Washington English Language Arts

8th Grade

Reading

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. WA.ELA-LITERACY.READING8TH

Text Features

1 Students read self-selected texts. WA.ELA-LITERACY.R8TH.1

- a Identify and select texts they want to read using various strategies. WA.ELA-LITERACY.R8TH.1.A
- b Spend time accessing and reading a variety of texts. WA.ELA-LITERACY.R8TH.1.B

2 Students know and use text features. WA.ELA-LITERACY.R8TH.2

- a Describe how visual elements in a text represent, organize, and/or add meaning to the written text. WA.ELA-LITERACY.R8TH.2.A
- b Recognize the text features of a range of genres. WA.ELA-LITERACY.R8TH.2.B

3 Not in 8th. WA.ELA-LITERACY.R8TH.3

4 Not in 8th. WA.ELA-LITERACY.R8TH.4

Comprehending and Interpreting Texts

5 Students comprehend and interpret texts using a variety of strategies. WA.ELA-LITERACY.R8TH.5

- a Preview the text while reflecting on their purposes for reading. WA.ELA-LITERACY.R8TH.5.A
- b Visualize to make sense of the text. WA.ELA-LITERACY.R8TH.5.B
- c Make predictions and inferences and check them against textual evidence. WA.ELA-LITERACY.R8TH.5.C
- d Maintain motivation and reconnect when the flow of reading is interrupted. WA.ELA-LITERACY.R8TH.5.D
- e Explain what they understand from a story, event, idea, or argument, including how information, ideas, or elements of a story interact. WA.ELA-LITERACY.R8TH.5.E

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Analyzing, Evaluating and Using Texts

6 Students analyze texts. WA.ELA-LITERACY.R8TH.6

- a Analyze the specific viewpoint or argument the author presents on a topic, event, experience, question, idea, or controversy. WA.ELA-LITERACY.R8TH.6.A
- b Analyze the author's use of analogies, allusions, and repetition of words or sounds. WA.ELA-LITERACY.R8TH.6.B
- c Analyze how an author structures content to lead the reader through a story, experiences, ideas, information, or arguments. WA.ELA-LITERACY.R8TH.6.C
- d Analyze how choices about language, organization, and visual elements advance the author's purpose and fit within the genre, medium, or platform. WA.ELA-LITERACY.R8TH.6.D
- e Compare and contrast similar content presented in different genres, mediums, and platforms. WA.ELA-LITERACY.R8TH.6.E

7 Students evaluate a text. WA.ELA-LITERACY.R8TH.7

- a Explain how well an element of a text effectively supports the reader to visualize and/or empathize. WA.ELA-LITERACY.R8TH.7.A
- b Explain how well an element of a text is relevant to the student and/or the intended audience. WA.ELA-LITERACY.R8TH.7.B
- c Explain how well an element of a text engages the reader or provokes thought, understanding, or action. WA.ELA-LITERACY.R8TH.7.C

8 Students use texts they have read for purposes relevant to them. WA.ELA-LITERACY.R8TH.8

- a Explore questions, issues, and skills relevant to their contexts using texts. WA.ELA-LITERACY.R8TH.8.A
- b Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts. WA.ELA-LITERACY.R8TH.8.B
- 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. WA.ELA-LITERACY.R8TH.8.C
- d Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. WA.ELA-LITERACY.R8TH.8.D
- 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.8.E

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9 Students introduce and attribute multiple pieces of textual evidence to support their analysis, evaluation, or use of a text. WA.ELA-LITERACY.R8TH.9

Writing

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. WA.ELA-LITERACY.WRITING8TH

Writing Purposes and Products

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.1

2 Students compose multimodal texts in a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions. WA.ELA-LITERACY.W8TH.2

a Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses. WA.ELA-LITERACY.W8TH.2.A

b Explain their observations and analysis of texts, ideas, and the world. WA.ELA-LITERACY.W8TH.2.B

c Persuade others through arguments, evaluations, and other appeals. WA.ELA-LITERACY.W8TH.2.C

d Tell narratives of stories and events, using techniques and devices consistent with the genre. WA.ELA-LITERACY.W8TH.2.D

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Plan and Generate Ideas

3 Students manage and complete writing projects. WA.ELA-LITERACY.W8TH.3

- a Analyze the prompt to determine the purpose of the project and how to meet it. WA.ELA-LITERACY.W8TH.3.A
- b Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. WA.ELA-LITERACY.W8TH.3.B
- c Determine the process or steps and plan the time needed to complete the project. WA.ELA-LITERACY.W8TH.3.C
- d Adjust to feedback and shifts in focus and timeline when needed. WA.ELA-LITERACY.W8TH.3.D

4 Students generate and gather ideas and material, including appropriate use of technology. WA.ELA-LITERACY.W8TH.4

- 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. WA.ELA-LITERACY.W8TH.4.A
- b Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. WA.ELA-LITERACY.W8TH.4.B
- 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. WA.ELA-LITERACY.W8TH.4.C

