

Washington English Language Arts

# 6th Grade

## Reading

**Reading6th.** Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world. WA.ELA-LITERACY.READING6TH

### Text Features

- 1 Students read self-selected texts. WA.ELA-LITERACY.R6TH.1
  - a Select texts that interest them and/or that are recommended by peers and adults. WA.ELA-LITERACY.R6TH.1.A
  - b Spend time accessing and reading a variety of texts. WA.ELA-LITERACY.R6TH.1.B
- 2 Students know and use text features. WA.ELA-LITERACY.R6TH.2
  - a Describe how visual elements in a text represent and/or add meaning to the written text. WA.ELA-LITERACY.R6TH.2.A
- 3 Not in 6th. WA.ELA-LITERACY.R6TH.3
- 4 Students read with accuracy and fluency. WA.ELA-LITERACY.R6TH.4
  - a Use combined knowledge to read accurately in context and out of context. WA.ELA-LITERACY.R6TH.4.A

### Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts using a variety of strategies. WA.ELA-LITERACY.R6TH.5
  - a Preview the text while reflecting on their purposes for reading. WA.ELA-LITERACY.R6TH.5.A
  - b Visualize to make sense of the text. WA.ELA-LITERACY.R6TH.5.B
  - c Make predictions and inferences, checking them against textual evidence. WA.ELA-LITERACY.R6TH.5.C
  - d Maintain motivation and reconnect when the flow of reading is interrupted using a variety of strategies. WA.ELA-LITERACY.R6TH.5.D
  - e Describe details they understand from the topic or story, including information, ideas, how a plot unfolds in a series of episodes, or how events and characters respond or change as the plot develops. WA.ELA-LITERACY.R6TH.5.E
  - f Identify a theme or main idea that the text explores or develops, referring to details and/or examples. WA.ELA-LITERACY.R6TH.5.F

### Analyzing, Evaluating and Using Texts

- 6 Students analyze texts. WA.ELA-LITERACY.R6TH.6
  - a Analyze the specific viewpoint the author presents on a topic, event, experience, question, idea, or controversy. WA.ELA-LITERACY.R6TH.6.A



## Writing

### **Writing6th. Students compose multimodal texts in a variety of genres in the context of grade-level content.** WA.ELA-LITERACY.WRITING6TH

#### Writing Purposes and Products

- 1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W6th.1 must be taken through W6th.2 – W6th.10.] WA.ELA-LITERACY.W6TH.1
- 2 Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W6TH.2
  - a Describe experiences, ideas, and imaginings, including concrete, sensory details and figurative language. WA.ELA-LITERACY.W6TH.2.A
  - b Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W6TH.2.B
  - c Persuade others through arguments, evaluations, and other appeals. WA.ELA-LITERACY.W6TH.2.C
  - d Tell stories and narratives, using a variety of techniques and devices consistent with the genre. WA.ELA-LITERACY.W6TH.2.D

#### Plan and Generate Ideas

- 3 Students manage and complete writing projects. WA.ELA-LITERACY.W6TH.3
  - a Analyze the prompt to determine the purpose of the project and how to meet it. WA.ELA-LITERACY.W6TH.3.A
  - b Connect the project to personal and/or community needs. WA.ELA-LITERACY.W6TH.3.B
  - c Determine the process or steps and plan the time needed to complete the project. WA.ELA-LITERACY.W6TH.3.C
  - d Adjust to feedback and shifts in focus and timeline when needed. WA.ELA-LITERACY.W6TH.3.D
- 4 Students generate and gather ideas and material, including appropriate use of tools. WA.ELA-LITERACY.W6TH.4
  - a Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML6th.4), media, conversations, the communicative situation, products from W.1, and/or desire to communicate with a variety of audiences. WA.ELA-LITERACY.W6TH.4.A
  - b Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. WA.ELA-LITERACY.W6TH.4.B
  - c Curate ideas and material, including findings from their research (see RML6th.4) and media, identifying when and how it's fair to

use the creative work of others. [WA.ELA-LITERACY.W6TH.4.C](#)

#### Draft and Establish Voice

- 5 Students draft content within the genre to develop ideas, engage the audience, and express voice. [WA.ELA-LITERACY.W6TH.5](#)
  - a Develop descriptions to activate and build on the audience’s prior learning and opinions, and to help the audience to imagine and empathize with the content. [WA.ELA-LITERACY.W6TH.5.A](#)
  - b Develop analysis of experience, events, information, ideas, and/or texts. [WA.ELA-LITERACY.W6TH.5.B](#)
  - c Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. [WA.ELA-LITERACY.W6TH.5.C](#)
  - d Develop appeals to emotion and reason. [WA.ELA-LITERACY.W6TH.5.D](#)
  - e Use evidence from texts to support analysis, reflection, or research. [WA.ELA-LITERACY.W6TH.5.E](#)
  - f Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. [WA.ELA-LITERACY.W6TH.5.F](#)
  - g Attribute sources in ways consistent with the genre, using technology appropriately. [WA.ELA-LITERACY.W6TH.5.G](#)
- 6 Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text. [WA.ELA-LITERACY.W6TH.6](#)
- 7 Students organize content, using and/or adapting the genre’s structure, to lead readers through the student’s thinking. [WA.ELA-LITERACY.W6TH.7](#)

