Washington Access to Instruction and Measurement

English Language Arts Access Point Frameworks

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Washington Office of Superintendent of
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Revision Log

Changes to this document made after December 31, 2025, will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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Overview of English Language Access Points

Washington's alternate assessment is aligned to the Washington K–12 Learning Standards. The WA-Access to Instruction & Measurement, is built off of Access Point Frameworks. The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity, thus providing students with multiple entry points to accessing grade level content. Each Access Point is aligned to the Common Core standard to ensure maximum access to the general education standards. The Essential Element/Essential Concept associated with the learning standards is presented alongside the Access Point Frameworks as a part of an instructional continuum.

For mathematics, English language arts, and science[1] at grades three through eight and eleven, the Access Point Frameworks have three consistent levels of complexity: more complex (M), intermediate complexity (I), and less complex (L). The less complex Access Points are represented on the right side of the frameworks with the Access Points increasing the complexity of knowledge and skills the student is being asked to demonstrate moving towards the right, closer towards the CCSS.

The Access Point Frameworks are the underpinning for the WA-Access to Instruction & Measurement and serve as the foundation for the performance task component of the assessment. The Access Point Frameworks were developed with content experts in collaboration with educators from across the state of Washington and OSPI.

The layout of this document shows the association between the CCSS, the EE, and the Access Point Frameworks and provides educators the opportunity to see the spectrum of knowledge and skills articulated in each content standard. This document also allows educators to look across years to see how the standards build across years.

English Language Arts Access Points

At each grade, one Access Point Framework has been developed for five strands of the English language arts Common Core State Standards. Inclusive in the strands are reading, writing, and speaking and listening. At the beginning of each grade is a map of the Washington K–12 Learning Standards that have been developed into Access Point Frameworks. This page is then followed by the frameworks for each grade level. Reading is presenting first, followed by writing, and then speaking and listening.

The Washington K–12 Learning Standards, and therefore the Access Points, do not dictate specific texts or word lists. Educators will have access to a variety of appropriate texts and will make selections for each student based upon their professional judgment.

Learning Standards Developed into Access Point Frameworks–Grade 3

Table 1 Grade 3 Learning Standards

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Literature (RL): Key Ideas and Details	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Reading Informational Text (RI) Craft and Structure	**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Reading Foundational Skills (RF): Phonics and Word Recognition	**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3b** Decode words with common Latin suffixes. RF.3.3c Decode multi-syllable words. **RF.3.3d** Read grade-appropriate irregularly spelled words.
Writing (W): Text Types and Purposes	**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.3.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **W.3.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **W.3.3c** Use temporal words and phrases to signal event order. **W.3.3d** Provide a sense of closure.
Speaking and Listening (SL):Comprehension and Collaboration	**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

English Language Arts Access Point Frameworks–Grade 3

RL3.1 Learning Standard

Strand: Reading Literature

Sub-strand: Key Ideas and Details

Table 2 RL.3.1 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.	Student will use details to answer questions about the plot and characters in a text.	Student will answer questions about characters in a text.	Student will identify text details, such as character, in a text.

RI.3.5 Learning Standard

Strand: Reading Informational Text

Sub-Strand: Craft and Structure

Table 3 RI.3.5 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**EE.RI.3.5** With guidance and support, use text features including headings and key words to locate information in a text.	Student will use text features, including headings and key words, to locate information in a text.	Student will use one or more text features to locate specific information in a text.	Student will identify a text feature in a text.

RF.3.3 Learning Standard

Strand: Reading Foundational Skills

Sub-strand: Phonics and Word Recognition

Table 4 RF.3.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3a.** Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3b.** Decode words with common Latin suffixes. **RF.3.3c.** Decode multi- syllable words. **RF.3.3d.** Read grade-appropriate irregularly spelled words.	**EE.RF.3.3** Use letter- sound knowledge to read words. **EE.RF.3.3 a.** In context, demonstrate basic knowledge of letter- sound correspondences **EE.RF.3.3 b.** With models and supports, decode single- syllable words with common spelling patterns (consonant- vowel- consonant [CVC] or high- frequency rimes). **EE.RF.3.3 c.** Not applicable **EE.RF.3.3 d.** Recognize 40 or more written words.	Student will read simple sentences having high- frequency words.	Student will identify single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC]).	Student will match letter sounds with their letter correspondences or words with corresponding visuals.

