

Washington English Language Arts

7th Grade

Reading

Reading7th. 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.READING7TH](#)

Text Features

- 1 Students read self-selected texts. [WA.ELA-LITERACY.R7TH.1](#)
 - a Identify and select texts they want to read using various strategies. [WA.ELA-LITERACY.R7TH.1.A](#)
 - b Spend time accessing and reading a variety of texts. [WA.ELA-LITERACY.R7TH.1.B](#)
- 2 Students know and use text features. [WA.ELA-LITERACY.R7TH.2](#)
 - a Describe how visual elements in a text represent and/or add meaning to the written text. [WA.ELA-LITERACY.R7TH.2.A](#)
 - b Recognize and use the text features of a range of genres. [WA.ELA-LITERACY.R7TH.2.B](#)
- 3 Not in 7th. [WA.ELA-LITERACY.R7TH.3](#)
- 4 Not in 7th. [WA.ELA-LITERACY.R7TH.4](#)

Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts using a variety of strategies. [WA.ELA-LITERACY.R7TH.5](#)
 - a Reflect on their purposes for reading. [WA.ELA-LITERACY.R7TH.5.A](#)
 - b Visualize to make sense of the text. [WA.ELA-LITERACY.R7TH.5.B](#)
 - c Make predictions and inferences and check them against textual evidence. [WA.ELA-LITERACY.R7TH.5.C](#)
 - d Maintain motivation and reconnect when the flow of reading is interrupted. [WA.ELA-LITERACY.R7TH.5.D](#)
 - e Describe details they understand from the topic or story, including how information, ideas, or elements of a story interact. [WA.ELA-LITERACY.R7TH.5.E](#)

Analyzing, Evaluating and Using Texts

- 6 Students analyze texts. [WA.ELA-LITERACY.R7TH.6](#)
 - a Analyze the specific viewpoint the author presents on a topic, event, experience, question, idea, or controversy. [WA.ELA-LITERACY.R7TH.6.A](#)
 - b Analyze how readers make inferences by using their previous experiences, assumptions, or expectations to create meaning from the text. [WA.ELA-LITERACY.R7TH.6.B](#)

- c Analyze how an author structures content to lead the reader through experiences, ideas, information, or stories. [WA.ELA-LITERACY.R7TH.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.R7TH.6.D](#)
 - e Compare and contrast similar content presented in different genres, mediums, and platforms. [WA.ELA-LITERACY.R7TH.6.E](#)
 - 7 Students evaluate a text. [WA.ELA-LITERACY.R7TH.7](#)
 - a Describe how well an element of a text effectively supports the reader to visualize and/or empathize. [WA.ELA-LITERACY.R7TH.7.A](#)
 - b Describe how well an element of a text is relevant to the student and/or the intended audience. [WA.ELA-LITERACY.R7TH.7.B](#)
 - c Describe how well an element of a text engages the reader or provokes thought, understanding, or action. [WA.ELA-LITERACY.R7TH.7.C](#)
 - 8 Students use texts they have read for purposes relevant to them. [WA.ELA-LITERACY.R7TH.8](#)
 - a Explore questions, issues, and skills relevant to their contexts using texts. [WA.ELA-LITERACY.R7TH.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.R7TH.8.B](#)
 - c Identify a main idea or theme in a text relevant to their purpose/s for using a text and analyze its development over the course of a text. [WA.ELA-LITERACY.R7TH.8.C](#)
 - d Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. [WA.ELA-LITERACY.R7TH.8.D](#)
 - e Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions. [See W7th.4b.] [WA.ELA-LITERACY.R7TH.8.E](#)
 - 9 Students introduce and attribute several pieces of textual evidence to support their analysis, evaluation, or use of a text. [WA.ELA-LITERACY.R7TH.9](#)
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Writing

Writing7th. Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience. [WA.ELA-LITERACY.WRITING7TH](#)

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 W7th.1 must be taken through W7th.2 – W7th.10.] [WA.ELA-LITERACY.W7TH.1](#)
- 2 Students compose multimodal texts within a variety of genres across content areas to affect an audience’s ideas, understanding, perspectives, and/or actions. [WA.ELA-LITERACY.W7TH.2](#)
 - a Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses. [WA.ELA-LITERACY.W7TH.2.A](#)
 - b Explain their observations and analysis of texts, ideas, and the world. [WA.ELA-LITERACY.W7TH.2.B](#)
 - c Persuade others through arguments, evaluations, and other appeals. [WA.ELA-LITERACY.W7TH.2.C](#)
 - d Tell narratives of stories and events, using techniques and devices consistent with the genre. [WA.ELA-LITERACY.W7TH.2.D](#)

