feel and what these emotions may make them want to say or do.
   b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

WA.ELA-LITERACY.RML3rd.6 Students identify the purposes of media messages and how those purposes are achieved.
   a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

WA.ELA-LITERACY.RML3rd.7 Students compare different parts of media messages.
   a. Determine whether statements in media messages express an opinion or can be verified as true or false.
   b. Compare and contrast information on the same topic in two or more media messages from different sources.
   c. Describe how changing an image or the words used to describe an image can change the

meaning of a media message.

WA.ELA-LITERACY.RML3rd.8 Students identify people who provide information.
  a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source.
  b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.

WA.ELA-LITERACY.RML3rd.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals.
  a. Identify how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities.
  b. Identify how media messages capture their attention, so people or organizations benefit.

4TH GRADE

Reading
Priority: WA.ELA-LITERACY.Reading4th
Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Print Environment and Foundational Skills
WA.ELA-LITERACY.R4th.1 interact with and explore texts in a language-rich environment.
   a. Select texts that interest them and/or that are recommended by peers and adults.
   b. Spend time exploring, viewing, reading and/or listening to texts.
   c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts.

WA.ELA-LITERACY.R4th.2 Students know and apply the basic features of print and how it is organized.
   a. Recognize the distinguishing visual features of fiction, poetry and plays.

WA.ELA-LITERACY.R4th.3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.

WA.ELA-LITERACY.R4th.4 Students decode words with accuracy and fluency using grade-level word analysis skills.
   a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.

Comprehending and Interpreting Texts
WA.ELA-LITERACY.R4th.5 Students comprehend and interpret texts using a variety of strategies.
   a. Reflect on their purpose for reading.
   b. Preview the text by noting author, illustrator, topic, genre, images, and text structures.
   c. Use personal connections and content knowledge to visualize and make sense of the text.
   d. Make inferences and predictions, checking them against what's in the text.
   e. Use a variety of strategies that encourage and maintain motivation to engage with a text.
   f. Re-connect when the flow of reading is interrupted using a variety of strategies.
   g. Explain how the visual elements in a text represent and/or add to its meaning.
   h. Summarize a text, referring to details and examples in the text.
   i. Describe a story's setting, major events, narrators, characters and their viewpoints in depth, drawing on specific details in the text.
   j. Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R4th.6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.

a. Explain what the text makes them feel, think, and/or want to do and why.
b. Explain the impact of visual elements, including multimedia and text features, on the reader's understanding.
c. Compare and contrast the written and performed versions of poems and plays.
d. Compare and contrast the point of view, characters, settings, and plots of stories written by the same or different authors.

WA.ELA-LITERACY.R4th.7 Students evaluate texts.

a. Explain what they may or may not like about a topic, character, or event and why.
b. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.

WA.ELA-LITERACY.R4th.8 Students use texts they have read for purposes relevant to them.

a. Explore why characters think, feel, and act as they do, given their circumstances.
b. Use information or examples from texts for discussions and projects. [See W4.3 and SLDF4th.3.]
c. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W4th.4b.]

Writing

Priority: WA.ELA-LITERACY.Writing4th

Students compose multimodal texts in a variety of genres in the context of grade-level content.

Writing Purposes and Products

WA.ELA-LITERACY.W4th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W4th.1 must be taken through W4th.2 – W4th.10.]

WA.ELA-LITERACY.W4th.2 Students compose multimodal texts in a variety of genres to communicate with others.

- a. Describe experiences, ideas, and imaginings, including concrete, sensory details.
- b. Inform others about their observations and explanations of the world.
- c. Express their opinions and preferences.
- d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
- e. Tell stories and narratives.

Plan and Generate Ideas

WA.ELA-LITERACY.W4th.3 Students plan and complete writing projects.

- a. Connect the prompt to their interests, perspectives, and/or experiences.
- b. Determine the process or steps needed to complete the project.
- c. Adjust focus and timeline when needed.

WA.ELA-LITERACY.W4th.4 Students generate and gather ideas, including appropriate use of tools.

- a. Generate topics from experience, imagination, reading, research (see RML4th.4), media, conversations, products from W4th.1, and/or desire to communicate.
- b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
- c. Identify what the writer knows that the audience does not.
- d. Choose material from research (see RML4th.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.

Draft and Establish Voice

WA.ELA-LITERACY.W4th.5 Students draft content within the genre to develop ideas, express voice, and engage the audience.

- a. Develop topics with facts, definitions, examples, and/or quotations.
- b. Logically group related information in paragraphs and/or sections.
- c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.
- d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.
- e. Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels,

illustrations, greetings, the formatting of dialogue, etc.
  f. Attribute sources in ways that are consistent with the genre.

WA.ELA-LITERACY.W4th.6 Students compose introductions and conclusions within the genre that engage the audience, express voice, and support the development of content in the body of the text.
  a. Engage the reader in topics using a variety of strategies.
  b. Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters.
  c. Compose concluding statements or sections that follow from the stories or ideas developed in the text and allow the reader to reflect on what they read and/or how they feel after reading.

WA.ELA-LITERACY.W4th.7 Students organize content by using or adapting the genre's structure.

Revise and Edit
WA.ELA-LITERACY.W4th.8 Students evaluate drafts.
  a. Re-read to determine whether the draft says what they want it to say.
  b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
  c. Gather feedback and determine whether it improves readers' understanding and/or experience.

WA.ELA-LITERACY.W4th.9 Students revise and edit using a variety of strategies, including use of appropriate technology.
  a. Use what they learned from re-reading and feedback to strengthen their compositions.
  b. Edit for conventions and consistency of text features, including attributions. [Demonstrate command of Language standards K–4.]

Share and Publish
WA.ELA-LITERACY.W4th.10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing.
  a. Identify who might be able to access compositions and how it might make those people feel.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums4th

Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion

WA.ELA-LITERACY.SLDF4th.1 Students listen, respond respectfully, and contribute during discussions.

    a. Reflect on who is present in a conversation and what they know about their interests, strengths, and skills.

    b. Discuss expectations and roles within the community, changing them when needed.

    c. Review previous conversations when continuing a discussion.

    d. Draw on experience, prior knowledge, and/or research to contribute.

    e. Explain what they understood from others' contributions and ask for clarification or more information to build common understanding.

    f. Connect statements to others' contributions to build community and propel conversation.

    g. Summarize points of agreement or disagreement.

    h. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.

    i. Explain when, how, and why opinions or understandings have changed.

    j. Review memorable and/or important moments or ideas.

WA.ELA-LITERACY.SLDF4th.2 Students prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF4th.3 Students collaborate on projects or tasks.

    a. Discuss expectations, roles, and timelines, changing them when needed.

    b. Connect the project or prompt to their interests, experiences, and/or community needs.

    c. Prepare for meetings by completing portions of the project as agreed.

    d. Review progress and discuss what needs to happen next.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF4th.4 Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning.

    a. Identify topics from the situation, experience, imagination, reading, research (see RML4th.4) media, conversations, and/or products from W4th.1.

    b. Develop content by considering what they want to communicate within the situation and what the audience already knows.

    c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

Voice

WA.ELA-LITERACY.SLDF4th.5 Students determine how to present themselves and their ideas.

    a. Express voice by building on strengths, experiences, and personality.
    b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
    c. Determine which language and/or languages support their purpose.
    d. Determine what they want or do not want to share and why.

WA.ELA-LITERACY.SLDF4th.6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language
Priority: WA.ELA-LITERACY.Language4th

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

WA.ELA-LITERACY.L4th.1 Students identify and discuss when and why language is used differently according to the setting.
- **a.** Differentiate between contexts and situations that call for formal and informal discourse.
- **b.** Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.

WA.ELA-LITERACY.L4th.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.
- **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately.

Structure and Functions of English

WA.ELA-LITERACY.L4th.3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and fourth grade content.
- **a.** Produce, expand, and combine simple, compound, and complex sentences, including the use of prepositional phrases.
- **b.** Order adjectives within sentences according to conventional patterns.
- **c.** Form and use modal auxiliaries to convey various conditions.
- **d.** Capitalize the appropriate words in titles.
- **e.** Use commas in addresses.
- **f.** Use commas and quotation marks to mark dialogue, direct speech, and quotations.

WA.ELA-LITERACY.L4th.4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.
- **a.** Determine or clarify the meaning of new and multiple-meaning words and phrases.
- **b.** Identify and use abstract and concrete nouns and the words that describe them.
- **c.** Identify and use relative pronouns and adverbs.
- **d.** Use frequently confused words correctly, including homonyms.