W.3.3 Learning Standard

Strand: Writing

Sub-Strand: Test Types and Purposes

Table 5 W.3.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.3.3a**. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **W.3.3b**. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**EE.W.3.3** Write about events or personal experiences. **EE.W.3.3a.** Select an event or personal experience and write about it including the names of people involved. **EE.W.3.3b.** Not applicable **EE.W.3.3c.** Not applicable **EE.W.3.3d.** Not applicable	Student will write about an event or personal experience using details.	Student will write about an event or personal experience.	Student will identify an event or personal experience, either real or imagined.

Table 6 W.3.3 Access Points Continued.

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.3.3c. Use temporal words and phrases to signal event order **W.3.3d.** Provide a sense of closure.				

SL.3.3 Learning Standard

Strand: Speaking and Listening

Sub-Strand: Comprehension and Collaboration.

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**EE.SL.3.3** Ask or answer questions about the details provided by the speaker.	Student will ask questions about one detail presented.	Student will ask or answer questions about the details presented	Student will select one detail from a text presented.

Learning Standards Developed into Access Point Frameworks–Grade 4

Table 7 Grade 4 Learning Standards

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Literature (RL): Integration of Knowledge and Ideas	**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Reading Informational Text (RI): Key Ideas and Details	**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Reading Foundational Skills (RF): Phonics and Word Recognition	**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi- syllabic words in context and out of context.
Writing (W): Production and Distribution	**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Speaking and Listening (SL): Presentation of Knowledge and Ideas	**SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

English Language Arts Access Point Frameworks– Grade 4

RL.4.7 Learning Standard

Strand: Reading Literature

Sub-strand: Integration of Knowledge and Ideas.

Table 8 RL.4.7 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**EE.RL.4.7** Make a connection between the text representation of a story and a visual, tactual, or oral version of the story.	Student will compare and contrast two representations of a story.	Student will identify difference between two representations of a story.	Student will identify similarity between two representations of the same text.

RI.4.3 Learning Standard

Strand: Reading Informational Text

Sub-strand: Key Ideas and Details.

Table 9 RI.4.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**EE.RI.4.3** Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	Student will use details to tell what happened or why something happened in an informational text.	Student will identify a relationship between a detail from an informational text and an individual, event, or idea from the text.	Student will match a detail with an individual, idea, or event in a text.

RF.4.3 Learning Standard

Strand: Reading Foundational Skills

Sub-strand: Phonics and Word Recognition

Table 10 RF.4.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**EE.RF.4.3** Use letter- sound knowledge to read words. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).	Student will use letter- sound knowledge and/or context to read text with single- syllable, high- frequency, and/or unfamiliar words.	Given examples, student will decode words having similar spelling patterns (CVC, CCVC, CVCC, and CCVCC).	Student will use letter-sound knowledge and/or context (which may include accompanying pictures or symbols) to recognize familiar words (name, CVC words, environmental text).

W.4.4 Learning Standard

Strand: Writing

Sub-strand: Production and Distribution of Writing.

Table 11 W.4.4 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**EE.W.4.4** Produce writing that expresses more than one idea.	Student will write multiple sentences about more than one idea.	Student will write at least one sentence about one topic.	Student will write about one topic.

SL.4.6 Learning Standard

Strand: Speaking and Listening

Sub-strand: Presentation of Knowledge and Ideas

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	**EE.SL.4.6** Differentiate between communication partners and contexts that call for formal and informal communication.	Student will use appropriate formal and informal communication with a variety of communication partners.	Student will match formal and/or informal communication with corresponding communication partners.	Student will communicate appropriately with familiar communication partners (sibling, mother, father, teacher, classmate, principal).

Learning Standards Developed into Access Point Frameworks–Grade 5

Table 12 Grade 5 Learning Standards

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Literature (RL): Craft and Structure	**RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Reading Informational Text (RI): Integration of Knowledge and Ideas	**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Reading Foundational Skills (RF): Phonics and Word Recognition	**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **5.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Writing (W): Research to Build and Present Knowledge	**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Speaking and Listening (SL): Comprehension and Collaboration	**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

English Language Arts Access Point Frameworks– Grade 5

RL.5.5 Learning Standard

Strand: Reading Literature

Sub-strand: Craft and Structure.

Table 13 RL.5.5 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**EE.RL.5.5** Identify a story element that undergoes change from beginning to end.	Student will explain what causes a change that occurs in a story element.	Student will identify a story element that undergoes a change from beginning to end.	Student will identify a story element that may include a character, setting, or problem.

RI.5.7 Learning Standard

Strand: Reading Informational Text

Sub-strand: Integration of Knowledge and Ideas

Table 14 RI.5.7 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**EE.RI.5.7** Locate information in print or digital sources.	Student will use Internet research tools or print sources to locate information about a subject to answer a question or to solve a problem.	Student will locate explicitly stated information from a print or digital source to answer a question.	Student will locate explicitly stated information in a print, photograph, illustration, tactile graphic, or digital source.

