Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.
DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

| CORE CONTENT / CONTENT STANDARD | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

| **DOMAIN** | **WA.W.9-10.** | **Writing Standards** |

| **BIG IDEA / CORE CONTENT** | | **Range of Writing** |

| CORE CONTENT / CONTENT STANDARD | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| **DOMAIN** | **WA.SL.9-10.** | **Speaking and Listening Standards** |

| **BIG IDEA / CORE CONTENT** | | **Comprehension and Collaboration** |
| **CORE CONTENT / CONTENT STANDARD** | **SL.9-10.1.** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

| **DOMAIN** | **WA.L.9-10.** | **Language Standards** |

| **BIG IDEA / CORE CONTENT** | | **Vocabulary Acquisition and Use** |
| **CORE CONTENT / CONTENT STANDARD** | **L.9-10.4.** | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | L.9-10.4(a) | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**

CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11- 12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	WA.RI.11- 12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11- 12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

DOMAIN	**WA.RL.11-12.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN	**WA.RL.11-12.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.11-12.	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	**WA.RL.11-12.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	**WA.RL.11-12.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	**WA.RL.11-12.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN	**WA.RL.11-12.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.9- 10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	**WA.RL.9- 10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9- 10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN	WA.RL.9- 10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9- 10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9- 10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11- 12.3.	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11- 12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11- 12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11- 12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	**WA.W.11- 12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11- 12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11 -12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**

CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade 9 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **9** - Adopted: **2011**

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

| DOMAIN | WA.L.9-10. | **Language Standards** |

| BIG IDEA / CORE CONTENT | | **Conventions of Standard English** |
| CORE CONTENT / CONTENT STANDARD | **L.9-10.1.** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

| DOMAIN | WA.L.9-10. | **Language Standards** |

| BIG IDEA / CORE CONTENT | | **Vocabulary Acquisition and Use** |

| CORE CONTENT / CONTENT STANDARD | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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Grade **11** - Adopted: **2011**

| DOMAIN | WA.W.11-12. | **Writing Standards** |

| BIG IDEA / CORE CONTENT | | **Text Types and Purposes** |
| CORE CONTENT / CONTENT STANDARD | **W.11-12.3.** | **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

| **DOMAIN** | **WA.L.9-10.** | **Language Standards** |

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

| **DOMAIN** | **WA.L.9-10.** | **Language Standards** |

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

| **DOMAIN** | **WA.L.9-10.** | **Language Standards** |

| **BIG IDEA / CORE CONTENT** | | **Vocabulary Acquisition and Use** |
| CORE CONTENT / CONTENT STANDARD | L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes

CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11 -12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11- 12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.11- 12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.11- 12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11- 12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

<div style="text-align:center">Grade 12 - Adopted: 2011</div>

DOMAIN	WA.RI.11- 12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11- 12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.RI.11- 12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes

CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

| CORE CONTENT / CONTENT STANDARD | L.11-12.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Lesson 18: Unit 7 Inventive Writing, p. 159-166

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Language Arts

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Grade **9** - Adopted: **2011**

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DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9- 10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9- 10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**SL.9- 10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9- 10.**	**Language Standards**
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

<div style="text-align:center">Grade 10 - Adopted: 2011</div>

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11 -12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11- 12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.11- 12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11- 12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11- 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **9** - Adopted: **2011**

DOMAIN	**WA.W.9- 10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**

CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

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Grade 10 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.9-10.3.	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9-10.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.7.	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.
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.11-12.7.	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.

CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.11-12.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9-10.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	L.9-10.3.	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

CORE CONTENT / CONTENT STANDARD	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.W.9-10.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**

CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

| CORE CONTENT / CONTENT STANDARD | W.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

| DOMAIN | WA.W.11-12. | **Writing Standards** |

| BIG IDEA / CORE CONTENT | | **Range of Writing** |

| CORE CONTENT / CONTENT STANDARD | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| DOMAIN | WA.SL.11-12. | **Speaking and Listening Standards** |

| BIG IDEA / CORE CONTENT | | **Comprehension and Collaboration** |
| **CORE CONTENT / CONTENT STANDARD** | **SL.11-12.1.** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| DOMAIN | WA.L.11-12. | **Language Standards** |

| BIG IDEA / CORE CONTENT | | **Vocabulary Acquisition and Use** |

| CORE CONTENT / CONTENT STANDARD | L.11-12.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

| CONTENT STANDARD / PERFORMANCE EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| DOMAIN | WA.W.9-10. | **Writing Standards** |

| BIG IDEA / CORE CONTENT | | **Production and Distribution of Writing** |

| CORE CONTENT / CONTENT STANDARD | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| CORE CONTENT / CONTENT STANDARD | W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

| DOMAIN | WA.W.9-10. | **Writing Standards** |

| BIG IDEA / CORE CONTENT | | **Range of Writing** |

| CORE CONTENT / CONTENT STANDARD | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| DOMAIN | WA.SL.9-10. | **Speaking and Listening Standards** |

| BIG IDEA / CORE CONTENT | | **Comprehension and Collaboration** |

| **CORE CONTENT / CONTENT STANDARD** | **SL.9-10.1.** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **12** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.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.

CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RL.11 -12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN	WA.RL.11 -12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.11-12.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 10 - Adopted: 2011

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.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.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9- 10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
DOMAIN	**WA.W.9- 10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9- 10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9- 10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

| CORE CONTENT / CONTENT STANDARD | W.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

| DOMAIN | WA.W.11-12. | **Writing Standards** |

| BIG IDEA / CORE CONTENT | | **Range of Writing** |

| CORE CONTENT / CONTENT STANDARD | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| DOMAIN | WA.SL.11-12. | **Speaking and Listening Standards** |

| BIG IDEA / CORE CONTENT | | **Comprehension and Collaboration** |

| CORE CONTENT / CONTENT STANDARD | SL.11-12.1. | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |

| CONTENT STANDARD / PERFORMANCE EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| DOMAIN | WA.L.11-12. | **Language Standards** |

| BIG IDEA / CORE CONTENT | | **Vocabulary Acquisition and Use** |

| CORE CONTENT / CONTENT STANDARD | L.11-12.4. | **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.** |

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

DOMAIN	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**

CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **10** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

DOMAIN	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / PERFORMANCE EXPECTATION		

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **11** - Adopted: **2011**

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Language Arts

Grade 10 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 11 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 12 - Adopted: 2011

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze 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.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.9-10.10.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	**WA.W.11-12.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**

CORE CONTENT / CONTENT STANDARD	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **12** - Adopted: **2011**

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CORE CONTENT / CONTENT STANDARD	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

DOMAIN	**WA.RI.11-12.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	**WA.W.11-12.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.SL.11-12.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

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Grade 9 - Adopted: 2011

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	**Language Standards**

BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Grade 10 - Adopted: 2011

DOMAIN	WA.W.9-10.	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**

CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(c)	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9- 10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Grade **11** - Adopted: **2011**

DOMAIN	WA.W.11- 12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Grade **12** - Adopted: **2011**

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

DOMAIN	WA.W.11-12.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.11-12.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.