WA.ELA-LITERACY.L4th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of fourth grade conversations and reading about experiences, events, and ideas.
- **a.** Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
- **b.** Compare words to their synonyms and antonyms to better understand nuances in their meanings.
- **c.** Distinguish shades of meaning among words that describe states of mind or degrees of

certainty.

d. Recognize and explain the meaning of simple similes, metaphors, idioms, and proverbs.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research4th

Students ask and revise questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy4th

Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML4th1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

WA.ELA-LITERACY.RML4th.2 Students seek answers from information sources.
   a. Generate ideas for where they might find information based on what they and/or others know about the topic.
   b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.
   c. Use different technologies and different search terms to generate different results when using digital search tools.
   d. Talk with adults or peers with relevant experience or knowledge.

WA.ELA-LITERACY.RML4th.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML4th.4 Students use and/or share new learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML4th.5 Students identify the effects of media messages.
   a. Identify how media messages make them feel and what these emotions may make them want to say or do.
   b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

WA.ELA-LITERACY.RML4th.6 Students identify the purposes of media messages and how those purposes are achieved.
   a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

WA.ELA-LITERACY.RML4th.7 Students compare different parts of media messages.
   b. Determine whether statements in media messages express an opinion or can be verified as true or false.
   c. Compare what multiple sources have to say about information that can be verified as true or false in a media message.
   d. Describe how changing an image or the words used to describe an image can change the

meaning of a media message.

WA.ELA-LITERACY.RML4th.8 Students identify people who create information sources and choices they make.
  a. Identify individuals and/or organizations responsible for the content of information sources.
  b. Identify different ways to be an expert about a particular topic.
  c. Identify some of the choices those responsible for information sources make about what to include or exclude.

WA.ELA-LITERACY.RML4th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals.
  a. Describe how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities.
  b. Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit.

5TH GRADE

Reading

Priority: WA.ELA-LITERACY.Reading5th

Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Print Environment and Foundational Skills

WA.ELA-LITERACY.R5th.1 Students interact with and explore texts in a language-rich environment.
   a. Select texts that interest them and/or that are recommended by peers and adults.
   b. Spend time exploring, viewing, reading and/or listening to texts.
   c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts.

WA.ELA-LITERACY.R5th.2 Students know and apply the basic features of print and how it is organized.
   a. Recognize distinguishing visual features of fiction and non-fiction texts.

WA.ELA-LITERACY.R5th.3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.

WA.ELA-LITERACY.R5th.4 Students decode words with accuracy and fluency using grade-level word analysis skills.
   a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R5th.5 Students comprehend and interpret texts using a variety of strategies.
   a. Reflect on their purpose for reading.
   b. Preview the text by noting author, illustrator, topic, genre, images, and text structures.
   c. Use personal connections and content knowledge to visualize and make sense of the text.
   d. Make inferences and predictions, checking them against what's in the text.
   e. Use a variety of strategies that encourage and maintain motivation to engage with a text.
   f. Re-connect when the flow of reading is interrupted using a variety of strategies.
   g. Explain how the visual elements in a text represent and/or add to its meaning.
   h. Summarize what a text is about, referring to details and examples in the text.
   i. Describe a story's setting, major events, narrators, characters and their viewpoints in depth, drawing on specific details in the text.
   j. Determine the point of view of the narrator and/or the characters.
   k. Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information.

l. Identify a theme or main idea that the text explores or develops, referring to details and/or examples.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R5th.6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.

    a. Explain what the text makes them feel, think, and/or want to do and why.

    b. Explain the impact of visual elements, including multimedia and text features, on the reader's understanding.

    c. Analyze multiple accounts of the same event, topic, or story, noting important similarities and differences and the point of view they represent.

WA.ELA-LITERACY.R5th.7 Students evaluate texts.

    a. Explain what they may or may not like about a topic, character, or event and why.

    b. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.

WA.ELA-LITERACY.R5th.8 Students use texts they have read for purposes relevant to them.

    a. Explore why characters think, feel, and act as they do, given their circumstances.

    b. Use information or examples from texts for discussions and projects. [See W5th.3 and SLDF5th.3.]

    c. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.

    d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W5th.4b.]

Writing

Priority: WA.ELA-LITERACY.Writing5th

Students compose multimodal texts in a variety of genres in the context of grade-level content.

Writing Purposes and Products

WA.ELA-LITERACY.W5th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W5th.1 must be taken through W5th.2 – W5th.10.]

WA.ELA-LITERACY.W5th.2 Students compose multimodal texts in a variety of genres to communicate with others.

- **a.** Compose descriptions, including concrete, sensory details and figurative language.
- **b.** Inform others about their observations and explanations of the world.
- **c.** Express their opinions and preferences.
- **d.** Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
- **e.** Tell stories and narratives.

Plan and Generate Ideas

WA.ELA-LITERACY.W5th.3 Students plan and complete writing projects.

- **a.** Connect the prompt to personal interests, perspectives, and/or experiences and/or community needs.
- **b.** Determine the process or steps needed to complete the project.
- **c.** Adjust focus and timeline when needed.

WA.ELA-LITERACY.W5th.4 Students generate and gather ideas, including appropriate use of tools.

- **a.** Generate topics from experience, imagination, reading, research (see RML5th.4), media, conversations, products from W5th.1, and/or desire to communicate.
- **b.** Determine which features and/or genre conventions to follow or adapt from mentor texts.
- **c.** Identify what the writer knows that the audience does not.
- **d.** Choose material from research (see RML5th.4), images, and other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.

Draft and Establish Voice

WA.ELA-LITERACY.W5th.5 Students draft content within the genre to develop ideas, express voice, and engage the audience.

- **a.** Establish a general focus.
- **b.** Develop topics with facts, definitions, examples, and/or quotations.
- **c.** Supply reasons for opinions that are supported by facts and details.
- **d.** Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters as appropriate to the genre.
- **e.** Use text features and/or formatting noticed in mentor texts where appropriate, such as

headings, titles, labels, illustrations, greetings, the formatting of dialogue, etc.
   f.   Use evidence from texts to support analysis, reflection, or research.
   g.   Attribute sources in ways that are consistent with the genre.

WA.ELA-LITERACY.W5th.6 Students compose introductions and conclusions that engage the audience, express voice, and support the development of content in the body of the text.
   a.   Engage the reader by clearly introducing topics, opinions, or points of view.
   b.   Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters.
   c.   Compose conclusions or concluding statements or sections that fit within the genre, follow from the stories or ideas developed in the text, and allow the reader to reflect on what they read and/or how they feel after reading.

WA.ELA-LITERACY.W5th.7 Students organize content by using or adapting the genre's structure.

Revise and Edit
WA.ELA-LITERACY.W5th.8 Students evaluate drafts.
   a.   Re-read to determine whether the draft says what they want it to say.
   b.   Re-read to identify differences between what they intend and what the audience would understand from the text itself.
   c.   Gather feedback and determine whether it improves readers' understanding and/or experience.

WA.ELA-LITERACY.W5th.9 Students revise and edit using a variety of strategies, including use of appropriate technology.
   a.   Use what they learned from re-reading and feedback to strengthen their compositions.
   b.   Edit for conventions and consistency of text features, including attributions. [Demonstrate command of Language standards K–5.]

Share and Publish
WA.ELA-LITERACY.W5th.10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing.
   a.   Identify who might be able to access compositions and how it might make those people feel.

Speaking, Listening, and Digital Forums
Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums5th
Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion
WA.ELA-LITERACY.SLDF5th.1 Students listen, respond respectfully, and contribute during discussions.
- **b.** Reflect on who is present in a conversation and what they know about their interests, strengths, and skills.
- **c.** Discuss expectations and roles within the community, changing them when needed.
- **d.** Draw on experience, prior knowledge, and/or research to contribute.
- **e.** Explain what they understood from others' contributions and ask for clarification or more information to build common understanding.
- **f.** Connect statements to others' contributions to build community and propel conversation.
- **g.** Summarize points of agreement or disagreement.
- **h.** Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
- **i.** Explain when, how, and why opinions or understandings have changed.
- **j.** Review memorable and/or important moments or ideas.

WA.ELA-LITERACY.SLDF5th.2 Students prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration
WA.ELA-LITERACY.SLDF5th.3 Students collaborate on projects or tasks.
- **a.** Discuss expectations, roles, and timelines, changing them when needed.
- **b.** Connect the project or prompt to their interests, experiences, and/or community needs.
- **c.** Prepare for meetings by completing portions of the project as agreed.
- **d.** Review progress and discuss what needs to happen next.

Public Speaking and Presentations
WA.ELA-LITERACY.SLDF5th.4 Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning.
- **a.** Identify topics from the situation, experience, imagination, reading, research (see RML5th.4), media, conversations, and/or products from W5th.1.
- **b.** Develop content by considering what they want to communicate within the situation and what the audience already knows.
- **c.** Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

Voice

WA.ELA-LITERACY.SLDF5th.5 Students determine how to present themselves and their ideas.

a. Express voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs.
b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
c. Determine which language and/or languages support their purpose.
d. Determine what they want or do not want to share and why.