RF.5.3 Learning Standard

Strand: Reading Foundational Skills

Sub-strand: Phonics and Word Recognition.

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. **RF.5.3a.** Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**EE.RF.5.3** Use letter- sound knowledge to read words. **EE.RF5.3.** Read common sight words and decode single syllable words.	Student will read unfamiliar sight words and/or decode unfamiliar single- syllable words.	Student will use letter-sound knowledge and context to read text with single-syllable, high-frequency words.	Student will use letter-sound knowledge and/or context (which may include associated pictures or symbols) to identify familiar words.

W.5.7 Learning Standard

Strand: Writing

Sub-strand: Research to Build and Present Knowledge.

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**EE.W.5.7** Conduct short research projects using two or more sources.	Student will research a topic of his/her own choosing; student will use two sources.	Student will access sources to answer a question on a familiar topic.	Student will select a source to answer a question on a familiar topic.

SL.5.2 Learning Standards

Strand: Comprehension and Collaboration

Sub-strand: Research to Build and Present Knowledge.

Table 15 SL.5.2 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.5.2** Identify the explicitly stated main idea of a text presented orally or through other media.	Student will summarize (main idea and two details) a text presented in multiple ways.	Student will identify the explicitly stated main idea presented orally or through other media.	Student will identify the explicitly stated subject of a simple, short text (one or two simple sentences) about a familiar subject, presented orally with visual cues or through other media.

Learning Standards Developed into Access Point Frameworks–Grade 6

Table 16 Grade 6 Learning Standards

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Literature (RL): Key Ideas and Details	**RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Reading Informational Text (RI): Key Ideas and Details	**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Writing (W): Text Types and Purposes	**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. **W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.6.2e** Establish and maintain a formal style. **W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented.

Table 17 Grade 6 Learning Standards Continued

Strand: Sub Strand	Washington K-12 Learning Standard
Speaking and Listening (SL): Comprehension and Collaboration	**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Language (L): Conventions of Standard English	**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
	L.6.2b Spell correctly.

English Language Arts Access Point Frameworks– Grade 6

RL.6.2 Learning Standards

Strand: Reading Literature

Sub-strand: Key Ideas and Details.

Table 18 RL.6.2 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**EE.RL.6.2** Identify details in a text that are related to the theme or central idea.	Student will identify details important to the theme or central idea in a text.	Student will identify a detail related to the theme or central idea in a text.	Student will identify the theme or central idea.

RI.6.3 Learning Standard

Strand: Reading Informational Text

Sub-strand: Key Ideas and Details.

Table 19 RI.6.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**EE.RI.6.3** Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	Student will use details to provide information about an important individual, event, or idea that is introduced, illustrated, and elaborated in a text.	Student will identify a detail that elaborates upon an important individual, event, or idea introduced in a text.	Student will identify an important individual, event, or idea in a text.

W.6.2 Learning Standard

Strand: Writing

Sub-strand: Text Types and Purposes.

Table 20 W.6.2 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.6.2a.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, & cause/effect; include formatting graphics, and multimedia when useful to aiding comprehension. **W.6.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.	**EE.W.6.2** Write to share information supported by details. **EE.W.6.2a.** Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. **EE.W.6.2b.** Provide facts, details, or other information related to the topic.	Student will write to share information supported by details.	Student will write to introduce a topic and convey a fact, detail, or other information related to the topic.	Student will write a statement about a topic by selecting one fact, detail, or other information about the topic.

Table 21 W.6.2 Access Points Continued

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts **W.6.2d.** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.6.2e**. Establish and maintain formal style. **W.6.2f**. Provide a concluding statement or section that follows from the information or explanation presented.	**EE.W.6.2c.** Not applicable **EE.W.6.2d.** Not applicable **EE.W.6.2e** Not applicable **EE.W.6.2f,** Not applicable			

SL.6.1 Learning Standards

Strand: Speaking and Listening

Sub-strand: Comprehension and Collaboration.

Table 22 SL.6.1 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.6.1a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL.6.1b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**EE.SL.6.1** Engage in collaborative discussions. Come to discussions prepared to share information. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. Ask and answer questions specific to the topic, text, or issue under discussion. Restate key ideas expressed in the discussion.	Student will engage in collaborative discussion, sharing information or seeking information from others, and will engage in appropriate behaviors.	Student will share information, following simple rules for discussions while contributing information.	Student will ask a familiar listener a question relevant to a topic, text, or issue under discussion.

L.6.2 Learning Standard

Strand: Language

Sub-strand: Conventions of Standard English.

