

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**

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](#)
- 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](#)

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](#)

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](#)

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-](#)

- 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](#)
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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**

Discussion

- 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
 - 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

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](#)

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](#)

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](#)

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

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

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](#)
- 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](#)