Washington English Language Arts

9th-10th Grades

Reading

Reading9th–10th. **Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction texts, including those of historical and literary significance, from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.** WA.ELA-LITERACY.READING9TH-10TH

Text Features

1 Students read self-selected texts. WA.ELA-LITERACY.R9TH-10TH.1

a Identify and select texts they want to read using various strategies. WA.ELA-LITERACY.R9TH-10TH.1.A

b Spend time accessing and reading a variety of texts. WA.ELA-LITERACY.R9TH-10TH.1.B

2 Students know and use text features. WA.ELA-LITERACY.R9TH-10TH.2

a Use text features to identify sections of a longer text that are likely to contain needed information. WA.ELA-LITERACY.R9TH-10TH.2.A

b Describe how text features cue the reader about how to interpret the text as one whole. WA.ELA-LITERACY.R9TH-10TH.2.B

3 Not in 9–10. WA.ELA-LITERACY.R9TH-10TH.3

4 Not in 9–10. WA.ELA-LITERACY.R9TH-10TH.4

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Comprehending and Interpreting Texts

5 WA.ELA-LITERACY.R9TH-10TH.5

- a Students comprehend and interpret texts using a variety of strategies. WA.ELA-LITERACY.R9TH-10TH.5.A
- b Preview the text while reflecting on their purposes for reading. WA.ELA-LITERACY.R9TH-10TH.5.B
- c Visualize to make sense of the text. WA.ELA-LITERACY.R9TH-10TH.5.C
- d Make predictions and inferences and check them against textual evidence. WA.ELA-LITERACY.R9TH-10TH.5.D
- e Maintain motivation and reconnect when the flow of reading is interrupted using various strategies. WA.ELA-LITERACY.R9TH-10TH.5.E
- f Explain what they understand from the topic or story, including how information or ideas unfold and relate, or how setting, events, and characters develop and interact to advance the story. WA.ELA-LITERACY.R9TH-10TH.5.F

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Analyzing, Evaluating and Using Texts

6 Students analyze texts. WA.ELA-LITERACY.R9TH-10TH.6

- a Analyze the particular viewpoint presented in a text as a theme or main idea. WA.ELA-LITERACY.R9TH-10TH.6.A
- b Analyze how specific details contribute to a theme or main idea. WA.ELA-LITERACY.R9TH-10TH.6.B
- c Analyze how an author presents and organizes content to create understanding and effects such as mystery, tension, or surprise. WA.ELA-LITERACY.R9TH-10TH.6.C
- d Analyze how readers make inferences and interpret symbols by using their previous experiences, knowledge, assumptions, or expectations to create meaning from the text. WA.ELA-LITERACY.R9TH-10TH.6.D
- e Analyze how the author helps intended readers empathize with unfamiliar content by using metaphors and analogies based on what is familiar, concrete, or emotionally resonant. WA.ELA-LITERACY.R9TH-10TH.6.E
- f Analyze how two authors who write in the same genre make different choices about structure, language use, or literary techniques. WA.ELA-LITERACY.R9TH-10TH.6.F
- g Analyze how different genres, mediums, and platforms represent similar content differently. WA.ELA-LITERACY.R9TH-10TH.6.G

7 Students evaluate texts. WA.ELA-LITERACY.R9TH-10TH.7

- a Evaluate how well a text effectively supports the reader to visualize and/or empathize with concepts new to them. WA.ELA-LITERACY.R9TH-10TH.7.A
- b Evaluate how well a text engages the reader or provokes thought, understanding, or action. WA.ELA-LITERACY.R9TH-10TH.7.B
- c Evaluate to what extent a text is relevant to the student and/or the intended audience. WA.ELA-LITERACY.R9TH-10TH.7.C
- d Evaluate how well a text presents its intended purpose. WA.ELA-LITERACY.R9TH-10TH.7.D

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8 Students use texts they have read for purposes relevant to them. WA.ELA-LITERACY.R9TH–10TH.8

a Explore questions, issues, and skills relevant to their contexts using texts. WA.ELA-LITERACY.R9TH–10TH.8.A

b Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading. WA.ELA-LITERACY.R9TH–10TH.8.B

c Identify a theme or main idea in a text relevant to their purpose/s for using the text and analyze its development over the course of the text. WA.ELA-LITERACY.R9TH–10TH.8.C

d Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. WA.ELA-LITERACY.R9TH–10TH.8.D

e Use and adapt choices made by authors and creators as mentors for their own multimodal compositions. [See W9th–10th.4b. WA.ELA-LITERACY.R9TH–10TH.8.E

