

# Main Criteria: U.S. History-Based Writing Lessons

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

Subject: Language Arts

Grades: 6, 7, 8

## U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

### Washington State K-12 Learning Standards and Guidelines

#### Language Arts

Grade 6 - Adopted: 2011

#### DOMAIN WA.RI.6. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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#### DOMAIN WA.RI.6. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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#### DOMAIN WA.RI.6. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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#### DOMAIN WA.W.6. Writing Standards

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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**DOMAIN**      **WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011**

**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(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).
<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 02: Unit 2 Writing from Notes, p. 17-26

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**DOMAIN WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

**DOMAIN WA.RI.6. Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**DOMAIN WA.W.6. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**                      **WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**                      **WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN**                      **WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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).
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 2 Writing from Notes, p. 27-32

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>

CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      W.7.9(b)      Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD      W.7.10.      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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.7.**      **Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(a)      Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(b)      Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(c)      Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(d)      Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Key Ideas and Details**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Craft and Structure**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Range of Reading and Level of Text Complexity**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.8.10.

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**DOMAIN**      **WA.W.8.**      **Writing Standards**

**BIG IDEA /  
CORE  
CONTENT**

**Text Types and Purposes**

**CORE  
CONTENT /  
CONTENT  
STANDARD**

W.8.2.

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT  
STANDARD /  
PERFORMANC  
E  
EXPECTATION

W.8.2(a)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT  
STANDARD /  
PERFORMANC  
E  
EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 2 Writing from Notes, p. 33-40

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN WA.RI.6. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN WA.RI.6. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

**DOMAIN WA.RI.6. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(a)

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(b)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(c)

Use appropriate transitions to clarify the relationships among ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(d)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(f)

Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      W.7.9(b)      Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD      W.7.10.      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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.7.**      **Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(a)      Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(b)      Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(c)      Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(d)      Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**                      **WA.RI.8.**                      **Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Key Ideas and Details**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN**                      **WA.RI.8.**                      **Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Craft and Structure**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**DOMAIN**                      **WA.RI.8.**                      **Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Range of Reading and Level of Text Complexity**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.8.10.

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**DOMAIN**                      **WA.W.8.**                      **Writing Standards**

**BIG IDEA /  
CORE  
CONTENT**

**Text Types and Purposes**

**CORE  
CONTENT /  
CONTENT  
STANDARD**

W.8.2.

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT  
STANDARD /  
PERFORMANC  
E  
EXPECTATION

W.8.2(a)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT  
STANDARD /  
PERFORMANC  
E  
EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**DOMAIN WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>DOMAIN</b>	<b>WA.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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).
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>

CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
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<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011**

**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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CORE CONTENT / CONTENT STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**      **WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011**

**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(b)	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.8.4(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.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.6.2(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 7 - Adopted: 2011

**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**DOMAIN**      **WA.RL.7.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>
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<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
CORE CONTENT / CONTENT STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.4.</b>	<b>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.)</b>

CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.8.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b>

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>DOMAIN</b>	<b>WA.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>DOMAIN</b>	<b>WA.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7.    Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.7.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN**      **WA.L.7.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN WA.RL.8. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN WA.RL.8. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.8.4(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.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN WA.RI.6. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN WA.RI.6. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**DOMAIN WA.RI.6. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.10.</b>	<b>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 discipline-specific tasks, purposes, and audiences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.6.**      **Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**                      **WA.L.7.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION                      L.7.1(b)                      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN**                      **WA.L.7.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION                      L.7.3(a)                      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**                      **WA.L.7.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION                      L.7.4(a)                      Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(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.7.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 4 Summarizing a Reference, p. 89-100

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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<b>DOMAIN</b>	<b>WA.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>

CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.9(b)

Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

W.6.10.

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 discipline-specific tasks, purposes, and audiences.

**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(a)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(b)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(c)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(d)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.2(a)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

#### DOMAIN WA.RL.8. Reading Standards for Literature

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### DOMAIN WA.RL.8. Reading Standards for Literature

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### DOMAIN WA.RL.8. Reading Standards for Literature

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

#### DOMAIN WA.RI.8. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### DOMAIN WA.RI.8. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD

RI.8.10.

