Washington English Language Arts

Grades 9-10

Reading: Students read, comprehend, interpret, analyze, evaluate, and appreciate multimodal texts, including those of historical and literary significance, from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 4, 5, and 6 are prioritized. This is the first year standard 6 is prioritized. R

Text/Visual Features

1 Students know and use text/visual features. ELA.9-10.R.1

- a Use text/visual features to identify sections of a longer text that are likely to contain needed information. ELA.9-10.R.1.A
- b Describe how text/visual features represent, clarify, and/or add meaning to the written text. ELA.9-10.R.1.B
- c Describe how text/visual features cue the reader about how to interpret the text as one whole. ELA.9-10.R.1.C

Comprehending and Interpreting Texts

4 Students comprehend and interpret texts using a variety of strategies. ELA.9-10.R.4

- a Preview the text while reflecting on their purposes for reading. ELA.9-10.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.9-10.R.4.B
- c Make inferences and predictions, checking them against textual evidence. ELA.9-10.R.4.C
- d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.9-10.R.4.D
- e Analyze how two authors who write in the same genre make different choices about text/visual features. ELA.9-10.R.4.E
- f Analyze literary techniques and their effects. ELA.9-10.R.4.F
- g Explain what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change. ELA.9-10.R.4.G
- h Analyze how the author's use of language, including figurative language and rhetorical devices, shapes meaning and affects reader understanding. ELA.9-10.R.4.H
- i Analyze complex text structures and how they guide readers' understanding, shape meaning, and create effects such as tension among others. ELA.9-10.R.4.I

Analyzing, Evaluating, and Using Texts

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5 Students analyze complex texts, introducing and attributing textual evidence when relevant. ELA.9-10.R.5

- a Analyze how authors' choices influence readers' choices, beliefs, and/or actions. ELA.9-10.R.5.A
- b Analyze the communicative situation in which an author writes a text, including their purposes, their perspectives, the genre and platform they choose, and their intended audience's background and reception of the text. ELA.9-10.R.5.B
- c Analyze the main idea, theme, or key information in a text, connecting to others' commentary and to their own experiences. ELA.9-10.R.5.C
- d Analyze the presentation of similar content in different genres, mediums, and platforms. ELA.9-10.R.5.D

6 Students critically evaluate texts. ELA.9-10.R.6

- a Evaluate using relevant criteria how effectively a text invites the reader to visualize and/or empathize with concepts new to them. ELA.9-10.R.6.A
- b Evaluate using relevant criteria how effectively a text engages the reader or provokes thought, understanding, or action. ELA.9-10.R.6.B

Writing: 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. Standards 1, 3, and 5 are prioritized. W

Writing Purposes and Products

1 Students compose multimodal texts within a variety of genres across content areas for a variety of purposes. ELA.9-10.W.1

- a Compose in order to describe situations, experience, ideas, and imaginings. ELA.9-10.W.1.A
- b Compose in order to record observations and/or explain their observations and analysis of texts, ideas, and the world. ELA.9-10.W.1.B
- c Compose in order to make a claim about an issue. ELA.9-10.W.1.C
- d Compose in order to persuade others. ELA.9-10.W.1.D
- e Compose in order to tell narratives of stories and events. ELA.9-10.W.1.E

Plan and Draft

2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.9-10.W.2

- a Analyze the prompt and communicative situation to determine the purpose and appropriate strategies for developing and communicating ideas. ELA.9-10.W.2.A
- b Analyze the intended audience and anticipate how their background knowledge, expectations, perspectives, beliefs, and/or values may influence interpretations of the text. ELA.9-10.W.2.B
- c Manage writing projects by establishing goals, selecting processes, and allocating resources to meet goals. ELA.9-10.W.2.C
- d Integrate feedback from multiple sources and make purposeful shifts in focus and timeline when needed. ELA.9-10.W.2.D

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3 Students draft content within the genre, purpose, and discipline, using technology appropriately. ELA.9-10.W.3