9 Students introduce, attribute, and comment on strong relevant textual evidence to support their analysis, evaluation, or use of texts in discussions, writing, or presentations. WA.ELA-LITERACY.R9TH–10TH.9

Writing **Writing9th–10th.** **Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.** WA.ELA-LITERACY.WRITING9TH–10TH

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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 genre, and make personal sense of the world, events, and experiences. [Not all products from W.1 must be taken through W9th–10th.2 – W9th–10th.1.] WA.ELA-LITERACY.W9TH–10TH.1
2. Students compose multimodal texts within a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions. WA.ELA-LITERACY.W9TH–10TH.2
    a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses. WA.ELA-LITERACY.W9TH–10TH.2.A
    b. Explain their observations and analysis of texts, ideas, and the world. WA.ELA-LITERACY.W9TH–10TH.2.B
    c. Persuade others through arguments, evaluations, and other appeals. WA.ELA-LITERACY.W9TH–10TH.2.C
    d. Tell narratives of stories and events, using techniques and devices consistent with the genre. WA.ELA-LITERACY.W9TH–10TH.2.D

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Plan and Generate Ideas

3 Students manage and complete writing projects. WA.ELA-LITERACY.W9TH–10TH.3

- a Analyze the prompt to determine the purpose of the project and how to meet it. WA.ELA-LITERACY.W9TH–10TH.3.A
- b Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. WA.ELA-LITERACY.W9TH–10TH.3.B
- c Determine the process or steps and plan the time needed to complete the project. WA.ELA-LITERACY.W9TH–10TH.3.C
- d Adjust to feedback and shifts in focus and timeline when needed. WA.ELA-LITERACY.W9TH–10TH.3.D

4 Students generate and gather ideas and material, including appropriate use of technology. WA.ELA-LITERACY.W9TH–10TH.4

- a Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML9th–10th.4), media, conversations, the communicative situation, products from W.1, and/or desire to communicate with a variety of audiences. WA.ELA-LITERACY.W9TH–10TH.4.A
- b Determine which features and conventions of genres and medias to follow, adapt, combine, or break from mentor texts. WA.ELA-LITERACY.W9TH–10TH.4.B
- c Curate ideas and material, including findings from their research (see RML9th–10th.4) and media, determining when and how it's fair and legal to use media created by others. WA.ELA-LITERACY.W9TH–10TH.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.W9TH-10TH.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.W9TH-10TH.5.A
- b Develop analysis of experience, events, information, ideas, and/or texts. WA.ELA-LITERACY.W9TH-10TH.5.B
- c Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. WA.ELA-LITERACY.W9TH-10TH.5.C
- d Develop appeals to emotion, reason, and status. WA.ELA-LITERACY.W9TH-10TH.5.D
- e Present experience and counterexample to further or challenge a claim, solution, or motive. WA.ELA-LITERACY.W9TH-10TH.5.E
- f Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration. WA.ELA-LITERACY.W9TH-10TH.5.F
- g Use evidence from texts to support analysis, reflection, or research. WA.ELA-LITERACY.W9TH-10TH.5.G
- h Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. WA.ELA-LITERACY.W9TH-10TH.5.H
- i Attribute sources in ways consistent with the genre, using technology appropriately. WA.ELA-LITERACY.W9TH-10TH.5.I

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.W9TH-10TH.6

7 Students organize content, using, adapting, and/or breaking the genre's structure, to lead readers through the student's thinking. WA.ELA-LITERACY.W9TH-10TH.7

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Revise and Edit

8 Students evaluate drafts. WA.ELA-LITERACY.W9TH-10TH.8

- a Re-read to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W9TH-10TH.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.W9TH-10TH.8.B
- c Gather feedback and determine whether it supports their intentions and/or improves readers' understanding. WA.ELA-LITERACY.W9TH-10TH.8.C

9 Students revise and edit using a variety of strategies, including use of appropriate technology. WA.ELA-LITERACY.W9TH-10TH.9

- a Use what they learned from re-reading and feedback to strengthen their compositions. WA.ELA-LITERACY.W9TH-10TH.9.A
- b Edit for conventions and consistency of text features, including attributions. [See Language standards 1–9 or 10.] WA.ELA-LITERACY.W9TH-10TH.9.B

Share and Publish

10 Students share and publish compositions in person and/or on digital or non-digital platforms. WA.ELA-LITERACY.W9TH-10TH.10