WA.ELA-LITERACY.SLDF5th.6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language
Priority: WA.ELA-LITERACY.Language5th
Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.L5th.1 Students identify and discuss when and why language is used differently according to the setting.
- a. Compare and contrast the varieties of English used in stories, dramas, poems, and other media.
- b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.

WA.ELA-LITERACY.L5th.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.
- b. Use a variety of knowledge and skills to read unfamiliar multisyllabic words in context accurately.

Structure and Functions of English
WA.ELA-LITERACY.L5th.3 Students produce, expand, combine, and reduce sentences in group and individual activities in the context of conversations and writing about experiences, events, and fifth grade content.
- a. Form and use the perfect verb tenses, ensuring subject-verb and pronoun-antecedent agreement.
- b. Form and use different verb tenses and modal auxiliaries to convey various times, sequences, states, and conditions.
- c. Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others.
- d. Use commas appropriately.

WA.ELA-LITERACY.L5th.4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.
- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Identify and use corelating conjunctions.
- c. Use frequently confused words correctly, including homonyms.

WA.ELA-LITERACY.L5th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of fifth grade conversations and reading about experiences, events, and ideas.
- a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
- b. Compare words to their synonyms and antonyms to better understand nuances in their

meanings.
  c. Recognize, interpret, and explain the meaning of similes, metaphors, adages, idioms, and proverbs.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research5th

Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy5th

Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML5th.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

WA.ELA-LITERACY.RML5th.2 Students seek answers from information sources.
   a. Generate ideas for where they might find information based on what they and/or others know about the topic.
   b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.
   c. Use digital search tools effectively, broadening and narrowing search terms as needed.
   d. Talk with adults or peers with relevant experience or knowledge.

WA.ELA-LITERACY.RML5th.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML5th.4 Students use and/or share new learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML5th.5 Students identify the effects of media messages.
   a. Identify how media messages make them feel and what these emotions may make them want to say or do.
   b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

WA.ELA-LITERACY.RML5th.6 Students identify the purposes of media messages and how those purposes are achieved.
   a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

WA.ELA-LITERACY.RML5th.7 Students compare different parts of media messages.
   a. Determine whether statements in media messages express an opinion or can be verified as true or false.
   b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources have to say about it.
   c. Explain how changing an image or the words used to describe an image can change the meaning of a media message.

WA.ELA-LITERACY.RML5th.8 Students identify people who create information sources and choices they make.

    a. Identify individuals and/or organizations responsible for the content of information sources.
    b. Identify different ways to be an expert about a particular topic.
    c. Identify some of the choices those responsible for information sources make about what to include or exclude.

WA.ELA-LITERACY.RML5th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals.

    a. Explain how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities.
    b. Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit.

6TH GRADE

Reading
Priority: WA.ELA-LITERACY.Reading6th

Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Text Features

WA.ELA-LITERACY.R6th.1 Students read self-selected texts.
- **a.** Select texts that interest them and/or that are recommended by peers and adults.
- **b.** Spend time accessing and reading a variety of texts.

WA.ELA-LITERACY.R6th.2 Students know and use text features.
- **a.** Describe how visual elements in a text represent and/or add meaning to the written text.

WA.ELA-LITERACY.R6th.3 Not in 6th.

WA.ELA-LITERACY.R6th.4 Students read with accuracy and fluency.
- **a.** Use combined knowledge to read accurately in context and out of context.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R6th.5 Students comprehend and interpret texts using a variety of strategies.
- **a.** Preview the text while reflecting on their purposes for reading.
- **b.** Visualize to make sense of the text.
- **c.** Make predictions and inferences, checking them against textual evidence.
- **d.** Maintain motivation and reconnect when the flow of reading is interrupted using a variety of strategies.
- **e.** Describe details they understand from the topic or story, including information, ideas, how a plot unfolds in a series of episodes, or how events and characters respond or change as the plot develops.
- **f.** Identify a theme or main idea that the text explores or develops, referring to details and/or examples.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R6th.6 Students analyze texts.
- **a.** Analyze the specific viewpoint the author presents on a topic, event, experience, question, idea, or controversy.
- **b.** Identify details in a text that lead readers to make inferences by using their previous experiences, assumptions, or expectations.
- **c.** Analyze how the author introduces, illustrates and develops key characters, events, or ideas.
- **d.** Explain how choices about language, organization, and visual elements advance the

author's purpose and fit within the genre, medium, or platform.
   e. Compare and contrast similar content presented in different genres, mediums, and platforms.

WA.ELA-LITERACY.R6th.7 Students evaluate texts.
   a. Describe how well an element of a text effectively supports the reader to visualize and/or empathize.
   b. Describe how well an element of a text is relevant to the student and/or the intended audience.
   c. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.

WA.ELA-LITERACY.R6th.8 Students use texts they have read for purposes relevant to them.
   a. Explore questions, issues, and skills relevant to their contexts using texts.
   b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.
   c. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.
   d. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions. [See W6th.4b.]

WA.ELA-LITERACY.R6th.9 Students introduce and attribute a few pieces of textual evidence to support their analysis, evaluation, or use of a text.

Writing
Priority: WA.ELA-LITERACY.Writing6th
Students compose multimodal texts in a variety of genres in the context of grade-level content.

Writing Purposes and Products
WA.ELA-LITERACY.W6th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W6th.1 must be taken through W6th.2 – W6th.10.]

WA.ELA-LITERACY.W6th.2 Students compose multimodal texts in a variety of genres to communicate with others.
  a. Describe experiences, ideas, and imaginings, including concrete, sensory details and figurative language.
  b. Inform others about their observations and explanations of the world.
  c. Persuade others through arguments, evaluations, and other appeals.
  d. Tell stories and narratives, using a variety of techniques and devices consistent with the genre.

Plan and Generate Ideas
WA.ELA-LITERACY.W6th.3 Students manage and complete writing projects.
  a. Analyze the prompt to determine the purpose of the project and how to meet it.
  b. Connect the project to personal and/or community needs.
  c. Determine the process or steps and plan the time needed to complete the project.
  d. Adjust to feedback and shifts in focus and timeline when needed.

WA.ELA-LITERACY.W6th.4 Students generate and gather ideas and material, including appropriate use of tools.
  a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML6th.4), media, conversations, the communicative situation, products from W.1, and/or desire to communicate with a variety of audiences.
  b. Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts.
  c. Curate ideas and material, including findings from their research (see RML6th.4) and media, identifying when and how it's fair to use the creative work of others.

Draft and Establish Voice
WA.ELA-LITERACY.W6th.5 Students draft content within the genre to develop ideas, engage the audience, and express voice.
  a. Develop descriptions to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.
  b. Develop analysis of experience, events, information, ideas, and/or texts.
  c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.

d. Develop appeals to emotion and reason.
e. Use evidence from texts to support analysis, reflection, or research.
f. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience.
g. Attribute sources in ways consistent with the genre, using technology appropriately.

WA.ELA-LITERACY.W6th.6 Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

WA.ELA-LITERACY.W6th.7 Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking.

Revise and Edit
WA.ELA-LITERACY.W6th.8 Students evaluate drafts.
a. Re-read to determine whether the draft says what they want it to say.
b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.

WA.ELA-LITERACY.W6th.9 Students revise and edit using a variety of strategies, including use of appropriate technology.
a. Use what they learned from re-reading and feedback to strengthen their compositions.
b. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–6.]

Share and Publish
WA.ELA-LITERACY.W6th.10 Students share and publish compositions in person and/or on digital or non-digital platforms.
a. Determine where to publish after considering potential impacts of intended and unintended audiences.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums6th

Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.

Discussion

WA.ELA-LITERACY.SLDF6th.1 Students listen, respond respectfully, and contribute during discussions.

  a. Reflect on who is present in a conversation and what they know about their interests, strengths, and skills.
  b. Discuss expectations and roles within the community, changing them when needed.
  c. Review previous conversations when continuing a discussion.
  d. Draw on experience, prior knowledge, and/or research to contribute.
  e. Explain what they understood from others' contributions and ask for clarification or more information to build common understanding
  f. Connect statements to others' contributions to build community and propel conversation.
  g. Summarize points of agreement or disagreement.
  h. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
  i. Explain when, how, and why opinions or understandings have changed.
  j. Review memorable and/or important moments or ideas.

WA.ELA-LITERACY.SLDF6th.2 Students prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF6th.3 Students collaborate on projects or tasks.

  a. Discuss expectations, roles, and timelines, changing them when needed.
  b. Connect the project or prompt to their interests, experiences, and/or community needs.
  c. Prepare for meetings by completing portions of the project as agreed.
  d. Review progress and discuss what needs to happen next.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF6th.4 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

  a. Identify topics from the situation, experience, imagination, reading, research (see RML6th.4) media, conversations, and/or products from W6th.1.
  b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
  c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

Voice

WA.ELA-LITERACY.SLDF6th.5 Students determine how to present themselves and their ideas.

    a. Craft voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs.

    b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.

    c. Determine which language and/or languages support their purpose.

    d. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.