Plan and Generate Ideas

- 3 Students manage and complete writing projects. [WA.ELA-LITERACY.W7TH.3](#)
 - a Analyze the prompt to determine the purpose of the project and how to meet it. [WA.ELA-LITERACY.W7TH.3.A](#)
 - b Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. [WA.ELA-LITERACY.W7TH.3.B](#)
 - c Determine the process or steps and plan the time needed to complete the project. [WA.ELA-LITERACY.W7TH.3.C](#)
 - d Adjust to feedback and shifts in focus and timeline when needed. [WA.ELA-LITERACY.W7TH.3.D](#)
- 4 Students generate and gather ideas and material, including appropriate use of technology. [WA.ELA-LITERACY.W7TH.4](#)
 - a Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML7th.4), media, conversations, the communicative situation, products from W7th.1, and/or desire to communicate with a variety of audiences. [WA.ELA-LITERACY.W7TH.4.A](#)

- b** Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. [WA.ELA-LITERACY.W7TH.4.B](#)
- c** Curate ideas and material, including findings from their research (see RML7th.4) and media, identifying when and how it's fair to use the creative work of others. [WA.ELA-LITERACY.W7TH.4.C](#)

Draft and Establish Voice

- 5** Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice. [WA.ELA-LITERACY.W7TH.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.W7TH.5.A](#)
 - b** Develop analysis of experience, events, information, ideas, and/or texts. [WA.ELA-LITERACY.W7TH.5.B](#)
 - c** Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. [WA.ELA-LITERACY.W7TH.5.C](#)
 - d** Develop appeals to emotion and reason. [WA.ELA-LITERACY.W7TH.5.D](#)
 - e** Use evidence from texts to support analysis, reflection, or research. [WA.ELA-LITERACY.W7TH.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.W7TH.5.F](#)
 - g** Attribute sources in ways consistent with the genre, using technology appropriately. [WA.ELA-LITERACY.W7TH.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.W7TH.6](#)
- 7** Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking. [WA.ELA-LITERACY.W7TH.7](#)

Revise and Edit

- 8** Students evaluate drafts. [WA.ELA-LITERACY.W7TH.8](#)
 - a** Re-read to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.W7TH.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.W7TH.8.B](#)
 - c** Gather feedback and determine whether it supports their intentions and/or improves readers' understanding. [WA.ELA-](#)

LITERACY.W7TH.8.C

- 9 Students revise and edit using a variety of strategies, including use of appropriate technology. WA.ELA-LITERACY.W7TH.9
 - a Use what they learned from re-reading and feedback to strengthen their compositions. WA.ELA-LITERACY.W7TH.9.A
 - b Edit for conventions and consistency of text features, including attributions. [See Language standards 1–7.] WA.ELA-LITERACY.W7TH.9.B

Share and Publish

- 10 Students share and publish compositions in person and/or on digital or non-digital platforms. WA.ELA-LITERACY.W7TH.10
 - a Determine where to publish after considering potential impacts of intended and unintended audiences. WA.ELA-LITERACY.W7TH.10.A
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Speaking, Listening, and Digital Forums

SpeakingListeningDigitalForums7th. 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 digital forums. WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS7TH

Discussion

- 1 Students listen respectfully, respond thoughtfully, and contribute to well-reasoned exchanges. WA.ELA-LITERACY.SLDF7TH.1
 - a Reflect on who is present in the conversation and how they relate to each other. WA.ELA-LITERACY.SLDF7TH.1.A
 - b Establish expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF7TH.1.B
 - c Ask and answer questions that clarify or verify a speaker's point or perspective. WA.ELA-LITERACY.SLDF7TH.1.C
 - d Share their interpretation of others' contributions to build common understanding. WA.ELA-LITERACY.SLDF7TH.1.D
 - e Present and interpret textual evidence, research (see RML7th.4), experience, and/or prior knowledge, attributing evidence and ideas. WA.ELA-LITERACY.SLDF7TH.1.E
 - f Develop common understanding by connecting to prior statements and others' contributions. WA.ELA-LITERACY.SLDF7TH.1.F
 - g Identify points of agreement and/or disagreement. WA.ELA-LITERACY.SLDF7TH.1.G
 - h Identify evidence or experience that contradicts conclusions. WA.ELA-LITERACY.SLDF7TH.1.H
 - i Explain changes in opinions and understanding. WA.ELA-LITERACY.SLDF7TH.1.I

- 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.SLDF7TH.4.B**
- c** Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material. **WA.ELA-LITERACY.SLDF7TH.4.C**

Voice

- 5** Students determine how to present themselves and their ideas. **WA.ELA-LITERACY.SLDF7TH.5**
 - a** Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs. **WA.ELA-LITERACY.SLDF7TH.5.A**
 - b** Determine if and 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.SLDF7TH.5.B**
 - c** Determine which language and/or languages support their purpose and voice. **WA.ELA-LITERACY.SLDF7TH.5.C**
 - d** Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. **WA.ELA-LITERACY.SLDF7TH.5.D**
 - e** Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums. **WA.ELA-LITERACY.SLDF7TH.5.E**
 - 6** Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. **WA.ELA-LITERACY.SLDF7TH.6**
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Language

