

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](#)

- b** Identify details in a text that lead readers to make inferences by using their previous experiences, assumptions, or expectations. [WA.ELA-LITERACY.R6TH.6.B](#)
 - c** Analyze how the author introduces, illustrates and develops key characters, events, or ideas. [WA.ELA-LITERACY.R6TH.6.C](#)
 - d** Explain how choices about language, organization, and visual elements advance the author’s purpose and fit within the genre, medium, or platform. [WA.ELA-LITERACY.R6TH.6.D](#)
 - e** Compare and contrast similar content presented in different genres, mediums, and platforms. [WA.ELA-LITERACY.R6TH.6.E](#)
 - 7** Students evaluate texts. [WA.ELA-LITERACY.R6TH.7](#)
 - a** Describe how well an element of a text effectively supports the reader to visualize and/or empathize. [WA.ELA-LITERACY.R6TH.7.A](#)
 - b** Describe how well an element of a text is relevant to the student and/or the intended audience. [WA.ELA-LITERACY.R6TH.7.B](#)
 - c** Describe how well an element of a text engages the reader or provokes thought, understanding, or action. [WA.ELA-LITERACY.R6TH.7.C](#)
 - 8** Students use texts they have read for purposes relevant to them. [WA.ELA-LITERACY.R6TH.8](#)
 - a** Explore questions, issues, and skills relevant to their contexts using texts. [WA.ELA-LITERACY.R6TH.8.A](#)
 - b** Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts. [WA.ELA-LITERACY.R6TH.8.B](#)
 - c** Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. [WA.ELA-LITERACY.R6TH.8.C](#)
 - d** Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions. [See W6th.4b.] [WA.ELA-LITERACY.R6TH.8.D](#)
 - 9** Students introduce and attribute a few pieces of textual evidence to support their analysis, evaluation, or use of a text. [WA.ELA-LITERACY.R6TH.9](#)
-

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](#)
-

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](#)
-

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](#)
-

**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](#)

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.MEDIALITERACY6TH

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](#)