WA.ELA-LITERACY.SLDF6th.6 Students use voice, gesture, and pacing to illuminate the content and engage the audience.

Language
Priority: WA.ELA-LITERACY.Language6th
Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.L6th.1 Students identify and discuss when and why language is used differently according to the setting.
   a.   Compare and contrast the varieties of English used in different settings and media.
   b.   Distinguish literal and figurative meanings of words and phrases between contexts.

WA.ELA-LITERACY.L6th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.

Structure and Functions of English
WA.ELA-LITERACY.L6th.3 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and sixth grade content.
   a.   Use commas, parentheses, and dashes to set off additional information and/or elements within a sentence.

WA.ELA-LITERACY.L6th.4 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and being read to.
   a.   Use context as a clue to the meaning of a word of phrase.
   b.   Identify and use pronouns accurately.
   c.   Use resources to verify or define the meaning of a word or phrase.

WA.ELA-LITERACY.L6th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of sixth grade conversations and reading about experiences, events, and ideas.
   a.   Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
   b.   Distinguish among the use and connotations of words with similar denotations.
   c.   Recognize, interpret, and explain figures of speech.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research6th

Students ask a variety of questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy6th

Students think critically about the effects, purposes, and accuracy of media messages, the credibility of information sources, and how they will engage with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML6th.1 Students ask questions, refining and asking new questions as understanding of the topic evolves.

WA.ELA-LITERACY.RML6th.2 Students seek answers from information sources.
   a. Generate ideas for how to start searching based on prior knowledge.
   b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.
   c. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed.
   d. Identify people with relevant information to share.

WA.ELA-LITERACY.RML6th.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML6th.4 Students synthesize new learning to use and/or share.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML6th.5 Students identify how personal perspectives and dispositions affect people's reactions to media messages.
   a. Identify how emotional responses to media messages affect reactions.
   b. Identify how different levels of trust affect reactions to media messages.

WA.ELA-LITERACY.RML6th.6 Students identify the purposes of media messages and how those purposes are achieved.
   a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain.
   b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

WA.ELA-LITERACY.RML6th.7 Students evaluate different parts of media messages when they're looking for information that's accurate.
   a. Determine whether statements in media messages can be verified as true or false, express an opinion, or make a claim.
   b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it.

    c. Describe how technology can be used to manipulate images, video, and audio.

    d. Determine whether there's evidence to support claims in media messages.

WA.ELA-LITERACY.RML6th.8 Students evaluate the credibility of information sources.

    a. Identify those responsible for the content of an information source.

    b. Determine whether those responsible for information sources have expertise about the topic.

    c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.

WA.ELA-LITERACY.RML6th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals.

    a. Describe how media messages can have consequences for themselves and/or their communities.

    b. Describe how technology helps determine how information spreads.

    c. Distinguish between intentional and unintentional motivations for spreading different types of information.

7TH GRADE

Reading
Priority: WA.ELA-LITERACY.Reading7th
Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Text Features
WA.ELA-LITERACY.R7th.1 Students read self-selected texts.
   a. Identify and select texts they want to read using various strategies.
   b. Spend time accessing and reading a variety of texts.

WA.ELA-LITERACY.R7th.2 Students know and use text features.
   a. Describe how visual elements in a text represent and/or add meaning to the written text.
   b. Recognize and use the text features of a range of genres.

WA.ELA-LITERACY.R7th.3 Not in 7th.

WA.ELA-LITERACY.R7th.4 Not in 7th.

Comprehending and Interpreting Texts
WA.ELA-LITERACY.R7th.5 Students comprehend and interpret texts using a variety of strategies.
   a. Reflect on their purposes for reading.
   b. Visualize to make sense of the text.
   c. Make predictions and inferences and check them against textual evidence.
   d. Maintain motivation and reconnect when the flow of reading is interrupted.
   e. Describe details they understand from the topic or story, including how information, ideas, or elements of a story interact.

Analyzing, Evaluating, and Using Texts
WA.ELA-LITERACY.R7th.6 Students analyze texts.
   a. Analyze the specific viewpoint the author presents on a topic, event, experience, question, idea, or controversy.
   b. Analyze how readers make inferences by using their previous experiences, assumptions, or expectations to create meaning from the text.
   c. Analyze how an author structures content to lead the reader through experiences, ideas, information, or stories.
   d. Explain how choices about language, organization, and visual elements advance the author's purpose and fit within the genre, medium, or platform.
   e. Compare and contrast similar content presented in different genres, mediums, and platforms.

WA.ELA-LITERACY.R7th.7 Students evaluate a text.
   a. Describe how well an element of a text effectively supports the reader to visualize and/or empathize.
   b. Describe how well an element of a text is relevant to the student and/or the intended audience.
   c. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.

WA.ELA-LITERACY.R7th.8 Students use texts they have read for purposes relevant to them.
   a. Explore questions, issues, and skills relevant to their contexts using texts.
   b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.
   c. Identify a main idea or theme in a text relevant to their purpose/s for using a text and analyze its development over the course of a text.
   d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.
   e. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions. [See W7th.4b.]

WA.ELA-LITERACY.R7th.9 Students introduce and attribute several pieces of textual evidence to support their analysis, evaluation, or use of a text.

Writing
Priority: WA.ELA-LITERACY.Writing7th

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

WA.ELA-LITERACY.W7th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W7th.1 must be taken through W7th.2 – W7th.10.]

WA.ELA-LITERACY.W7th.2 Students compose multimodal texts within a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions.
    a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
    b. Explain their observations and analysis of texts, ideas, and the world.
    c. Persuade others through arguments, evaluations, and other appeals.
    d. Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Generate Ideas

WA.ELA-LITERACY.W7th.3 Students manage and complete writing projects.
    a. Analyze the prompt to determine the purpose of the project and how to meet it.
    b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.
    c. Determine the process or steps and plan the time needed to complete the project.
    d. Adjust to feedback and shifts in focus and timeline when needed.

WA.ELA-LITERACY.W7th.4 Students generate and gather ideas and material, including appropriate use of technology.
    a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML7th.4), media, conversations, the communicative situation, products from W7th.1, and/or desire to communicate with a variety of audiences.
    b. Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts.
    c. Curate ideas and material, including findings from their research (see RML7th.4) and media, identifying when and how it's fair to use the creative work of others.

Draft and Establish Voice

WA.ELA-LITERACY.W7th.5 Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice.
    a. Develop descriptions to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.

b. Develop analysis of experience, events, information, ideas, and/or texts.
c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.
d. Develop appeals to emotion and reason.
e. Use evidence from texts to support analysis, reflection, or research.
f. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience.
g. Attribute sources in ways consistent with the genre, using technology appropriately.

WA.ELA-LITERACY.W7th.6 Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

WA.ELA-LITERACY.W7th.7 Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking.

Revise and Edit
WA.ELA-LITERACY.W7th.8 Students evaluate drafts.
a. Re-read to determine whether the draft says what they want it to say.
b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.

WA.ELA-LITERACY.W7th.9 Students revise and edit using a variety of strategies, including use of appropriate technology.
a. Use what they learned from re-reading and feedback to strengthen their compositions.
b. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–7.]

Share and Publish
WA.ELA-LITERACY.W7th.10 Students share and publish compositions in person and/or on digital or non-digital platforms.
a. Determine where to publish after considering potential impacts of intended and unintended audiences.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums7th

Students comprehend, engage in, and learn from collaborative discussions, presentations and public speaking in a variety of genres in the context of grade-level content, in person and/or through digital forums.

Discussion

WA.ELA-LITERACY.SLDF7th.1 Students listen respectfully, respond thoughtfully, and contribute to well-reasoned exchanges.

    a. Reflect on who is present in the conversation and how they relate to each other.
    b. Establish expectations and roles within the community, changing them when needed.
    c. Ask and answer questions that clarify or verify a speaker's point or perspective.
    d. Share their interpretation of others' contributions to build common understanding.
    e. Present and interpret textual evidence, research (see RML7th.4), experience, and/or prior knowledge, attributing evidence and ideas.
    f. Develop common understanding by connecting to prior statements and others' contributions.
    g. Identify points of agreement and/or disagreement.
    h. Identify evidence or experience that contradicts conclusions.
    i. Explain changes in opinions and understanding.
    j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended.
    k. Summarize conclusions, questions, and complications from the discussion.