- a Generate ideas for topics, genres, and material. ELA.9-10.W.3.A
- b Curate ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair and legal to use media created by others. ELA.9-10.W.3.B
- c Follow, adapt, combine, and/or break from genre-specific text elements. ELA.9-10.W.3.C
- d Develop detailed descriptions with analogy, metaphor, reflection, and/or other appeals to help the audience imagine and empathize with the content and to activate the senses. ELA.9-10.W.3.D
- e Develop critical analysis of experience, events, information, ideas, and/or texts. ELA.9-10.W.3.E
- f Develop and strengthen analysis by integrating relevant evidence from multiple texts. ELA.9-10.W.3.F
- g Develop and defend claims with relevant and credible evidence from multiple sources connected by sound and valid reasoning and challenge counterclaims and alternative interpretations. ELA.9-10.W.3.G
- h Use persuasive techniques, including arguments, evaluations, and appeals to emotion, reason, and authority. ELA.9-10.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre to develop complex characters, relationships, events, and themes while shaping readers' understanding and responses. ELA.9-10.W.3.I
- j Attribute sources in ways consistent with the genre and discipline, using technology appropriately. ELA.9-10.W.3.J

4 Students organize content by using, adapting, and/or breaking the genre's structure based on purpose and discipline. ELA.9-10.W.4

- a Craft engaging introductions based on genre, purpose, and/or discipline. ELA.9-10.W.4.A
- b Organize content using strategies specific to the genre, purpose, and/or discipline. ELA.9-10.W.4.B
- c Compose conclusions based on genre, purpose, and/or discipline. ELA.9-10.W.4.C

Revise and Edit

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5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.9-10.W.5

- a Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation. ELA.9-10.W.5.A
- b Gather and consider using feedback about their compositions. ELA.9-10.W.5.B
- c Use what they learned from re-reading and feedback to strengthen their compositions in ways that support their intentions and/or improve readers' understanding. ELA.9-10.W.5.C
- d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades 1 through 9–10.] ELA.9-10.W.5.D

Share and Publish

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.9-10.W.6

- 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. ELA.9-10.W.6.A
- b Monitor and update published works when appropriate ELA.9-10.W.6.B

Speaking, Listening, and Digital Forums: Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content. Standards 1 and 4 are prioritized. This is the first time standard 4 is prioritized. SLDF

Discussion

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1 Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums. ELA.9-10.SLDF.1

- a Model expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.9-10.SLDF.1.A
- b Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas. ELA.9-10.SLDF.1.B
- c Develop arguments and/or common understanding by connecting to others' contributions. ELA.9-10.SLDF.1.C
- d Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions. ELA.9-10.SLDF.1.D
- e Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums. ELA.9-10.SLDF.1.E
- f Challenge ideas and conclusions based on contradictory evidence or experience. ELA.9-10.SLDF.1.F
- g Respond to questions that challenge their evidence and reasoning. ELA.9-10.SLDF.1.G
- h Analyze changes in their opinion and understanding. ELA.9-10.SLDF.1.H
- i Summarize conclusions, questions, and points of agreement or disagreement from the discussion. ELA.9-10.SLDF.1.I

Collaboration

2 Students collaborate effectively on projects and tasks. ELA.9-10.SLDF.2

- a Determine expectations, reviewing, evaluating, and adapting them when needed. ELA.9-10.SLDF.2.A
- b Contribute productively by building on strengths and taking on challenges. ELA.9-10.SLDF.2.B
- c Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise. ELA.9-10.SLDF.2.C

Public Speaking and Presentations

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3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. ELA.9-10.SLDF.3

- a Identify and refine topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.9-10.W.1. ELA.9-10.SLDF.3.A
- b Develop content by considering their purpose, context, and the audience's background knowledge and/or position. ELA.9-10.SLDF.3.B
- c Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.9-10.SLDF.3.C
- d Attribute sources used. ELA.9-10.SLDF.3.D

Voice

4 Students determine how to present themselves and their ideas in different contexts. ELA.9-10.SLDF.4

- a Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.9-10.SLDF.4.A
- b Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities. ELA.9-10.SLDF.4.B
- c Analyze the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity in digital forums. ELA.9-10.SLDF.4.C

5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. ELA.9-10.SLDF.5

Language: Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 1 and 3 are prioritized. L