#### Revise and Edit

- 8 Students evaluate drafts. [WA.ELA-LITERACY.W6TH.8](#)
  - a Re-read to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.W6TH.8.A](#)
  - b Re-read to identify differences between what they intend and what the audience would understand from the text itself. [WA.ELA-LITERACY.W6TH.8.B](#)
  - c Gather feedback and determine whether it supports their intentions and/or improves readers’ understanding. [WA.ELA-LITERACY.W6TH.8.C](#)
- 9 Students revise and edit using a variety of strategies, including use of appropriate technology. [WA.ELA-LITERACY.W6TH.9](#)
  - a Use what they learned from re-reading and feedback to strengthen their compositions. [WA.ELA-LITERACY.W6TH.9.A](#)

- b** Edit for conventions and consistency of text features, including attributions. [See Language standards 1–6.] [WA.ELA-LITERACY.W.6TH.9.B](#)

[LITERACY.W6TH.9.B](#)

#### Share and Publish

- 10** Students share and publish compositions in person and/or on digital or non-digital platforms. [WA.ELA-LITERACY.W6TH.10](#)

- a** Determine where to publish after considering potential impacts of intended and unintended audiences. [WA.ELA-LITERACY.W6TH.10.A](#)
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## Speaking, Listening, and Digital Forums

**SpeakingListeningDigitalForums6th.** Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums. WA.ELA-

LITERACY.SPEAKINGLISTENINGDIGITALFORUMS6TH

### Discussion

- 1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF6TH.1
  - a Reflect on who is present in a conversation and what they know about their interests, strengths, and skills. WA.ELA-LITERACY.SLDF6TH.1.A
  - b Discuss expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF6TH.1.B
  - c Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF6TH.1.C
  - d Draw on experience, prior knowledge, and/or research to contribute. WA.ELA-LITERACY.SLDF6TH.1.D
  - e Explain what they understood from others' contributions and ask for clarification or more information to build common understanding WA.ELA-LITERACY.SLDF6TH.1.E
  - f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF6TH.1.F
  - g Summarize points of agreement or disagreement. WA.ELA-LITERACY.SLDF6TH.1.G
  - h Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. WA.ELA-LITERACY.SLDF6TH.1.H
  - i Explain when, how, and why opinions or understandings have

changed. [WA.ELA-LITERACY.SLDF6TH.1.I](#)

- j** Review memorable and/or important moments or ideas. [WA.ELA-LITERACY.SLDF6TH.1.J](#)

- 2** Students prepare for planned discussions by thinking, reading, and/or researching the topic. [WA.ELA-LITERACY.SLDF6TH.2](#)

#### Collaboration

- 3** Students collaborate on projects or tasks. [WA.ELA-LITERACY.SLDF6TH.3](#)
  - a** Discuss expectations, roles, and timelines, changing them when needed. [WA.ELA-LITERACY.SLDF6TH.3.A](#)
  - b** Connect the project or prompt to their interests, experiences, and/or community needs. [WA.ELA-LITERACY.SLDF6TH.3.B](#)
  - c** Prepare for meetings by completing portions of the project as agreed. [WA.ELA-LITERACY.SLDF6TH.3.C](#)
  - d** Review progress and discuss what needs to happen next. [WA.ELA-LITERACY.SLDF6TH.3.D](#)

#### Public Speaking and Presentations

- 4** Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. [WA.ELA-LITERACY.SLDF6TH.4](#)
  - a** Identify topics from the situation, experience, imagination, reading, research (see RML6th.4) media, conversations, and/or products from W6th.1. [WA.ELA-LITERACY.SLDF6TH.4.A](#)
  - b** Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. [WA.ELA-LITERACY.SLDF6TH.4.B](#)
  - c** Use images, media, and artifacts in presentations to clarify content and support the audience's

engagement. [WA.ELA-LITERACY.SLDF6TH.4.C](#)

## Voice

- 5 Students determine how to present themselves and their ideas. [WA.ELA-LITERACY.SLDF6TH.5](#)
    - a Craft voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs. [WA.ELA-LITERACY.SLDF6TH.5.A](#)
    - b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. [WA.ELA-LITERACY.SLDF6TH.5.B](#)
    - c Determine which language and/or languages support their purpose. [WA.ELA-LITERACY.SLDF6TH.5.C](#)
    - d Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums. [WA.ELA-LITERACY.SLDF6TH.5.D](#)
  - 6 Students use voice, gesture, and pacing to illuminate the content and engage the audience. [WA.ELA-LITERACY.SLDF6TH.6](#)
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## Language