- a Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. WA.ELA-LITERACY.W9TH-10TH.10.A
- b Monitor and update published works when appropriate. WA.ELA-LITERACY.W9TH-10TH.10.B

Speaking, Listening, and Digital Forums	**SpeakingListeningDigitalForums9th–10th.**	**Students comprehend, engage in, and learn from discussions, collaboration, presentations, and public speaking in a variety of genres in the context of grade-leve content, in person and/or digital forums.** WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS9TH10TH

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1 Students listen respectfully, respond thoughtfully, and contribute meaningfully and effectively to well-reasoned exchanges. WA.ELA-LITERACY.SLDF9TH-10TH.1

- a Reflect on who is present in the conversation and how they relate to each other. WA.ELA-LITERACY.SLDF9TH-10TH.1.A
- b Establish expectations and roles within the community, changing ther when needed. WA.ELA-LITERACY.SLDF9TH-10TH.1.B
- c Ask and answer questions that clarify expand on, or verify a speaker's point or perspective. WA.ELA-LITERACY.SLDF9TH-10TH.1.C
- d Share their interpretation of others' contributions to build common understanding. WA.ELA-LITERACY.SLDF9TH-10TH.1.D
- e Present and interpret textual evidence, research (see RML9–10.4), experience, and/or prior knowledge t construct claims and counterarguments, attributing evidence and ideas. WA.ELA-LITERACY.SLDF9TH-10TH.1.E
- f Develop arguments and/or common understanding by connecting to prior statements and others' contributions. WA.ELA-LITERACY.SLDF9TH-10TH.1.F
- g Summarize points of agreement and/or disagreement. WA.ELA-LITERACY.SLDF9TH-10TH.1.G
- h Challenge ideas and conclusions based on contradictory evidence or experience. WA.ELA-LITERACY.SLDF9TH-10TH.1.H
- i Analyze changes in opinion and understanding. WA.ELA-LITERACY.SLDF9TH-10TH.1.I

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j Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended. WA.ELA-LITERACY.SLDF9TH-10TH.1.J

k Summarize conclusions, questions, and complications from the discussion. WA.ELA-LITERACY.SLDF9TH-10TH.1.K

2 Students prepare for planned discussions by thinking, reading, and/or researching the topic. WA.ELA-LITERACY.SLDF9TH-10TH.2

Collaboration

3 Students collaborate effectively on projects and tasks. WA.ELA-LITERACY.SLDF9TH-10TH.3

a Establish expectations and roles, changing them when needed. WA.ELA-LITERACY.SLDF9TH-10TH.3.A

b Connect the project or prompt to interests, perspectives, experiences, and/or community needs. WA.ELA-LITERACY.SLDF9TH-10TH.3.B

c Determine the process or steps needed to complete the project. WA.ELA-LITERACY.SLDF9TH-10TH.3.C

d Prepare for meetings by completing portions of the project as agreed. WA.ELA-LITERACY.SLDF9TH-10TH.3.D

e Summarize progress made, identifying gaps and adjusting future goals as needed. WA.ELA-LITERACY.SLDF9TH-10TH.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.SLDF9TH–10TH.4

a Identify topics from the situation, experience, imagination, reading, research (see RML9th– 10th.4), media conversations, and/or products from W9th–10th.1. WA.ELA-LITERACY.SLDF9TH–10TH.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.SLDF9TH–10TH.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.SLDF9TH–10TH.4.C

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Voice

5 Students determine how to present themselves and their ideas. WA.ELA-LITERACY.SLDF9TH-10TH.5

a Craft voice by building on strengths, experience, personality, positionality and role within the community in which the discussion, speech, or presentation occurs. WA.ELA-LITERACY.SLDF9TH-10TH.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.SLDF9TH-10TH.5.B

c Determine which language and/or languages support their purpose and voice. WA.ELA-LITERACY.SLDF9TH-10TH.5.C

d Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. WA.ELA-LITERACY.SLDF9TH-10TH.5.D

e Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities. WA.ELA-LITERACY.SLDF9TH-10TH.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.SLDF9TH-10TH.6

Language **Language9th–10th.** **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.LANGUAGE9TH-10TH