Knowledge of Language

1 Students identify and discuss when and why language is used differently according to the context. ELA.9-10.L.1

- a Analyze how English varies across communities, cultures, contexts, and time. ELA.9-10.L.1.A
- b Analyze how authors and speakers adapt their use of English across genres, audiences, and purposes. ELA.9-10.L.1.B

Structure and Functions of English

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2 Students strategically vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.9-10.L.2

- a Manipulate syntax to clarify relationships among ideas, strengthen style, and communicate meaning. ELA.9-10.L.2.A
- b Use phrases, clauses, and transitions with punctuation to add precision, variety, and complexity and to increase specificity. ELA.9-10.L.2.B
- c Form and use verb moods to communicate emphasis, certainty, conditions, or perspective. ELA.9-10.L.2.C
- d Form and use active and passive voice to communicate emphasis and meaning. ELA.9-10.L.2.D

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, viewing, and research. ELA.9-10.L.3

- a Determine meanings of words and phrases by using context, knowledge of word parts, and reference materials strategically. ELA.9-10.L.3.A
- b Use discipline-specific and academic language purposefully across contexts. ELA.9-10.L.3.B
- c Distinguish among related words and phrases to communicate precise meaning, tone, and emphasis. ELA.9-10.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.9-10.L.4

- a Recognize, interpret, and use figures of speech, including euphemism and oxymoron, in context and analyze their role in communicating nuanced meaning. ELA.9-10.L.4.A
- b Select and use rhetorical language for different purposes and audiences. ELA.9-10.L.4.B
- c Analyze nuances in the meaning of words with similar denotations. ELA.9-10.L.4.C

Research and Media Literacy: 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. Students think critically about rea me ac

Research and Inquiry

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fairness of media messages, and credibility of those responsible for media messages. Standards 1 and 5 are prioritized. RML

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.9-10.RML.1

- a Ask different types of questions, refining and asking new questions as understanding of the topic evolves. ELA.9-10.RML.1.A
- b Generate ideas for how to initiate their search based on prior knowledge. ELA.9-10.RML.1.B
- c Select and access print, digital, and human information sources most relevant to the discipline and context of the inquiry. ELA.9-10.RML.1.C
- d Select and use digital tools that search for or generate information effectively. ELA.9-10.RML.1.D
- e Gather and determine the most relevant information using a variety of strategies. ELA.9-10.RML.1.E
- f Synthesize new learning to use and/or share. ELA.9-10.RML.1.F

Media Literacy

2 Students explain how people's reactions to and interpretations of media messages are affected. ELA.9-10.RML.2

- a Explain how perspectives affect reactions to and interpretations of media messages. ELA.9-10.RML.2.A
- b Explain how emotional responses to media messages affect reactions and interpretations. ELA.9-10.RML.2.B
- c Explain how relevant cognitive biases affect reactions to and interpretations of media messages. ELA.9-10.RML.2.C

3 Students analyze the purposes of media messages and the techniques used to create them. ELA.9-10.RML.3

- a Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. ELA.9-10.RML.3.A
- b Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.9-10.RML.3.B

4 Students evaluate components of media messages, as well as content generated by technology, in the context of a need for information that's accurate, logical, and/or fair. ELA.9-10.RML.4

- a Determine whether statements can be verified as true or false or need to be evaluated another way. ELA.9-10.RML.4.A
- b Evaluate the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.9-10.RML.4.B
- c Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, considering how digital media can be manipulated. ELA.9-10.RML.4.C
- d Evaluate the strength of claims. ELA.9-10.RML.4.D

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5 Students evaluate the credibility of those responsible for media messages, as well as contentgenerating technology. ELA.9-10.RML.5

a Identify the individuals or organizations responsible for creating or amplifying media messages. ELA.9-10.RML.5.A

b Evaluate the expertise of those responsible for media messages. ELA.9-10.RML.5.B

c Evaluate the reputations for accuracy, logic, and fairness of those responsible for media messages. ELA.9-10.RML.5.C

d Determine whether a perspective or stance relevant to the topic is exhibited in media messages and, if so, to what extent it has been affected by bias. ELA.9-10.RML.5.D