Table 23 L.6.2 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. **L.6.2b.** Spell correctly.	**EE.L.6.2** Demonstrate understanding of conventions of standard English. **L.6.2a.** Use question marks at the end of written questions. **L.6.2.b** Spell untaught words phonetically, drawing on letter- sound relationships and common spelling patterns.	Student will spell untaught words phonetically.	Student will identify and/or use basic capitalization rules (common proper nouns, beginnings of sentences).	Student will identify and/or use question marks at the ends of written questions.

Learning Standards Developed into Access Point Frameworks–Grade 7

Table 24 Grade 7 Learning Standards

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Literature (RL): Key Ideas and Details	**RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Reading Informational Text (RI): Key Ideas and Details	**RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing (W): Text Types and Purposes	**W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
Speaking and Listening (SL): Comprehension and Collaboration	**SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Language (L): Vocabulary Acquisition and Use	**L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)

English Language Arts Access Point Frameworks– Grade 7

RL.7.7 Learning Standard

Strand: Reading Literature

Sub-Strand: Integration of Knowledge and Ideas.

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**EE.RL.7.7** Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	Student will compare and contrast two versions of a story.	Student will identify how two versions of the same story are different.	Student will identify one detail common to a version of a story and a different version of the same story.

RI.7.9 Learning Standard

Strand: Reading Informational Text

Sub-strand: Integration of Knowledge and Ideas.

Table 25 RI.7.9 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**EE.RI.7.9** Compare and contrast how different texts on the same topic present the details.	Student will compare and contrast how different texts by different authors on the same topic present similar details.	Student will contrast two texts on the same and familiar topic.	Student will identify one detail common to two texts presented on the same and familiar topic.

W.7.5 Learning Standards

Strand: Writing

Sub-strand: Production and Distribution of Writing.

Table 26 W.7.5 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**EE.W.7.5** With guidance and support from adults and peers, plan before writing and revise own writing.	Student will plan before writing and revise own writing with a focus on purpose.	Student will use a graphic organizer to plan before writing and to write a draft.	Student will use a graphic organizer to prepare for writing.

SL.7.3 Learning Standard

Strand: Speaking and Listening

Sub-strand: Comprehension and Collaboration.

Table 27 SL.7.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**EE.SL.7.3** Determine whether the claims made by a speaker are fact or opinion.	Student will determine whether the evidence provided by a presenter is based on fact or opinion.	Student will distinguish between facts and opinions by a presenter.	Student will select a claim made by a presenter.

L.7.5 Learning Standard

Strand: Language

Sub-strand: Vocabulary Acquisition and Use.

Table 28 L.7.5 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.7.5a.** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. **L.7.5b.** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **L.7.5c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	**EE.L.7.5** Demonstrate understanding of word relationships and use. **EE.L.7.5a.** Identify the literal and nonliteral meanings of words in context. **EE.L.7.5b.** Demonstrate understanding of synonyms and antonyms. **EE.L.7.5c.** Not applicable	Student will demonstrate understanding of common figures of speech or words with connotative meanings in context.	Student will identify the correct word (from commonly confused words) to use in context.	Student will identify common synonym and antonym pairs.

Learning Standards Developed into Access Point Frameworks–Grade 8

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Informational Text (RI): Craft and Structure	**RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Reading Informational Text (RI): Integration of Knowledge and Ideas	**RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Writing (W): Research to Build and Present Knowledge	**W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Speaking and Listening (SL): Presentation of Knowledge and Ideas	**SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Language (L): Knowledge of Language	**L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.8.3a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

English Language Arts Access Points–Grade 8

RI.8.6 Learning Standard

Strand: Reading Informational Text

Sub-strand: Craft and Structure.

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**EE.RI.8.6** Determine an author's purpose or point of view and identify examples from text to that [sic] describe or support it.	Student will determine an author's purpose or point of view and identify examples from a text that describe or support that purpose/point of view.	When provided with an author's purpose or point of view, student will identify specifics from a text that describe or support it.	Given an informational text on a familiar topic, student will identify what action the author wants the reader to take.

RI.8.9 Learning Standard

Strand: Reading Informational Text

Sub-strand: Integration of Knowledge and Ideas

Table 30 RI.8.9 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**EE.RI.8.9** Identify where two different texts on the same topic differ in their interpretation of the details.	Student will explain how two texts on the same topic agree or disagree.	Student will identify how two texts on the same topic disagree.	Student will identify a detail that supports an author's argument in a text.