WA.ELA-LITERACY.SLDF7th.2 Prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF7th.3 Students collaborate effectively on projects and tasks.

    a. Establish expectations and roles, changing them when needed.
    b. Connect the project or prompt to their interests, perspectives, experiences, and/or community needs.
    c. Determine the process or steps needed to complete the project.
    d. Prepare for meetings by completing portions of the project as agreed.
    e. Summarize progress, identifying gaps and adjusting future goals as needed.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF7th.4 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

    a. Identify topics from the situation, experience, imagination, reading, research (see RML7th.4) media, conversations, and/or products from W7th.1.
    b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
    c. Make strategic use of supporting images, media, and artifacts in presentations to clarify

content and support the audience's engagement with the presentation and material.

Voice

WA.ELA-LITERACY.SLDF7th.5 Students determine how to present themselves and their ideas.
    a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs.
    b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
    c. Determine which language and/or languages support their purpose and voice.
    d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.
    e. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.

WA.ELA-LITERACY.SLDF7th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.

Language
Priority: WA.ELA-LITERACY.Language7th
Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.L7th.1 Students identify and discuss when and why language is used differently according to the setting.
   a. Compare and contrast the varieties of English used by different groups based on content, context, and media.
   b. Describe the different uses and traditions of references and allusion used in stories, dramas, poems, and other media.

WA.ELA-LITERACY.L7th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.

Structure and Functions of English
WA.ELA-LITERACY.L7th.3 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and seventh grade content.
   a. Identify, use, and explain the function of different kinds of phrases and clauses.
   b. Communicate the relationship among ideas through syntax and punctuation.

WA.ELA-LITERACY.L7th.4 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing.
   a. Use context as a clue to the meaning of a word of phrase.
   b. Identify and use pronouns accurately.
   c. Use resources to verify or define the meaning of a word or phrase.

WA.ELA-LITERACY.L7th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of seventh grade conversations and reading about experiences, events, and ideas.
   a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
   b. Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.
   c. Recognize, interpret, and explain figures of speech, including literary, biblical, and mythological allusions.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research7th

Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy7th

Students think critically about the effects, purposes, and accuracy of media messages, the credibility of information sources, and how they will engage with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML7th.1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.

WA.ELA-LITERACY.RML7th.2 Students seek answers from information sources.
   a. Generate ideas for how to start searching based on prior knowledge.
   b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.
   c. Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately.
   d. Identify people with relevant information to share.

WA.ELA-LITERACY.RML7th.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML7th.4 Students synthesize new learning to use and/or share.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML7th.5 Students describe how personal perspectives and dispositions affect people's reactions to media messages.
   a. Describe how emotional responses to media messages affect reactions.
   b. Identify how different levels of openness to considering new ideas affect reactions to media messages.

WA.ELA-LITERACY.RML7th.6 Students explain the purposes of media messages and the techniques used to create them.
   a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain.
   b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

WA.ELA-LITERACY.RML7th.7 Students evaluate different parts of media messages when they're looking for information that's accurate.
   a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.
   b. Check the accuracy of information that can be verified as true or false by comparing what

multiple reliable sources say about it.
- **c.** Explain how technology can be used to manipulate images, video, and audio.
- **d.** Determine whether evidence presented to support a claim in media messages does so effectively.

WA.ELA-LITERACY.RML7th.8 Students evaluate the credibility of information sources.
- **a.** Identify those responsible for the content of an information source, including content generated by technology.
- **b.** Determine whether those responsible for information sources have expertise about the topic.
- **c.** Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.

WA.ELA-LITERACY.RML7th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals.
- **a.** Describe how media messages can have consequences for themselves and/or their communities.
- **b.** Describe how technology helps determine how information spreads.
- **c.** Distinguish between intentional and unintentional motivations for spreading different types of information.
- **d.** Describe how people get their news and how this has changed over time.

8TH GRADE

Reading

Priority: WA.ELA-LITERACY.Reading8th

Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Text Features

WA.ELA-LITERACY.R8th.1 Students read self-selected texts.
   a. Identify and select texts they want to read using various strategies.
   b. Spend time accessing and reading a variety of texts.

WA.ELA-LITERACY.R8th.2 Students know and use text features.
   a. Describe how visual elements in a text represent, organize, and/or add meaning to the written text.
   b. Recognize the text features of a range of genres.

WA.ELA-LITERACY.R8th.3 Not in 8th.

WA.ELA-LITERACY.R8th.4 Not in 8th.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R8th.5 Students comprehend and interpret texts using a variety of strategies.
   a. Preview the text while reflecting on their purposes for reading.
   b. Visualize to make sense of the text.
   c. Make predictions and inferences and check them against textual evidence.
   d. Maintain motivation and reconnect when the flow of reading is interrupted.
   e. Explain what they understand from a story, event, idea, or argument, including how information, ideas, or elements of a story interact.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R8th.6 Students analyze texts.
   a. Analyze the specific viewpoint or argument the author presents on a topic, event, experience, question, idea, or controversy.
   b. Analyze the author's use of analogies, allusions, and repetition of words or sounds.
   c. Analyze how an author structures content to lead the reader through a story, experiences, ideas, information, or arguments.
   d. Analyze how choices about language, organization, and visual elements advance the author's purpose and fit within the genre, medium, or platform.
   e. Compare and contrast similar content presented in different genres, mediums, and platforms.

WA.ELA-LITERACY.R8th.7 Students evaluate a text.
   a. Explain how well an element of a text effectively supports the reader to visualize and/or empathize.
   b. Explain how well an element of a text is relevant to the student and/or the intended audience.
   c. Explain how well an element of a text engages the reader or provokes thought, understanding, or action.

WA.ELA-LITERACY.R8th.8 Students use texts they have read for purposes relevant to them.
   a. Explore questions, issues, and skills relevant to their contexts using texts.
   b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.
   c. Identify a main idea or theme in a text related to their purpose/s for using a text and analyze its development over the course of the text.
   d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.
   e. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions. [See W8th.4b.]

WA.ELA-LITERACY.R8th.9 Students introduce and attribute multiple pieces of textual evidence to support their analysis, evaluation, or use of a text.

Writing
Priority: WA.ELA-LITERACY.Writing8th

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

WA.ELA-LITERACY.W8th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W8th.1 must be taken through W8th.2 – W8th.10.]

WA.ELA-LITERACY.W8th.2 Students compose multimodal texts in a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions.
   a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
   b. Explain their observations and analysis of texts, ideas, and the world.
   c. Persuade others through arguments, evaluations, and other appeals.
   d. Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Generate Ideas

WA.ELA-LITERACY.W8th.3 Students manage and complete writing projects.
   a. Analyze the prompt to determine the purpose of the project and how to meet it.
   b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.
   c. Determine the process or steps and plan the time needed to complete the project.
   d. Adjust to feedback and shifts in focus and timeline when needed.

WA.ELA-LITERACY.W8th.4 Students generate and gather ideas and material, including appropriate use of technology.
   a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML8th.4), media, conversations, the communicative situation, products from W8th.1, and/or desire to communicate with a variety of audiences.
   b. Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts.
   c. Curate ideas and material, including findings from their research (see RML8th.4) and media, identifying when and how it's fair to use the creative work of others.

Draft and Establish Voice

WA.ELA-LITERACY.W8th.5 Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice.
   a. Develop descriptions to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.

b. Develop analysis of experience, events, information, ideas, and/or texts.
c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.
d. Develop appeals to emotion and reason.
e. Use evidence from texts to support analysis, reflection, or research.
f. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience.
g. Attribute sources in ways consistent with the genre, using technology appropriately.

WA.ELA-LITERACY.W8th.6 Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

WA.ELA-LITERACY.W8th.7 Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking.

Revise and Edit
WA.ELA-LITERACY.W8th.8 Students evaluate drafts.
a. Re-read to determine whether the draft says what they want it to say.
b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.

WA.ELA-LITERACY.W8th.9 Students revise and edit using a variety of strategies, including use of appropriate technology.
a. Use what they learned from re-reading and feedback to strengthen their compositions.
b. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–8.]

Share and Publish
WA.ELA-LITERACY.W8th.10 Students share and publish compositions in person and/or on digital or non-digital platforms.
a. Determine where to publish after considering potential impacts of intended and unintended audiences and the permanence of digital platforms.

Speaking, Listening, and Digital Forums
Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums8th

Students comprehend, engage in, and learn from collaborative discussions, presentations and public speaking in a variety of genres in the context of grade-level content, in person and/or through digital forums.

Discussion

WA.ELA-LITERACY.SLDF8th.1 Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges.

- **b.** Reflect on who is present in the conversation and how they relate to each other.
- **c.** Establish expectations and roles within the community, changing them when needed.
- **d.** Ask and answer questions that clarify or verify a speaker's point or perspective.
- **e.** Share their interpretation of others' contributions to build common understanding.
- **f.** Present and interpret textual evidence, research (see RML8.4), experience, and/or prior knowledge, attributing evidence and ideas.
- **g.** Develop arguments and/or common understanding by connecting to prior statements and others' contributions.
- **h.** Summarize points of agreement and/or disagreement.
- **i.** Challenge ideas and conclusions based on contradictory evidence or experience.
- **j.** Analyze changes in opinion and understanding.
- **k.** Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended.
- **l.** Summarize conclusions, questions, and complications from the discussion.