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Draft and Establish Voice

5 Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice. WA.ELA-LITERACY.W8TH.5

- 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. WA.ELA-LITERACY.W8TH.5.A
- b Develop analysis of experience, events, information, ideas, and/or texts. WA.ELA-LITERACY.W8TH.5.B
- c Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. WA.ELA-LITERACY.W8TH.5.C
- d Develop appeals to emotion and reason. WA.ELA-LITERACY.W8TH.5.D
- e Use evidence from texts to support analysis, reflection, or research. WA.ELA-LITERACY.W8TH.5.E
- f Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. WA.ELA-LITERACY.W8TH.5.F
- g Attribute sources in ways consistent with the genre, using technology appropriately. WA.ELA-LITERACY.W8TH.5.G

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.6

7 Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking. WA.ELA-LITERACY.W8TH.7

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Revise and Edit

8 Students evaluate drafts. WA.ELA-LITERACY.W8TH.8

- a Re-read to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W8TH.8.A
- b Re-read to identify differences between what they intend and what the audience would understand from the text itself. WA.ELA-LITERACY.W8TH.8.B
- c Gather feedback and determine whether it supports their intentions and/or improves readers' understanding. WA.ELA-LITERACY.W8TH.8.C

9 Students revise and edit using a variety of strategies, including use of appropriate technology. WA.ELA-LITERACY.W8TH.9

- a Use what they learned from re-reading and feedback to strengthen their compositions. WA.ELA-LITERACY.W8TH.9.A
- b Edit for conventions and consistency of text features, including attributions. [See Language standards 1–8.] WA.ELA-LITERACY.W8TH.9.B

Share and Publish

10 Students share and publish compositions in person and/or on digital or non-digital platforms. WA.ELA-LITERACY.W8TH.10

- a Determine where to publish after considering potential impacts of intended and unintended audiences and the permanence of digital platforms. WA.ELA-LITERACY.W8TH.10.A

Speaking, Listening, and Digital Forums	**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.** WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS8TH

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1 Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges. WA.ELA-LITERACY.SLDF8TH.1

- b Reflect on who is present in the conversation and how they relate to each other. WA.ELA-LITERACY.SLDF8TH.1.B
- c Establish expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF8TH.1.C
- d Ask and answer questions that clarify or verify a speaker's point or perspective. WA.ELA-LITERACY.SLDF8TH.1.D
- e Share their interpretation of others' contributions to build common understanding. WA.ELA-LITERACY.SLDF8TH.1.E
- f Present and interpret textual evidence, research (see RML8.4), experience, and/or prior knowledge, attributing evidence and ideas. WA.ELA-LITERACY.SLDF8TH.1.F
- g Develop arguments and/or common understanding by connecting to prior statements and others' contributions. WA.ELA-LITERACY.SLDF8TH.1.G
- h Summarize points of agreement and/or disagreement. WA.ELA-LITERACY.SLDF8TH.1.H
- i Challenge ideas and conclusions based on contradictory evidence or experience. WA.ELA-LITERACY.SLDF8TH.1.I
- j Analyze changes in opinion and understanding. WA.ELA-LITERACY.SLDF8TH.1.J
- k Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended. WA.ELA-LITERACY.SLDF8TH.1.K

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l Summarize conclusions, questions, and complications from the discussion. WA.ELA-LITERACY.SLDF8TH.1.L

2 Prepare for planned discussions by thinking, reading, and/or researching the topic. WA.ELA-LITERACY.SLDF8TH.2

Collaboration

3 Students collaborate effectively on projects and tasks. WA.ELA-LITERACY.SLDF8TH.3

a Establish expectations and roles, changing them when needed. WA.ELA-LITERACY.SLDF8TH.3.A

b Connect the project or prompt to their interests, perspectives, experiences, and/or community needs. WA.ELA-LITERACY.SLDF8TH.3.B

c Determine the process or steps needed to complete the project. WA.ELA-LITERACY.SLDF8TH.3.C

d Prepare for meetings by completing portions of the project as agreed. WA.ELA-LITERACY.SLDF8TH.3.D

e Summarize progress made, identifying gaps and adjusting future goals as needed. WA.ELA-LITERACY.SLDF8TH.3.E

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Public Speaking and Presentations

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. WA.ELA-LITERACY.SLDF8TH.4

a Identify topics from the situation, experience, imagination, reading, research (see RML8th.4), media, conversations, and/or products from W8th.1. WA.ELA-LITERACY.SLDF8TH.4.A

b Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. WA.ELA-LITERACY.SLDF8TH.4.B

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. WA.ELA-LITERACY.SLDF8TH.4.C