W.8.8 Learning Standard

Strand: Writing

Sub-strand: Research to Build and Present Knowledge

Table 31 W.8.8 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**EE.W.8.8** Select quotes providing relevant information about a topic from multiple print or digital sources.	Student will paraphrase quotations gathered from multiple print or digital sources.	Student will identify quotes or information that is relevant to a topic from a print or digital source.	Student will identify a source that is relevant for a given familiar topic.

SL.8.4 Learning Standard

Strand: Speaking and Listening

Sub-Strand: Presentation of Knowledge and Ideas.

Table 32 SL.8.4 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well- chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	**EE.SL.8.4** Present descriptions, facts, or details supporting specific points made on a topic.	Student will prepare and present a speech on a familiar topic and will include in that presentation supporting points.	Student will present details to support a point that can be used in a presentation.	Student will identify a fact and/or a descriptor from a presentation on a familiar topic.

L.8.3 Learning Standard

Strand: Language

Sub-strand: Knowledge of Language

Table 33 L.8.3 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.8.3a.** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**EE.L.8.3** Use language to achieve desired outcomes when communicating. **L.8.3a.** Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.	Student will use the correct forms of verbs in sentences to communicate desired outcomes.	Student will identify a verb to complete simple sentences.	Student will make appropriate requests.

Learning Standards Developed into Access Point Frameworks–High School

Table 34 High School Learning Standards

Strand: Sub Strand	Washington K-12 Learning Standard
Reading Literature (RL): Key Ideas and Details	**RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Reading Informational Text (RI): Key Ideas and Details	**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Writing (W): Text Types and Purposes	**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	W.9-10.1c. User words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms of conventions of the discipline in which they are writing.
	W.9-10.1e. Provide a concluding statement or section that follows from and supports the arguments presented.

Table 35 High School Learning Standards Continued

Strand: Sub Strand	Washington K-12 Learning Standard
Writing (W): Research to Build & Present Knowledge	**W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Speaking and Listening (SL): Presentation of Knowledge and Ideas	**SL.9-10.4** Present information, finding, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

English Language Arts Access Point Frameworks–High School

RL.9-10.2 Learning Standard

Strand: Reading Literature

Sub-strand: Key Ideas and Details.

Table 36 RL.9-10.2 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RL.9-10.2 Determine a theme or central idea of a text an analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	**EE.RL.9-10.2** Recount events related to the theme or central idea, including details about character and setting.	Student will explain how the events, characters, and setting help to develop a theme or central idea of a text.	Student will recount events related to the theme or central idea, including details about character and setting.	Student will identify the main events of a text that include details about character and setting

RI.9-10.1 Learning Standard

Strand: Reading Informational Text

Sub-strand: Key Ideas and Details

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferentially.	Student will identify details to support a given inference from a text.	Student will identify details to support an explicit statement from a text.	*Student will identify details from a text.*

W.9-10.1 Learning Standard

Strand: Writing

Sub-strand: Text Types and Purposes

Table 37 W.9-10.1 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.9-10.1a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **W.9-10.1b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	**EE.W.9-10.1** Write claims about topics or texts. **EE.W.9-10.1a.** Introduce a topic or text and write one claim and one counterclaim about it. **EE.W.9-10.1b.** not applicable **EE.W.9-10.1c.** not applicable **EE.W.9-10.1d.** not applicable **EE.W.9-10.1e.** not applicable	Student will write a claim about a topic including supporting details, and write a counterclaim.	Given a topic or text, student will write one claim and one counterclaim.	Given a topic or a text, student will identify a claim and counterclaim.

Table 38 W.9-10.1 Access Points Continued

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				
W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms of conventions of the discipline in which they are writing.				
W.9-10.1e. Provide a concluding statement or section that follows from and supports the arguments presented.				

W.9-10.7 Learning Standard

Strand: Writing

Sub-strand: Research to Build and Present Knowledge.

Table 39 W.9-10.7 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**EE.W.9-10.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.	Student will conduct research on a self-selected topic and develop a report that answers multiple questions and uses multiple sources.	Student will identify two resources from a variety of materials to use to answer relevant research questions on a given topic.	Student will identify relevant research questions for a familiar topic.

SL.9-10.4 Learning Standard

Strand: Speaking and Listening

Sub-Strand: Presentation of Knowledge and Ideas.

Table 40 SL.9-10.4 Access Points

Washington K-12 Learning Standard	Essential Element	Access Point More Complex	Access Point Intermediate Complex	Access Point Less Complex
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**EE.SL.9-10.4** Present an argument on a topic with logically organized claims, reasons, and evidence.	Student will present on a topic using logically organized claims supported with reasons and evidence.	Student will present on a topic using logically organized claims and reasons.	Student will identify the logical order to present claims, reasons, and evidence that follows a line of reasoning.

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