

Washington Essential Academic Learning Requirements

This chart correlates the Washington Essential Academic Learning Requirements to the lessons of **Reading Express, Level H**.

Standard	Chapter(s)
1.2.2.a Use word origins to determine the meaning of unknown words.	Lesson 2: Word Origins
1.2.2.b Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., statistic, statistician).	Lesson 1: Prefixes, Suffixes, and Root Words Lesson 2: Word Origins
1.2.2.d Use graphic features to clarify and extend meaning (e.g., science processes, diagrams).	Lesson 9: Charts Lesson 10: Graphs Lesson 12: Diagrams and Visuals Lesson 14: Timeline and Outline
2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.	Lesson 27: Main Idea and Supporting Details Lesson 41: Allusions
2.1.3.b State the theme/message and supporting details in culturally relevant literary/narrative text.	Lesson 27: Main Idea and Supporting Details Lesson 38: Theme
2.1.3.d Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.	Lesson 27: Main Idea and Supporting Details Lesson 38: Theme Lesson 41: Allusions Lesson 52: Poetry
2.1.3.e Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.	Lesson 13: Graphic Organizers
2.1.5.a Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences.	Lesson 28: Inferences and Conclusions
2.1.5.b Make, confirm, and revise predictions based on prior knowledge and evidence from the text (e.g., using main idea statements, predict what kind of information the author will present next).	Lesson 29: Predictions
2.1.5.c Select, from multiple choices, a prediction, inference, or assumption that could be made from the text.	Lesson 28: Inferences and Conclusions Lesson 29: Predictions
2.1.5.d Organize information to support a prediction or inference in a self-created graphic organizer.	Lesson 13: Graphic Organizers
2.1.6.a Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.	Lesson 58: Monitoring

Standard	Chapter(s)
2.1.6.b Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers.	Lesson 56: Self-Questioning
2.1.6.d Organize images and information into a self-created graphic organizer to enhance text comprehension.	Lesson 13: Graphic Organizers
2.1.7.a Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment.	Lesson 59: Summarizing
2.1.7.b Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text.	Lesson 59: Summarizing
2.1.7.c Select, from multiple choices, a sentence that best summarizes the text.	Lesson 42: Similes and Metaphors Lesson 59: Summarizing
2.1.7.d Organize summary information for informational/expository, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.	Lesson 13: Graphic Organizers
2.2.1.a Analyze an author's development of time and sequence through the use of literary devices such as foreshadowing, flashbacks, dream sequences, parallel episodes and the use of traditional and/or cultural-based organizational patterns.	Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support
2.2.1.b Explain the use of order or steps in a process to convey meaning in an informational/expository text (e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies).	Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support
2.2.2.a Use text features to verify, support, or clarify meaning.	Lesson 16: Headings and Subheadings Lesson 17: Sidebars Lesson 18: Footnotes
2.2.2.b Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature.	Lesson 16: Headings and Subheadings Lesson 17: Sidebars Lesson 18: Footnotes

Standard	Chapter(s)
2.2.3.a Interpret how situations, actions, and other characters influence a character's personality and development.	Lesson 36: Character
2.2.3.b Explain how a story's plots and subplots contribute to (or don't advance) the conflict and resolution.	Lesson 22: Problem and Solution Lesson 34: Plot Lesson 35: Conflict
2.2.3.c Explain the influence of setting on mood, character, and plot.	Lesson 30: Reading Critically
2.2.4.a Recognize and use knowledge of previously taught text organizational structures (description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, and problem/solution) to aid comprehension.	Lesson 19: Compare and Contrast Lesson 20: Cause and Effect Lesson 21: Sequential and Chronological Order Lesson 22: Problem and Solution Lesson 23: Question and Answer Lesson 24: Proposition and Support
2.3.1.b Compare and contrast how characters react to the same event using text-based evidence.	Lesson 19: Compare and Contrast Lesson 36: Character
2.4.1.a Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection).	Lesson 28: Inferences and Conclusions
2.4.1.b Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.	Lesson 28: Inferences and Conclusions
2.4.2.b Explain and provide examples of how an author uses a wide variety of language structures to create an intended effect (e.g., words or phrases from another language, dialect, simile, and metaphor).	Lesson 42: Similes and Metaphors
2.4.2.d Select, from multiple choices, a sentence that explains why an author includes a specific technique.	Lesson 25: Author's Purpose
2.4.3.a Examine and critique the logic (reasoning, assumptions, and beliefs) and use of evidence (existing and missing information; primary and secondary sources) in an author's argument or defense of a claim.	Lesson 30: Reading Critically Lesson 60: Evaluating
2.4.4.a Examine and explain the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader's opinions or actions.	Lesson 33: Propoganda

Standard	Chapter(s)
2.4.4.b Examine and explain the intended effects of propaganda techniques the author uses to influence readers' perspectives.	Lesson 33: Propoganda
2.4.4.c Judge the author's effectiveness in the use of persuasive devices to influence an audience.	Lesson 33: Propoganda
2.4.5.b Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.	Lesson 27: Main Idea and Supporting Details Lesson 28: Inferences and Conclusions Lesson 41: Allusions
2.4.6.b Select, from multiple choices, a sentence that tells how two pieces of information are alike or different.	Lesson 19: Compare and Contrast
2.4.7.c Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.	Lesson 25: Author's Purpose Lesson 28: Inferences and Conclusions
2.4.7.e Select, from multiple choices, a sentence that describes the faulty reasoning of the author or character.	Lesson 25: Author's Purpose
3.2.2.a Use functional documents to perform a task (e.g., read applications, legal documents, and use that information to perform everyday life functions).	Lesson 54: Consumer and Workplace Documents
3.3.1.a Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts).	Lesson 53: Informational Materials Lesson 54: Consumer and Workplace Documents
3.3.1.c Select and use appropriate skills for reading a variety of documents (e.g., maps, graphs, blueprints, computer manuals).	Lesson 9: Charts Lesson 10: Graphs Lesson 11: Maps Lesson 12: Diagrams and Visuals Lesson 14: Timeline and Outline Lesson 26: Reader's Purpose Lesson 54: Consumer and Workplace Documents
3.4.2.b Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms (e.g., epic, sonnet, ballad, haiku, free verse).	Lesson 52: Poetry
3.4.3.a Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar conflicts.	Lesson 22: Problem and Solution Lesson 35: Conflict

Standard	Chapter(s)
<p>3.1.1.d Develops convincing characters (e.g., using details of thoughts, actions, appearance, and speech) and convincing settings (e.g., through the character's point of view or described during action) within a range of plots (e.g., suspense, flashback) in narra</p>	<p>Lesson 30: Reading Critically</p>
<p>3.2.2.f Selects and uses literary devices (e.g., metaphor, symbols, analogies).</p>	<p>Lesson 42: Similes and Metaphors</p>
<p>1.2.1.b Constructs personal meaning from visual and auditory information (e.g., Dance: uses metaphor/analogy, Theater: uses pantomime, monologue, simile and discourse/debate; Social Studies: uses the photos of Jacob Riis to understand the effects of industrializa</p>	<p>Lesson 42: Similes and Metaphors</p>