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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.L9TH-10TH.1
   a. Compare and contrast how language is used by different groups based on content, context, and media. WA.ELA-LITERACY.L9TH-10TH.1.A
   b. Describe the different forms and uses of attribution by different language communities to communicate emphasis, uncertainty, agreement, or disagreement. WA.ELA-LITERACY.L9TH-10TH.1.B
2. Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy. WA.ELA-LITERACY.L9TH-10TH.2
   a. Reflect the pauses and cadence expressed through punctuation. WA.ELA-LITERACY.L9TH-10TH.2.A
   b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture. WA.ELA-LITERACY.L9TH-10TH.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.L9TH-10TH.3

a Use parallel structure. WA.ELA-LITERACY.L9TH-10TH.3.A

4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content. WA.ELA-LITERACY.L9TH-10TH.4

a Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation. WA.ELA-LITERACY.L9TH-10TH.4.A

b Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity. WA.ELA-LITERACY.L9TH-10TH.4.B

c Form and use the active and passive voices. WA.ELA-LITERACY.L9TH-10TH.4.C

d Use the colon and semicolon accurately. WA.ELA-LITERACY.L9TH-10TH.4.D

5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of grade-level grade conversations and reading about experiences, events, and ideas. WA.ELA-LITERACY.L9TH-10TH.5

a Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely. WA.ELA-LITERACY.L9TH-10TH.5.A

b Recognize, interpret, and explain figures of speech in context and analyze their role in communicating nuanced meaning. WA.ELA-LITERACY.L9TH-10TH.5.B

Research and Media Literacy

Research9th–10th . Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning. WA.ELA-LITERACY.RESEARCH9TH-10TH

MediaLiteracy9th–10th. Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will participate in the information ecosystem. WA.ELA-LITERACY.MEDIALITERACY9TH-10TH

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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.RML9TH-10TH.1
2. Students seek answers from information sources. WA.ELA-LITERACY.RML9TH-10TH.2
    a. Generate ideas for how to initiate their search based on prior knowledge. WA.ELA-LITERACY.RML9TH-10TH.2.A
    b. Select and access print and digital information sources most relevant to the discipline and context of the inquiry. WA.ELA-LITERACY.RML9TH-10TH.2.B
    c. Use digital tools effectively, adapting search terms as needed and using technology appropriately. WA.ELA-LITERACY.RML9TH-10TH.2.C
    d. Identify people with relevant information to share. WA.ELA-LITERACY.RML9TH-10TH.2.D
3. Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML9TH-10TH.3
4. Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning. WA.ELA-LITERACY.RML9TH-10TH.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.RML9TH-10TH.5

- a Explain how emotional responses to media messages affect reactions. WA.ELA-LITERACY.RML9TH-10TH.5.A
- b Explain how relevant cognitive biases affect reactions to and interpretations of media messages. WA.ELA-LITERACY.RML9TH-10TH.5.B

6 Students analyze the purposes of media messages and the techniques used to create them. WA.ELA-LITERACY.RML9TH-10TH.6

- a Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. WA.ELA-LITERACY.RML9TH-10TH.6.A
- b Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. WA.ELA-LITERACY.RML9TH-10TH.6.B

7 Students evaluate components of media messages in the context of a need for information that's accurate, logical, and/or fair. WA.ELA-LITERACY.RML9TH-10TH.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.RML9TH-10TH.7.A
- b Evaluate the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. WA.ELA-LITERACY.RML9TH-10TH.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.RML9TH-10TH.7.C
- d Evaluate the strength of claims in media messages. WA.ELA-LITERACY.RML9TH-10TH.7.D

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8 Students evaluate the credibility of information sources. WA.ELA-LITERACY.RML9TH-10TH.8

- a Identify those responsible for the content of an information source, including content generated by technology. WA.ELA-LITERACY.RML9TH-10TH.8.A
- b Evaluate the expertise of those responsible for information sources. WA.ELA-LITERACY.RML9TH-10TH.8.B
- c Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources. WA.ELA-LITERACY.RML9TH-10TH.8.C
- d Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias. WA.ELA-LITERACY.RML9TH-10TH.8.D

9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals. WA.ELA-LITERACY.RML9TH-10TH.9

- a Explain how media messages can have consequences for themselves, society, and/or their communities. WA.ELA-LITERACY.RML9TH-10TH.9.A
- b Explain how technology helps determine how information spreads. WA.ELA-LITERACY.RML9TH-10TH.9.B
- c Explain mechanisms that contribute to the intentional spread of different types of information. WA.ELA-LITERACY.RML9TH-10TH.9.C
- d Explain how economic structures and societal attitudes affect the spread of information, including who can access and/or disseminate it. WA.ELA-LITERACY.RML9TH-10TH.9.D