

**Main Criteria:** Spelling Classroom

**Secondary Criteria:** Washington State K–12 Learning Standards and Guidelines

**Subject:** Language Arts

**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

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

##### Language Arts

Grade 1 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.1.4.</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>EALR</b>	<b>WA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.4(c)</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>EALR</b>	<b>WA.L.1.</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.1.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.1.1(c)</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<b>EALR</b>	<b>WA.L.1.</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.1.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.1.4(a)</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>EALR</b>	<b>WA.L.1.</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.1.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.1.5(c)</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>EALR</b>	<b>WA.L.1.</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.1.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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**Washington State K–12 Learning Standards and Guidelines**

**Language Arts**

Grade 2 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(c)</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>EALR</b>	<b>WA.L.2.</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.2.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.1(f)</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
<b>EALR</b>	<b>WA.L.2.</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.2.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.4(a)</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>EALR</b>	<b>WA.L.2.</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.2.5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.5(a)</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>EALR</b>	<b>WA.L.2.</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.2.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

**Language Arts**

Grade 3 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.3.4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>
<b>EALR</b>	<b>WA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.3.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>EALR</b>	<b>WA.L.3.</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.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.3.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>EALR</b>	<b>WA.L.3.</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.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.3.5(a)</b>	<b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.3.5(b)</b>	<b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>
<b>EALR</b>	<b>WA.L.3.</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.3.6.</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>

## Washington State K–12 Learning Standards and Guidelines

### Language Arts

Grade 4 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.4.4.</b>	<b>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b>
<b>EALR</b>	<b>WA.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>CONTENT STANDARD /</b>	<b>RF.4.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>

PERFORMANCE EXPECTATION		
EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Washington State K–12 Learning Standards and Guidelines

### Language Arts

Grade 5 - Adopted: 2011

EALR	WA.RI.5.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EALR	WA.RF.5.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.L.5.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EALR	WA.L.5.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical

STANDARD		relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Washington State K–12 Learning Standards and Guidelines

### Language Arts

Grade 6 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.6.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>EALR</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>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.6.1(e)</b>	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>EALR</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>	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</b>	<b>L.6.4(a)</b>	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.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.6.4(d)</b>	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>EALR</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.6.6.</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.

## Washington State K–12 Learning Standards and Guidelines

### Language Arts

Grade 7 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.7.4.</b>	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>EALR</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>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.7.4.</b>	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>EALR</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>	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EALR	WA.L.7.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.7.4.	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.
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).
EALR	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

EALR	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.
EALR	WA.SL.8.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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.
EALR	WA.L.8.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.8.4.	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.
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).
EALR	WA.L.8.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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 9 - Adopted: 2011

<b>EALR</b>	<b>WA.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.9-10.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>EALR</b>	<b>WA.L.9-10.</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.9-10.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.9-10.4(a)</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.9-10.4(d)</b>	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>EALR</b>	<b>WA.L.9-10.</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.9-10.6.</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Washington State K–12 Learning Standards and Guidelines

### Language Arts

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

<b>EALR</b>	<b>WA.RI.9-10.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.9-10.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>EALR</b>	<b>WA.L.9-10.</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.9-10.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.9-10.4(a)</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.9-10.4(d)</b>	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>EALR</b>	<b>WA.L.9-10.</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.9-10.6.</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary



		knowledge when considering a word or phrase important to comprehension or expression.
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**Washington State K–12 Learning Standards and Guidelines**  
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Grade **11** - Adopted: **2011**

<b>EALR</b>	<b>WA.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.11-12.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>EALR</b>	<b>WA.L.11-12.</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.11-12.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.11-12.1(a)</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>EALR</b>	<b>WA.L.11-12.</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.11-12.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.11-12.4(a)</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.11-12.4(d)</b>	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>EALR</b>	<b>WA.L.11-12.</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.11-12.6.</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

<b>EALR</b>	<b>WA.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.11-12.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>EALR</b>	<b>WA.L.11-12.</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.11-12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.11-12.1(a)</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>
<b>EALR</b>	<b>WA.L.11-12.</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.11-12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.11-12.4(a)</b>	<b>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.11-12.4(d)</b>	<b>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>
<b>EALR</b>	<b>WA.L.11-12.</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.11-12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>