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(a)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(c)

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(d)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(f)

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.8.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**            **WA.W.6.**    **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**            **WA.W.6.**    **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**DOMAIN**            **WA.W.6.**    **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**            **WA.SL.6.**    **Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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).
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.2(a)	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 12: Unit 4 Summarizing a Reference, p. 109-120

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.10.</b>	<b>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 discipline-specific tasks, purposes, and audiences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**                      **WA.L.6.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      W.7.9(b)      Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD      W.7.10.      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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.7.**      **Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(a)      Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(b)      Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(c)      Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION      SL.7.1(d)      Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7.    Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD      SL.7.4.      Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.7.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION      L.7.1(b)      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN**      **WA.L.7.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION      L.7.2(a)      Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

**DOMAIN**      **WA.L.7.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION      L.7.3(a)      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**      **WA.L.7.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**            **WA.SL.8.    Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**            **WA.L.8.        Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**            **WA.L.8.        Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**            **WA.L.8.        Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 5 Writing from Pictures, p. 121-130

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

DOMAIN	WA.W.6.	Writing Standards
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN	WA.W.6.	Writing Standards
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 7 - Adopted: 2011

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.3(c)

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 6 - Adopted: 2011

DOMAIN	WA.W.6.	Writing Standards
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

W.6.10.

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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(a)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(b)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(c)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(d)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**      **WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.1(d)

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**

**WA.L.7.**

**Language Standards**

**BIG IDEA / CORE CONTENT**

**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**

**WA.W.8.**

**Writing Standards**

**BIG IDEA / CORE CONTENT**

**Text Types and Purposes**

**CORE CONTENT / CONTENT STANDARD**

**W.8.2.**

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**DOMAIN**

**WA.W.8.**

**Writing Standards**

**BIG IDEA / CORE CONTENT**

**Text Types and Purposes**

**CORE CONTENT / CONTENT STANDARD**

**W.8.3.**

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.3(c)

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 6 - Adopted: 2011

**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

W.6.10.

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 discipline-specific tasks, purposes, and audiences.

**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(a)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(b)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(c)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.6.1(d)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.1(d)

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**

**WA.L.7.**

**Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**

**WA.W.8.**

**Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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**CORE CONTENT / CONTENT STANDARD**

**W.8.2.**

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**DOMAIN**

**WA.W.8.**

**Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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**CORE CONTENT / CONTENT STANDARD**

**W.8.3.**

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.3(c)

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 6 - Adopted: 2011

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Key Ideas and Details**CORE  
CONTENT /  
CONTENT  
STANDARD

RI.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Craft and Structure**CORE  
CONTENT /  
CONTENT  
STANDARD

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Integration of Knowledge and Ideas**CORE  
CONTENT /  
CONTENT  
STANDARD

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**DOMAIN**      **WA.W.6.**      **Writing Standards****BIG IDEA /  
CORE  
CONTENT****Text Types and Purposes**CORE  
CONTENT /  
CONTENT  
STANDARD

W.6.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.4(a)

Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD

RI.7.3.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**DOMAIN WA.RI.7. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>

CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011**

**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**                      **WA.L.8.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**                      **WA.RI.6.**                      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN**                      **WA.RI.6.**                      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**DOMAIN**                      **WA.RI.6.**                      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**            **WA.W.6.**    **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN**            **WA.W.6.**    **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**DOMAIN**            **WA.W.6.**    **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**            **WA.SL.6.**    **Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.3(a)

Vary sentence patterns for meaning, reader/ listener interest, and style.

**DOMAIN**

**WA.L.6.**

**Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.6.4(a)

Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6.**

**Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

**DOMAIN**

**WA.RI.7.**

**Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

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

CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

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

CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.8. Speaking and Listening Standards**

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

CORE CONTENT / CONTENT STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**DOMAIN**      **WA.RI.7.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**DOMAIN**      **WA.RI.7.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.4(a)

Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(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.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN WA.RI.8. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>

CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>DOMAIN</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.6.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**DOMAIN**      **WA.RI.7.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**DOMAIN**      **WA.RI.7.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**                      **WA.SL.7.    Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**                      **WA.SL.7.    Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**                      **WA.L.7.        Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**      **WA.RI.8.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 20: Unit 7 Inventive Writing, p. 197-204

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 21: Unit 7 Inventive Writing, p. 205-214

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011**

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 22: Unit 7 Inventive Writing, p. 215-222

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.8.4(c)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**DOMAIN**

**WA.L.8.**

**Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 223-230

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

**DOMAIN**

**WA.W.6.**

**Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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**CORE CONTENT / CONTENT STANDARD**

**W.6.2.**

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(a)

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(b)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(c)

Use appropriate transitions to clarify the relationships among ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN**      **WA.W.7.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 24: Unit 7 Inventive Writing, p. 231-240

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD

W.6.4. 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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 7 - Adopted: 2011

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>

CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      L.7.1(b)      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      L.7.3(a)      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 8 - Adopted: 2011