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Voice

5 Students determine how to present themselves and their ideas. WA.ELA-LITERACY.SLDF8TH.5

- a Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs. WA.ELA-LITERACY.SLDF8TH.5.A
- 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. WA.ELA-LITERACY.SLDF8TH.5.B
- c Determine which language and/or languages support their purpose and voice. WA.ELA-LITERACY.SLDF8TH.5.C
- d Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. WA.ELA-LITERACY.SLDF8TH.5.D
- 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.5.E

6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. WA.ELA-LITERACY.SLDF8TH.6

Language **Language8th.** **Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.** WA.ELA-LITERACY.LANGUAGE8TH

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Knowledge of Language

1. Students identify and discuss when and why language is used differently according to the setting. WA.ELA-LITERACY.L8TH.1
   a. Compare and contrast the varieties of English used by different groups based on content, context, and media. WA.ELA-LITERACY.L8TH.1.A
   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.1.B
2. Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy. WA.ELA-LITERACY.L8TH.2
   a. Reflect the pauses and cadence expressed through punctuation. WA.ELA-LITERACY.L8TH.2.A
   b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture. WA.ELA-LITERACY.L8TH.2.B

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Structure and Function of English

3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar. WA.ELA-LITERACY.L8TH.3

- a Communicate the relationship among ideas through syntax and punctuation. WA.ELA-LITERACY.L8TH.3.A
- b Use punctuation to indicate a pause, break, or omission. WA.ELA-LITERACY.L8TH.3.B

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. WA.ELA-LITERACY.L8TH.4

- a Form and use the active and passive voices. WA.ELA-LITERACY.L8TH.4.A
- b Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. WA.ELA-LITERACY.L8TH.4.B

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. WA.ELA-LITERACY.L8TH.5

- a Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word. WA.ELA-LITERACY.L8TH.5.A
- b Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely. WA.ELA-LITERACY.L8TH.5.B
- c Recognize, interpret, and explain figures of speech in context. WA.ELA-LITERACY.L8TH.5.C

Research and Media 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. WA.ELA-LITERACY.RESEARCH8TH

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. WA.ELA-LITERACY.MEDIALITERACY8TH

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Research and Inquiry

1. Students ask different types of questions, refining and asking new questions as understanding of the topic evolves. WA.ELA-LITERACY.RML8TH.1
2. Students seek answers from information sources. WA.ELA-LITERACY.RML8TH.2
    a. Generate ideas for how to start searching based on prior knowledge. WA.ELA-LITERACY.RML8TH.2.A
    b. Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML8TH.2.B
    c. Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately. WA.ELA-LITERACY.RML8TH.2.C
    d. Identify people with relevant information to share. WA.ELA-LITERACY.RML8TH.2.D
3. Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML8TH.3
4. Students synthesize new learning to use and/or share. WA.ELA-LITERACY.RML8TH.4

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Media Literacy and Critical Thinking

5 Students explain how personal perspectives and dispositions affect people's reactions to media messages. WA.ELA-LITERACY.RML8TH.5

- a Explain how emotional responses to media messages affect reactions. WA.ELA-LITERACY.RML8TH.5.A
- b Identify how different criteria for determining what is true affect reactions to and interpretations of media messages. WA.ELA-LITERACY.RML8TH.5.B

6 Students explain the purposes of media messages and the techniques used to create them. WA.ELA-LITERACY.RML8TH.6

- a Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. WA.ELA-LITERACY.RML8TH.6.A
- b Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. WA.ELA-LITERACY.RML8TH.6.B

7 Students evaluate different parts of media messages when they're looking for information that's accurate, logical, and/or fair. WA.ELA-LITERACY.RML8TH.7

- a Determine whether components of a media message can be verified as true or false or need to be evaluated another way. WA.ELA-LITERACY.RML8TH.7.A
- b Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. WA.ELA-LITERACY.RML8TH.7.B
- 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. WA.ELA-LITERACY.RML8TH.7.C
- d Evaluate the logic of claims in media messages and the strength of evidence used to support them. WA.ELA-LITERACY.RML8TH.7.D

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8 Students evaluate the credibility of information sources. WA.ELA-LITERACY.RML8TH.8

- a Identify those responsible for the content of an information source, including content generated by technology. WA.ELA-LITERACY.RML8TH.8.A
- b Determine whether those responsible for information sources have expertise about the topic. WA.ELA-LITERACY.RML8TH.8.B
- c Determine whether those responsible for information sources have reputations for conveying information fairly and accurately. WA.ELA-LITERACY.RML8TH.8.C
- 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.8.D

9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. WA.ELA-LITERACY.RML8TH.9

- a Explain how media messages can have consequences for themselves and/or their communities. WA.ELA-LITERACY.RML8TH.9.A
- b Describe how technology helps determine how information spreads. WA.ELA-LITERACY.RML8TH.9.B
- c Distinguish between intentional and unintentional motivations for spreading different types of information. WA.ELA-LITERACY.RML8TH.9.C
- d Describe how people get their news and how this has changed over time. WA.ELA-LITERACY.RML8TH.9.D