WA.ELA-LITERACY.SLDF8th.2 Prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF8th.3 Students collaborate effectively on projects and tasks.

- **a.** Establish expectations and roles, changing them when needed.
- **b.** Connect the project or prompt to their interests, perspectives, experiences, and/or community needs.
- **c.** Determine the process or steps needed to complete the project.
- **d.** Prepare for meetings by completing portions of the project as agreed.
- **e.** Summarize progress made, identifying gaps and adjusting future goals as needed.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF8th.4 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

- **a.** Identify topics from the situation, experience, imagination, reading, research (see RML8th.4), media, conversations, and/or products from W8th.1.
- **b.** Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- **c.** Make strategic use of supporting images, media, and artifacts in presentations to clarify

content and support the audience's engagement with the presentation and material.

Voice

WA.ELA-LITERACY.SLDF8th.5 Students determine how to present themselves and their ideas.

   a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs.
   b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
   c. Determine which language and/or languages support their purpose and voice.
   d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.
   e. Determine how to present themselves and their ideas in digital forums given the potential impact on future goals and opportunities.

WA.ELA-LITERACY.SLDF8th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.

Language
Priority: WA.ELA-LITERACY.Language8th
Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.L8th.1 Students identify and discuss when and why language is used differently according to the setting.
   a.   Compare and contrast the varieties of English used by different groups based on content, context, and media.
   b.   Describe the different uses of active and passive voice and in the conditional and subjunctive moods by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.

WA.ELA-LITERACY.L8th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.
   a.   Reflect the pauses and cadence expressed through punctuation.
   b.   Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.

Structure and Functions of English
WA.ELA-LITERACY.L8th.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.
   a.   Communicate the relationship among ideas through syntax and punctuation.
   b.   Use punctuation to indicate a pause, break, or omission.

WA.ELA-LITERACY.L8th.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and eighth grade content.
   a.   Form and use the active and passive voices.
   b.   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

WA.ELA-LITERACY.L8th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of eighth grade conversations and reading about experiences, events, and ideas.
   a.   Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
   b.   Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.
   c.   Recognize, interpret, and explain figures of speech in context.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research8th

Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy8th

Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will engage with media messages.

Research and Inquiry

WA.ELA-LITERACY.RML8th.1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.

WA.ELA-LITERACY.RML8th.2 Students seek answers from information sources.
   a. Generate ideas for how to start searching based on prior knowledge.
   b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.
   c. Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately.
   d. Identify people with relevant information to share.

WA.ELA-LITERACY.RML8th.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML8th.4 Students synthesize new learning to use and/or share.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML8th.5 Students explain how personal perspectives and dispositions affect people's reactions to media messages.
   a. Explain how emotional responses to media messages affect reactions.
   b. Identify how different criteria for determining what is true affect reactions to and interpretations of media messages.

WA.ELA-LITERACY.RML8th.6 Students explain the purposes of media messages and the techniques used to create them.
   a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.
   b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

WA.ELA-LITERACY.RML8th.7 Students evaluate different parts of media messages when they're looking for information that's accurate, logical, and/or fair.
   a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.
   b. Check the accuracy of information that can be verified as true or false by comparing what

multiple reliable sources say about it.
   c. Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated.
   d. Evaluate the logic of claims in media messages and the strength of evidence used to support them.

WA.ELA-LITERACY.RML8th.8 Students evaluate the credibility of information sources.
   a. Identify those responsible for the content of an information source, including content generated by technology.
   b. Determine whether those responsible for information sources have expertise about the topic.
   c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.
   d. Determine whether those responsible for information sources exhibit a perspective relevant to the topic and, if so, to what extent that perspective has been affected by bias.

WA.ELA-LITERACY.RML8th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals.
   a. Explain how media messages can have consequences for themselves and/or their communities.
   b. Describe how technology helps determine how information spreads.
   c. Distinguish between intentional and unintentional motivations for spreading different types of information.
   d. Describe how people get their news and how this has changed over time.

9TH–10TH GRADES

Reading

Priority: WA.ELA-LITERACY.Reading9th–10th

Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction texts, including those of historical and literary significance, from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Text Features

WA.ELA-LITERACY.R9th–10th.1 Students read self-selected texts.
   a. Identify and select texts they want to read using various strategies.
   b. Spend time accessing and reading a variety of texts.

WA.ELA-LITERACY.R9th–10th.2 Students know and use text features.
   a. Use text features to identify sections of a longer text that are likely to contain needed information.
   b. Describe how text features cue the reader about how to interpret the text as one whole.

WA.ELA-LITERACY.9th–10th.3 Not in 9–10.

WA.ELA-LITERACY.9th–10th.4 Not in 9–10.

Comprehending and Interpreting Texts

Priority: WA.ELA-LITERACY.R9th–10th.5
   a. Students comprehend and interpret texts using a variety of strategies.
   b. Preview the text while reflecting on their purposes for reading.
   c. Visualize to make sense of the text.
   d. Make predictions and inferences and check them against textual evidence.
   e. Maintain motivation and reconnect when the flow of reading is interrupted using various strategies.
   f. Explain what they understand from the topic or story, including how information or ideas unfold and relate, or how setting, events, and characters develop and interact to advance the story.

Analyzing, Evaluating, and Using Texts

WA.ELA-LITERACY.R9th–10th.6 Students analyze texts.
   a. Analyze the particular viewpoint presented in a text as a theme or main idea.
   b. Analyze how specific details contribute to a theme or main idea.
   c. Analyze how an author presents and organizes content to create understanding and effects such as mystery, tension, or surprise.
   d. Analyze how readers make inferences and interpret symbols by using their previous experiences, knowledge, assumptions, or expectations to create meaning from the text.

e. Analyze how the author helps intended readers empathize with unfamiliar content by using metaphors and analogies based on what is familiar, concrete, or emotionally resonant.

f. Analyze how two authors who write in the same genre make different choices about structure, language use, or literary techniques.

g. Analyze how different genres, mediums, and platforms represent similar content differently.

WA.ELA-LITERACY.R9th–10th.7 Students evaluate texts.

a. Evaluate how well a text effectively supports the reader to visualize and/or empathize with concepts new to them.

b. Evaluate how well a text engages the reader or provokes thought, understanding, or action.

c. Evaluate to what extent a text is relevant to the student and/or the intended audience.

d. Evaluate how well a text presents its intended purpose.

Priority: WA.ELA-LITERACY.R9th–10th.8

Students use texts they have read for purposes relevant to them.

a. Explore questions, issues, and skills relevant to their contexts using texts.

b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading.

c. Identify a theme or main idea in a text relevant to their purpose/s for using the text and analyze its development over the course of the text.

d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.

e. Use and adapt choices made by authors and creators as mentors for their own multimodal compositions. [See W9th–10th.4b.]

WA.ELA-LITERACY.R9th–10th.9 Students introduce, attribute, and comment on strong relevant textual evidence to support their analysis, evaluation, or use of texts in discussions, writing, or presentations.

Writing

Priority: WA.ELA-LITERACY.Writing9th–10th

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

PRIORITY: WA.ELA-LITERACY.W9th–10th.1

Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language and genre, and make personal sense of the world, events, and experiences. [Not all products from W.1 must be taken through W9th–10th.2 – W9th–10th.1.]

PRIORITY: WA.ELA-LITERACY.W9th–10th.2

Students compose multimodal texts within a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions.
- **a.** Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
- **b.** Explain their observations and analysis of texts, ideas, and the world.
- **c.** Persuade others through arguments, evaluations, and other appeals.
- **d.** Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Generate Ideas

WA.ELA-LITERACY.W9th–10th.3 Students manage and complete writing projects.
- **a.** Analyze the prompt to determine the purpose of the project and how to meet it.
- **b.** Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.
- **c.** Determine the process or steps and plan the time needed to complete the project.
- **d.** Adjust to feedback and shifts in focus and timeline when needed.

WA.ELA-LITERACY.W9th–10th.4 Students generate and gather ideas and material, including appropriate use of technology.
- **a.** Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML9th–10th.4), media, conversations, the communicative situation, products from W.1, and/or desire to communicate with a variety of audiences.
- **b.** Determine which features and conventions of genres and medias to follow, adapt, combine, or break from mentor texts.
- **c.** Curate ideas and material, including findings from their research (see RML9th–10th.4) and media, determining when and how it's fair and legal to use media created by others.