**DOMAIN**      **WA.W.8.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN**      **WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
--------------------------------	--	--------------------------------------------

CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 8 Formal Essay Models, p. 241-250

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

**DOMAIN**      **WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**      **WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**

**WA.L.7.**

**Language Standards**

**BIG IDEA / CORE CONTENT**

**Vocabulary Acquisition and Use**

CORE CONTENT / CONTENT STANDARD

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**

**WA.W.8.**

**Writing Standards**

**BIG IDEA / CORE CONTENT**

**Text Types and Purposes**

**CORE CONTENT / CONTENT STANDARD**

**W.8.2.**

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(a)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(b)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(c)

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.8.2(d)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 26: Unit 8 Formal Essay Models, p. 251-262

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>

CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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<b>DOMAIN</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>

CORE CONTENT / CONTENT STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.1(b)

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.4(a)

Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(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.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>DOMAIN</b>	<b>WA.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>

CORE CONTENT / CONTENT STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN**            **WA.L.8.**    **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN**            **WA.L.8.**    **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.8.4(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.8.**    **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

## Language Arts

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.RI.6.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

DOMAIN	WA.W.7.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN	WA.W.7.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.7. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011

DOMAIN	WA.W.8.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN	WA.W.8.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 6 - Adopted: 2011

**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**      **WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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CORE CONTENT / CONTENT STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(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).
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

**DOMAIN**      **WA.RL.7.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.7.3.</b>	<b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>
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**DOMAIN**            **WA.RL.7.    Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**            **WA.W.7.    Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN**            **WA.W.7.    Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN**            **WA.W.7.    Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN**            **WA.W.7.    Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**DOMAIN**      **WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.4(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).
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**DOMAIN**      **WA.L.7.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN**      **WA.RL.8.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN</b>	<b>WA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN</b>	<b>WA.W.8.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**                    **WA.SL.8.    Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**                    **WA.L.8.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**                    **WA.L.8.    Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 6 - Adopted: 2011**

**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**      **WA.W.6.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.6.2(b)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD

W.6.4.

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.6.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD

W.6.7.

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CORE CONTENT / CONTENT STANDARD

W.6.8.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**DOMAIN WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

W.6.10.

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 discipline-specific tasks, purposes, and audiences.

**DOMAIN WA.SL.6. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**DOMAIN WA.L.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(b)	Maintain consistency in style and tone.
<b>DOMAIN</b>	<b>WA.L.6.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>DOMAIN</b>	<b>WA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
CORE CONTENT / CONTENT STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**DOMAIN WA.SL.7. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**DOMAIN**                      **WA.L.7.**                      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 8 - Adopted: 2011**

**DOMAIN**                      **WA.RL.8.**                      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN**                      **WA.W.8.**                      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN**                      **WA.W.8.**                      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN**                      **WA.W.8.**                      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN WA.SL.8. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN**      **WA.L.8.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 6 - Adopted: 2011

**DOMAIN**      **WA.RL.6.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CORE CONTENT / CONTENT STANDARD	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**DOMAIN**      **WA.RL.6. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN**      **WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN**      **WA.W.6. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.6.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>

CORE CONTENT / CONTENT STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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CORE CONTENT / CONTENT STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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<b>DOMAIN</b>	<b>WA.W.6.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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<b>DOMAIN</b>	<b>WA.SL.6.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**DOMAIN**      **WA.L.6.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; 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.6.4(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.6. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 7 - Adopted: 2011

**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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CORE CONTENT / CONTENT STANDARD	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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**DOMAIN WA.RL.7. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN</b>	<b>WA.W.7.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>DOMAIN</b>	<b>WA.SL.7.</b>	<b>Speaking and Listening Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>DOMAIN</b>	<b>WA.L.7.</b>	<b>Language Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.3(a)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**DOMAIN WA.L.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.7.4(a)

Use context (e.g., the overall meaning of a sentence or paragraph; 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.7.4(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.7. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 8 - Adopted: 2011

**DOMAIN WA.RL.8. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN**      **WA.RL.8. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN**      **WA.RL.8. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN**      **WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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CORE CONTENT / CONTENT STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN**      **WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.4.	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.)
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CORE CONTENT / CONTENT STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN**      **WA.W.8. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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CORE CONTENT / CONTENT STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**DOMAIN**      **WA.W.8.      Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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**DOMAIN**      **WA.SL.8.      Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN**      **WA.SL.8.      Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.4(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).
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<b>DOMAIN</b>	<b>WA.L.8.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>

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CORE  
CONTENT /  
CONTENT  
STANDARD

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.