Language7th. 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.LANGUAGE7TH](#)

Knowledge of Language

- 1** Students identify and discuss when and why language is used differently according to the setting. [WA.ELA-LITERACY.L7TH.1](#)
 - a** Compare and contrast the varieties of English used by different groups based on content, context, and media. [WA.ELA-LITERACY.L7TH.1.A](#)
 - b** Describe the different uses and traditions of references and allusion used in stories, dramas, poems, and other media. [WA.ELA-LITERACY.L7TH.1.B](#)
- 2** Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy. [WA.ELA-LITERACY.L7TH.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 seventh grade content. [WA.ELA-LITERACY.L7TH.3](#)
 - a** Identify, use, and explain the function of different kinds of phrases and clauses. [WA.ELA-LITERACY.L7TH.3.A](#)
 - b** Communicate the relationship among ideas through syntax and punctuation. [WA.ELA-LITERACY.L7TH.3.B](#)
- 4** Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing. [WA.ELA-LITERACY.L7TH.4](#)
 - a** Use context as a clue to the meaning of a word or phrase. [WA.ELA-LITERACY.L7TH.4.A](#)
 - b** Identify and use pronouns accurately. [WA.ELA-LITERACY.L7TH.4.B](#)
 - c** Use resources to verify or define the meaning of a word or phrase. [WA.ELA-LITERACY.L7TH.4.C](#)
- 5** Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of seventh grade conversations and reading about experiences, events, and ideas. [WA.ELA-LITERACY.L7TH.5](#)
 - a** Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word. [WA.ELA-LITERACY.L7TH.5.A](#)
 - b** Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely. [WA.ELA-](#)

LITERACY.L7TH.5.B

- c Recognize, interpret, and explain figures of speech, including literary, biblical, and mythological allusions. WA.ELA-

LITERACY.L7TH.5.C

Research and Media Literacy

Research7th . Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning. WA.ELA-LITERACY.RESEARCH7TH

MediaLiteracy7th. 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.MEDIALITERACY7TH

Research and Inquiry

- 1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves. WA.ELA-LITERACY.RML7TH.1
- 2 Students seek answers from information sources. WA.ELA-LITERACY.RML7TH.2
 - a Generate ideas for how to start searching based on prior knowledge. WA.ELA-LITERACY.RML7TH.2.A
 - b Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML7TH.2.B
 - c Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately. WA.ELA-LITERACY.RML7TH.2.C
 - d Identify people with relevant information to share. WA.ELA-LITERACY.RML7TH.2.D
- 3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML7TH.3
- 4 Students synthesize new learning to use and/or share. WA.ELA-LITERACY.RML7TH.4

Media Literacy and Critical Thinking

- 5 Students describe how personal perspectives and dispositions affect people's reactions to media messages. WA.ELA-LITERACY.RML7TH.5
 - a Describe how emotional responses to media messages affect reactions. WA.ELA-LITERACY.RML7TH.5.A
 - b Identify how different levels of openness to considering new ideas affect reactions to media messages. WA.ELA-LITERACY.RML7TH.5.B
- 6 Students explain the purposes of media messages and the techniques used to create them. WA.ELA-LITERACY.RML7TH.6
 - a Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. WA.ELA-LITERACY.RML7TH.6.A
 - b Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. WA.ELA-LITERACY.RML7TH.6.B

- 7 Students evaluate different parts of media messages when they're looking for information that's accurate. [WA.ELA-LITERACY.RML7TH.7](#)
- a Determine whether components of a media message can be verified as true or false or need to be evaluated another way. [WA.ELA-LITERACY.RML7TH.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.RML7TH.7.B](#)
 - c Explain how technology can be used to manipulate images, video, and audio. [WA.ELA-LITERACY.RML7TH.7.C](#)
 - d Determine whether evidence presented to support a claim in media messages does so effectively. [WA.ELA-LITERACY.RML7TH.7.D](#)
- 8 Students evaluate the credibility of information sources. [WA.ELA-LITERACY.RML7TH.8](#)
- a Identify those responsible for the content of an information source, including content generated by technology. [WA.ELA-LITERACY.RML7TH.8.A](#)
 - b Determine whether those responsible for information sources have expertise about the topic. [WA.ELA-LITERACY.RML7TH.8.B](#)
 - c Determine whether those responsible for information sources have reputations for conveying information fairly and accurately. [WA.ELA-LITERACY.RML7TH.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.RML7TH.9](#)
- a Describe how media messages can have consequences for themselves and/or their communities. [WA.ELA-LITERACY.RML7TH.9.A](#)
 - b Describe how technology helps determine how information spreads. [WA.ELA-LITERACY.RML7TH.9.B](#)
 - c Distinguish between intentional and unintentional motivations for spreading different types of information. [WA.ELA-LITERACY.RML7TH.9.C](#)
 - d Describe how people get their news and how this has changed over time. [WA.ELA-LITERACY.RML7TH.9.D](#)