Draft and Establish Voice and Style

WA.ELA-LITERACY.W9th–10th.5 Students draft content within the genre and purpose to develop

ideas, engage the audience, and express voice.

    a. Develop descriptions to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.

    b. Develop analysis of experience, events, information, ideas, and/or texts.

    c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.

    d. Develop appeals to emotion, reason, and status.

    e. Present experience and counterexample to further or challenge a claim, solution, or motive.

    f. Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration.

    g. Use evidence from texts to support analysis, reflection, or research.

    h. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience.

    i. Attribute sources in ways consistent with the genre, using technology appropriately.

WA.ELA-LITERACY.W9th–10th.6 Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

WA.ELA-LITERACY.W.9th–10th.7 Students organize content, using, adapting, and/or breaking the genre's structure, to lead readers through the student's thinking.

Revise and Edit

PRIORITY: WA.ELA-LITERACY.W9th–10th.8

Students evaluate drafts.

    a. Re-read to determine whether the draft says what they want it to say.

    b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.

    c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.

PRIORITY: WA.ELA-LITERACY.W9th–10th.9

Students revise and edit using a variety of strategies, including use of appropriate technology.

    a. Use what they learned from re-reading and feedback to strengthen their compositions.

    b. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–9 or 10.]

Share and Publish

WA.ELA-LITERACY.W9th–10th.10 Students share and publish compositions in person and/or on digital or non-digital platforms.

    a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer.

    b. Monitor and update published works when appropriate.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums9th–10th

Students comprehend, engage in, and learn from discussions, collaboration, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or digital forums.

Discussion

Priority: WA.ELA-LITERACY.SLDF9th–10th.1

Students listen respectfully, respond thoughtfully, and contribute meaningfully and effectively to well-reasoned exchanges.
   a. Reflect on who is present in the conversation and how they relate to each other.
   b. Establish expectations and roles within the community, changing them when needed.
   c. Ask and answer questions that clarify, expand on, or verify a speaker's point or perspective.
   d. Share their interpretation of others' contributions to build common understanding.
   e. Present and interpret textual evidence, research (see RML9–10.4), experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas.
   f. Develop arguments and/or common understanding by connecting to prior statements and others' contributions.
   g. Summarize points of agreement and/or disagreement.
   h. Challenge ideas and conclusions based on contradictory evidence or experience.
   i. Analyze changes in opinion and understanding.
   j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended.
   k. Summarize conclusions, questions, and complications from the discussion.

WA.ELA-LITERACY.SLDF9th–10th.2 Students prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF9th–10th.3 Students collaborate effectively on projects and tasks.
   a. Establish expectations and roles, changing them when needed.
   b. Connect the project or prompt to interests, perspectives, experiences, and/or community needs.
   c. Determine the process or steps needed to complete the project.
   d. Prepare for meetings by completing portions of the project as agreed.
   e. Summarize progress made, identifying gaps and adjusting future goals as needed.

Public Speaking and Presentations

WA.ELA-LITERACY.SLDF9th–10th.4 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.
   a. Identify topics from the situation, experience, imagination, reading, research (see RML9th–10th.4), media, conversations, and/or products from W9th–10th.1.

b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.

c. Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.

Voice

WA.ELA-LITERACY.SLDF9th–10th.5 Students determine how to present themselves and their ideas.

a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs.

b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.

c. Determine which language and/or languages support their purpose and voice.

d. Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.

e. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.

WA.ELA-LITERACY.SLDF9th–10th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.

Language
Priority: WA.ELA-LITERACY.Language9th–10th
Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language
WA.ELA-LITERACY.L9th–10th.1 Students identify and discuss when and why language is used differently according to the setting.
   a. Compare and contrast how language is used by different groups based on content, context, and media.
   b. Describe the different forms and uses of attribution by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.

WA.ELA-LITERACY.L9th–10th.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy.
   a. Reflect the pauses and cadence expressed through punctuation.
   b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.

Structure and Functions of English
WA.ELA-LITERACY.L9th–10th.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.
   a. Use parallel structure.

WA.ELA-LITERACY.L9th–10th.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.
   a. Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.
   b. Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.
   c. Form and use the active and passive voices.
   d. Use the colon and semicolon accurately.

WA.ELA-LITERACY.L9th–10th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of grade-level grade conversations and reading about experiences, events, and ideas.
   a. Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.
   b. Recognize, interpret, and explain figures of speech in context and analyze their role in communicating nuanced meaning.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research9th–10th

Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy9th–10th

Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will participate in the information ecosystem.

Research and Inquiry

WA.ELA-LITERACY.RML9th–10th.1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.

Priority: WA.ELA-LITERACY.RML9th–10th.2

Students seek answers from information sources.
- **a.** Generate ideas for how to initiate their search based on prior knowledge.
- **b.** Select and access print and digital information sources most relevant to the discipline and context of the inquiry.
- **c.** Use digital tools effectively, adapting search terms as needed and using technology appropriately.
- **d.** Identify people with relevant information to share.

WA.ELA-LITERACY.RML9th–10th.3 Students gather relevant information using a variety of strategies.

WA.ELA-LITERACY.RML9th–10th.4 Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML9th–10th.5 Students explain how personal perspectives and dispositions affect people's reactions to media messages.
- **a.** Explain how emotional responses to media messages affect reactions.
- **b.** Explain how relevant cognitive biases affect reactions to and interpretations of media messages.

WA.ELA-LITERACY.RML9th–10th.6 Students analyze the purposes of media messages and the techniques used to create them.
- **a.** Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.
- **b.** Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

WA.ELA-LITERACY.RML9th–10th.7 Students evaluate components of media messages in the context of a need for information that's accurate, logical, and/or fair.

    a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.

    b. Evaluate the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it.

    c. Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated.

    d. Evaluate the strength of claims in media messages.

Priority: WA.ELA-LITERACY.RML9th–10th.8

Students evaluate the credibility of information sources.

    a. Identify those responsible for the content of an information source, including content generated by technology.

    b. Evaluate the expertise of those responsible for information sources.

    c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.

    d. Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.

WA.ELA-LITERACY.RML9th–10th.9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals.

    a. Explain how media messages can have consequences for themselves, society, and/or their communities.

    b. Explain how technology helps determine how information spreads.

    c. Explain mechanisms that contribute to the intentional spread of different types of information.

    d. Explain how economic structures and societal attitudes affect the spread of information, including who can access and/or disseminate it.

11TH–12TH GRADES

Reading

Priority: WA.ELA-LITERACY.Reading11th–12th

Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction texts, including those of historical and literary significance, from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.

Text Features

WA.ELA-LITERACY.R11th–12th.1 Students read a wide range of self-selected texts.
    a. Identify and select relevant and engaging texts using various strategies.
    b. Spend time accessing and reading a variety of texts at and above their independent reading level.

WA.ELA-LITERACY.R11th–12th.2 Students know and use text features.
    a. Use text features to identify sections of a longer text that are likely to contain needed information.
    b. Describe how visual elements in a text represent, clarify, and/or add meaning to the written text.
    c. Describe how text features cue the reader about how to interpret the text as one whole.

WA.ELA-LITERACY.R11th–12th.3 Not in 11–12.

WA.ELA-LITERACY.R11th–12th.4 Not in 11–12.

Comprehending and Interpreting Texts

WA.ELA-LITERACY.R11th–12th.5 Students comprehend and interpret texts using a variety of strategies.
    a. Preview the text while reflecting on their purposes for reading.
    b. Visualize to make sense of the text.
    c. Make connections to prior knowledge and check them against textual evidence.
    d. Maintain motivation and reconnect when the flow of reading is interrupted.
    e. Describe what they understand from the topic or story, including how information or ideas unfold, relate, and develop.

Analyzing, Evaluating, and Using Texts

Priority: WA.ELA-LITERACY.R11th–12th.6

Students analyze texts.
    a. Analyze the particular viewpoint presented in a theme or main idea and how it develops across the whole of a text.
    b. Analyze how an author presents and organizes content to create effects such as mystery, tension, or surprise.

c. Analyze how figurative language and rhetorical devices affect the reader.
d. Analyze how two authors who write in the same genre make different choices about structure, language use, or literary techniques and explain their effects.
e. Analyze how different genres, mediums, and platforms represent similar content and affect the reader differently.

WA.ELA-LITERACY.R11th–12th.7 Students evaluate texts.
a. Evaluate how well a text effectively supports the reader to visualize and/or empathize with concepts new to them.
b. Evaluate how well an element of a text is relevant to the student and/or the intended audience.
c. Evaluate how well a text engages the reader or provokes thought, understanding, or action.
d. Evaluate how well a text fulfills its stated purpose.

Priority: WA.ELA-LITERACY.R11th–12th.8

Students use texts they have read for purposes relevant to them.
a. Explore questions, issues, and skills relevant to their contexts using texts.
b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading.
c. Identify a theme or main idea in a text relevant to their purpose/s for using the text and analyze its development over the course of the text.
d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.
e. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions. [See W11th–12th.4b.]