**Language6th.** Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. [WA.ELA-LITERACY.LANGUAGE6TH](#)

### Knowledge of Language

- 1 Students identify and discuss when and why language is used differently according to the setting. [WA.ELA-LITERACY.L6TH.1](#)
  - a Compare and contrast the varieties of English used in different settings and media. [WA.ELA-LITERACY.L6TH.1.A](#)
  - b Distinguish literal and figurative meanings of words and phrases between contexts. [WA.ELA-LITERACY.L6TH.1.B](#)
- 2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. [WA.ELA-LITERACY.L6TH.2](#)

### Structure and Function of English

- 3 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and sixth grade content. [WA.ELA-LITERACY.L6TH.3](#)
    - a Use commas, parentheses, and dashes to set off additional information and/or elements within a sentence. [WA.ELA-LITERACY.L6TH.3.A](#)
  - 4 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and being read to. [WA.ELA-LITERACY.L6TH.4](#)
    - a Use context as a clue to the meaning of a word or phrase. [WA.ELA-LITERACY.L6TH.4.A](#)
    - b Identify and use pronouns accurately. [WA.ELA-LITERACY.L6TH.4.B](#)
    - c Use resources to verify or define the meaning of a word or phrase. [WA.ELA-LITERACY.L6TH.4.C](#)
  - 5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of sixth grade conversations and reading about experiences, events, and ideas. [WA.ELA-LITERACY.L6TH.5](#)
    - a Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word. [WA.ELA-LITERACY.L6TH.5.A](#)
    - b Distinguish among the use and connotations of words with similar denotations. [WA.ELA-LITERACY.L6TH.5.B](#)
    - c Recognize, interpret, and explain figures of speech. [WA.ELA-LITERACY.L6TH.5.C](#)
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**Research and Media  
Literacy**

**Research6th .** Students ask a variety of questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. [WA . ELA - LITERACY . RESEARCH6TH](#)

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**MediaLiteracy6th. Students think critically about the effects, purposes, and accuracy of media messages, the credibility of information sources, and how they will engage with media messages. WA.ELA-LITERACY.MEDIA LITERACY6TH**

Research and Inquiry

- 1 Students ask questions, refining and asking new questions as understanding of the topic evolves. WA.ELA-LITERACY.RML6TH.1
- 2 Students seek answers from information sources. WA.ELA-LITERACY.RML6TH.2
  - a Generate ideas for how to start searching based on prior knowledge. WA.ELA-LITERACY.RML6TH.2.A
  - b Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML6TH.2.B
  - c Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed. WA.ELA-LITERACY.RML6TH.2.C
  - d Identify people with relevant information to share. WA.ELA-LITERACY.RML6TH.2.D
- 3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML6TH.3
- 4 Students synthesize new learning to use and/or share. WA.ELA-LITERACY.RML6TH.4

Media Literacy and Critical Thinking

- 5 Students identify how personal perspectives and dispositions affect people's reactions to media messages. WA.ELA-LITERACY.RML6TH.5
  - a Identify how emotional responses to media messages affect reactions. WA.ELA-LITERACY.RML6TH.5.A
  - b Identify how different levels of trust affect reactions to media messages. WA.ELA-LITERACY.RML6TH.5.B
- 6 Students identify the purposes of media messages and how those purposes are achieved. WA.ELA-LITERACY.RML6TH.6
  - a Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. WA.ELA-LITERACY.RML6TH.6.A
  - b Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. WA.ELA-LITERACY.RML6TH.6.B

- 7 Students evaluate different parts of media messages when they're looking for information that's accurate. [WA.ELA-LITERACY.RML6TH.7](#)
  - a Determine whether statements in media messages can be verified as true or false, express an opinion, or make a claim. [WA.ELA-LITERACY.RML6TH.7.A](#)
  - b Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. [WA.ELA-LITERACY.RML6TH.7.B](#)
  - c Describe how technology can be used to manipulate images, video, and audio. [WA.ELA-LITERACY.RML6TH.7.C](#)
  - d Determine whether there's evidence to support claims in media messages. [WA.ELA-LITERACY.RML6TH.7.D](#)
- 8 Students evaluate the credibility of information sources. [WA.ELA-LITERACY.RML6TH.8](#)
  - a Identify those responsible for the content of an information source. [WA.ELA-LITERACY.RML6TH.8.A](#)
  - b Determine whether those responsible for information sources have expertise about the topic. [WA.ELA-LITERACY.RML6TH.8.B](#)
  - c Determine whether those responsible for information sources have reputations for conveying information fairly and accurately. [WA.ELA-LITERACY.RML6TH.8.C](#)
- 9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. [WA.ELA-LITERACY.RML6TH.9](#)
  - a Describe how media messages can have consequences for themselves and/or their communities. [WA.ELA-LITERACY.RML6TH.9.A](#)
  - b Describe how technology helps determine how information spreads. [WA.ELA-LITERACY.RML6TH.9.B](#)
  - c Distinguish between intentional and unintentional motivations for spreading different types of information. [WA.ELA-LITERACY.RML6TH.9.C](#)