WA.ELA-LITERACY.R11th–12th.9 Students introduce, attribute, and comment on sufficient relevant textual evidence to support their analysis, evaluation, or use of texts in discussions, writing, or presentations.

Writing

Priority: WA.ELA-LITERACY.Writing11th–12th

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

WA.ELA-LITERACY.W11th–12th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language and genre, and make personal sense of the world, events, and experiences. [Not all products from W11–12.1 must be taken through W11–12.2 – W11–12.10.]

PRIORITY: WA.ELA-LITERACY.W11th–12th.2

Students compose multimodal texts within a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions.

- **a.** Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
- **b.** Explain their observations and analysis of complex texts, substantive ideas, and the world.
- **c.** Persuade others through arguments or evaluations on substantive topics or texts and other appeals.
- **d.** Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Generate Ideas

WA.ELA-LITERACY. W11th–12th.3 Students manage and complete writing projects.

- **a.** Analyze the prompt and communicative situation to determine the purpose of the project and how to meet it.
- **b.** Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.
- **c.** Determine the process or steps and plan the time needed to complete the project.
- **d.** Adjust to feedback and shifts in focus and timeline when needed.

WA.ELA-LITERACY.W11th–12th.4 Students generate and gather ideas and material, including appropriate use of technology.

- **a.** Generate topics and material from experience, imagination, reading, research (see RML11th–12th.4), media, conversations, the communicative situation, products from W11th–12th.1, and/or desire to communicate a particular message to an audience.
- **b.** Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts.
- **c.** Curate ideas and material, including findings from their research (see RML11th–12th.4) and media, determining when and how it's fair and legal to use media created by others.

Draft and Establish Voice
PRIORITY: WA.ELA-LITERACY.W11th–12th.5
Students draft content within the genre, purpose, and discipline to develop ideas, engage the audience, and express voice.
  a. Develop descriptions to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.
  b. Develop analysis of experience, events, information, ideas, and/or texts.
  c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.
  d. Develop appeals to emotion, reason, status, and authority.
  e. Present experience and counterexample to further or challenge a claim, solution, or motive.
  f. Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration.
  g. Use evidence from texts to support analysis, reflection, or research.
  h. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience.
  i. Attribute sources in ways consistent with the genre and discipline, using technology appropriately.

WA.ELA-LITERACY.W11th–12th.6 Students craft introductions and conclusions within genre, purpose, and discipline to engage the audience, establish voice, and support content in the body of the text.

WA.ELA-LITERACY.W.11th–12th.7 Students organize content, using, adapting, and/or breaking the genre's structure, to lead readers through the student's thinking.

Revise and Edit
PRIORITY: WA.ELA-LITERACY.W11th–12th.8
Students evaluate drafts.
  a. Re-read to determine whether the draft says what they want it to say.
  b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
  c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.

PRIORITY: WA.ELA-LITERACY.W11th–12th.9
Students revise and edit using a variety of strategies, including use of appropriate technology.
  a. Use what they learned from re-reading and feedback to strengthen their compositions.
  b. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–11 or 12.]

Share and Publish
WA.ELA-LITERACY.W11th–12th.10 Students share and publish compositions in person and/or on digital or non-digital platforms.

a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer.

b. Monitor and update published works when appropriate.

Speaking, Listening, and Digital Forums

Priority: WA.ELA-LITERACY.SpeakingListeningDigitalForums11th–12th

Students comprehend, engage in, and learn from discussions, collaboration, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or digital forums.

Discussion

WA.ELA-LITERACY.SLDF11th–12th.1 Students listen respectfully, respond thoughtfully, and contribute meaningfully to well-reasoned exchanges.

    a. Reflect on who is present in the conversation and how they relate to each other.

    b. Establish expectations and roles within the community, changing them when needed.

    c. Ask and answer questions that clarify, expand on, or verify a speaker's point or perspective.

    d. Share their interpretation of others' contributions to build common understanding.

    e. Present and interpret textual evidence, research (see RML11th–12th.4), experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas.

    f. Develop arguments and/or common understanding by connecting to prior statements and others' contributions.

    g. Summarize points of agreement and/or disagreement.

    h. Challenge ideas and conclusions based on contradictory evidence or experience.

    i. Analyze changes in opinion and understanding.

    j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended.

    k. Summarize conclusions, questions, and complications from the discussion.

WA.ELA-LITERACY.SLDF11th–12th.2 Students prepare for planned discussions by thinking, reading, and/or researching the topic.

Collaboration

WA.ELA-LITERACY.SLDF11th–12th.3 Students collaborate effectively on projects and tasks.

    a. Establish expectations and roles, changing them when needed.

    b. Connect the project or prompt to their personal and/or community interests, perspectives, experiences, and/or needs.

    c. Determine the process or steps needed to complete the project.

    d. Prepare for meetings by completing portions of the project as agreed.

    e. Summarize progress made, identifying gaps and adjusting future goals as needed.

Public Speaking and Presentations

Priority: WA.ELA-LITERACY.SLDF11th–12th.4

Students present experience, positions, ideas, findings, and creative work in a variety of genres such that listeners can empathize and follow the line of reasoning.

    a. Identify topics from the situation, experience, imagination, reading, media, research (see

RML11th–12th.4), conversations, and/or products from W11th–12th.1.
- **b.** Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- **c.** Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.

Voice

WA.ELA-LITERACY.SLDF11th–12th.5 Students determine how to present themselves and their ideas.
- **a.** Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs.
- **b.** Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
- **c.** Determine which language and/or languages support their purpose, voice, and style.
- **d.** Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.
- **e.** Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.

WA.ELA-LITERACY.SLDF11th–12th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.

Language

Priority: WA.ELA-LITERACY.Language11th–12th

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

Priority: WA.ELA-LITERACY.L11th–12th.1

Students identify and discuss when and why language is used differently according to the content, context, and setting.

    a. Describe how language use changes over time.
    b. Reflect on and make language decisions in context based on community language use, even when contested.

WA.ELA-LITERACY.L11th–12th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.

    a. Reflect the pauses and cadence expressed through layout and punctuation.
    b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.

Structure and Functions of English

WA.ELA-LITERACY. L11th–12th.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.

WA.ELA-LITERACY. L11th–12th.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.

    a. Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.
    b. Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.
    c. Spell and use punctuation accurately.

WA.ELA-LITERACY. L11th–12th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of grade-level grade conversations and reading about experiences, events, and ideas.

    a. Identify and use patterns of word change that indicate part of speech or changes in meaning.
    b. Recognize, interpret, and explain figurative language and rhetorical devices in context and analyze their role in communicating nuanced meaning.

Research and Media Literacy

Priority: WA.ELA-LITERACY.Research11th–12th

Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.

Priority: WA.ELA-LITERACY.MediaLiteracy11th–12th

Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will participate in the information ecosystem.

Research and Inquiry

WA.ELA-LITERACY.RML11th–12th.1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.

WA.ELA-LITERACY.RML11th–12th.2 Students seek answers from information sources.
   a. Generate ideas for how to initiate their search based on prior knowledge.
   b. Select and access print and digital information sources most relevant to the discipline and context of the inquiry.
   c. Use digital tools effectively, adapting search terms as needed and using technology appropriately.
   d. Identify people with relevant information to share.

WA.ELA-LITERACY.RML11th–12th.3 Students gather relevant information using a variety of strategies.

Priority: WA.ELA-LITERACY.RML11th–12th.4

Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.

Media Literacy and Critical Thinking

WA.ELA-LITERACY.RML11th–12th.5 Students analyze how personal perspectives and dispositions affect people's reactions to media messages.
   a. Analyze how emotional responses to media messages affect reactions.
   b. Analyze how relevant cognitive biases affect reactions to and interpretations of media messages.

WA.ELA-LITERACY.RML11th–12th.6 Students analyze the purposes of media messages and the techniques used to create them.
   a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.
   b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

Priority: WA.ELA-LITERACY.RML11th–12th.7

Students evaluate components of media messages in the context of a need for information that's accurate, logical, and/or fair.

a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.

b. Evaluate the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it.

c. Analyze whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated.

d. Evaluate the strength of claims in media messages.

WA.ELA-LITERACY.RML11th–12th.8 Students evaluate the credibility of information sources.

a. Identify those responsible for the content of an information source, including content generated by technology.

b. Evaluate the expertise of those responsible for information sources.

c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.

d. Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.

WA.ELA-LITERACY.RML11th–12th.9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals.

a. Analyze how media messages can have consequences for themselves, society, and/or their communities.

b. Analyze how technology helps determine how information spreads.

c. Analyze mechanisms that contribute to the intentional spread of different types of information.

d. Analyze how policies, economic structures, and societal attitudes affect the spread of information, including who can access and/or disseminate it.

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All students prepared for post-secondary pathways, careers, and civic engagement.