Draft RML Standards Crosswalk

Reading Media & Literacy Crosswalk

Purpose of this crosswalk

This crosswalk is a draft showing alignment* between the reading standards in the English Language Arts (ELA) Common Core State Standards (CCSS) and the Washington (WA) State K–12 Learning Standards for ELA. This crosswalk can be used to understand how the ELA CCSS were updated, amended, revised, and reorganized.

The WA State K-12 Learning Standards for ELA have not yet been formally adopted. This crosswalk is a draft only.

Crosswalk Key

ELA CCSS (2011)	WA ELA (2024)
Bolded text = alignment*	Bolded text = alignment*
Bolded text indicates alignment between the	Bolded text indicates alignment between the
WA ELA (2024) standards and ELA Common	WA ELA (2024) standards and ELA Common
Core (2011) standards within the same row.	Core (2011) standards within the same row.
	Plain text = new in WA ELA (2024).

Note: Many Common Core standards are repeated in a single crosswalk with different relevant portions bolded. This repetition indicates that different parts of a single Common Core standard align to more than one WA ELA (2024) standard. This reflects the re-structuring of the ELA CCSS needed to streamline the standards, update them to reflect recent research, and add or integrate media literacy and digital citizenship.

*Alignment

In this crosswalk, "alignment" indicates that the skill described in the ELA CCSS (2011) corresponds to the skill described in the WA ELA (2024). However, alignment doesn't necessarily imply that the skills described are identical. Sometimes, a skill described in the WA ELA (2024) is framed differently than the corresponding skill in the ELA CCSS (2011). Additional context may be needed for educators to fully implement the WA ELA (2024).

For example, many skills related to civil discussion described in the Speaking and Listening strand of the ELA CCSS are aligned to skills described in the Speaking Listening, and Digital Forums strand of the WA ELA (2024), but these skills are framed by the WA ELA (2024) in the context of both in-person and digital discussions.

Similarly, many standards in the WA ELA (2024) Writing strand are written to be inclusive of multiple approaches to composition, while some standards in the ELA CCSS (2011) Writing



strand promote only one approach. For example, the WA ELA (2024) standard on introductions indicates that decisions about how to structure introductions are dependent on genre and purpose, implying that multiple approaches are valid. (WA W.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.) On the other hand, the ELA CCSS (2011) includes three standards that address introductions, each of which promotes one approach (e.g., CCSS W2.A Introduce a topic clearly, previewing what is to follow...). While these three CCSS standards align to the WA ELA (2024) standard, more than three approaches to introductions are supported by the WA ELA (2024) standard. Alignment should not limit the kinds of introductions students might write based on genre and purpose.

Professional learning materials released during the implementation phase of the WA standards review project will provide an overview of key shifts in addition to context for specific skills.

With guidance and support

The WA ELA (2024) standards assume that educators are always balancing students' independence with guidance and support. While the WA ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the ELA CCSS (2011) to indicate alignment.

The WA ELA (2024) does not use the phrase, "with guidance and support" or, "with prompting and support" for several reasons. First, educational activities always imply varying degrees of guidance and support. For example, the structure of assignments includes forms of support and prompting: directions and guidelines; the sequencing of activities and time allotted for them; and the materials or resources provided. Similarly, guidelines, prompts, and criteria on tests and other assessments are forms of prompting and guidance.

Secondly, literacy activities in the real world are always both collaborative and independent. For example, the creation of this document is the result of collaborations between multiple professionals; it involved independent and collaborative work, discussions, feedback, many rounds of revisions, and final edits. This iterative and interactive process isn't cheating; it is best practice.

Including the phrase, "with guidance and support" or, "with prompting and support" in a few standards in a few grade levels would mistakenly imply its absence in other standards and grade levels. Instead, educational activities (and the standards that inform them) require an interplay between independence, collaboration, and guidance and support.

Kindergarten

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Priority: WA.ELA-Literacy.ResearchK Students ask questions, seek answers from a variety of sources, and use their learning.
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Priority: WA.ELA-Literacy.MediaLiteracyK Students identify the effects and parts of media messages and people who provide information.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RMLK.1 Students ask questions about a provided topic or things that make them curious.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.K.7	WA.ELA-LITERACY.RMLK.2 Students seek
Participate in shared research and writing	answers from provided information
projects (e.g., explore a number of books by	sources.
a favorite author and express opinions about	a. Discuss where they might find
them).	answers to their questions.
	b. Identify a variety of print and
CCSS.ELA-LITERACY.W.K.8	digital information sources and
With guidance and support from adults,	where to find them, including libraries.
recall information from experiences or gather	c. Observe adults using digital search
information from provided sources to	tools.
answer a question.	d. Talk with adults or peers about the
	topic.
CCSS.ELA-LITERACY.RL.K.5	
Recognize common types of texts (e.g.,	
storybooks, poems).	
CCSS.ELA-LITERACY.W.K.8	WA.ELA-LITERACY.RMLK.3 Students identify
With guidance and support from adults,	relevant information from their searches.
recall information from experiences or gather	
information from provided sources to	
answer a question.	
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RMLK.4 Students use
(2024)	and/or share new learning.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RMLK.5 Students identify
(2024)	the effects of media messages.
	Identify how media messages make them
	feel.
	WA.ELA-LITERACY.RMLK.6 Not in K.
CCSS.ELA-LITERACY.RL.K.7	WA.ELA-LITERACY.RMLK.7 Students identify
With prompting and support, describe the	characteristics of different parts of media
relationship between illustrations and the	messages.
story in which they appear (e.g., what	a. Identify facts and opinions within
moment in a story an illustration depicts).	media messages.
CCCC FLA LITEDACY DLY 7	b. Identify what's realistic and what's
CCSS.ELA-LITERACY.RI.K.7	pretend within media messages.
With prompting and support, describe the	c. Identify images within media
relationship between illustrations and the text in which they appear (e.g., what	messages.
person, place, thing, or idea in the text an	
illustration depicts).	
mustration depicts).	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	WA.ELA-LITERACY.RMLK.8 Students identify people who provide information. a. Identify who decided what to include in a particular information
CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	source.b. Identify people who are experts on a particular topic and could provide information about it.
	WA.ELA-LITERACY.RMLK.9 Not in K.

1st Grade

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.1.7	Priority: WA.ELA-Literacy.Research1
Participate in shared research and writing	Students ask questions, seek answers from
projects (e.g., explore a number of "how-	a variety of sources, and use their learning.
to" books on a given topic and use them	
to write a sequence of instructions).	
CCCC FLA LITERACY/A/4 0	
CCSS.ELA-LITERACY.W.1.8	
With guidance and support from adults,	
recall information from experiences or gather	
information from provided sources to	
answer a question.	
CCSS.ELA-LITERACY.RI.1.5	
Know and use various text features (e.g.,	
headings, tables of contents, glossaries,	
electronic menus, icons) to locate key facts	
or information in a text.	
CCSS.ELA-LITERACY.RI.1.6	Priority: WA.ELA-Literacy.MediaLiteracy1
Distinguish between information provided	Students identify the effects, purposes, and
by pictures or other illustrations and	parts of media messages and people who
information provided by the words in a	provide information.
text.	
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML1st.1 Students ask
(2024)	questions about a provided topic or things
	that make them curious.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "howto" books on a given topic and use them to write a sequence of instructions). CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books	WA.ELA-LITERACY.RML1st.2 Students seek answers from provided information sources. a. Discuss where they might find answers to their questions. b. Identify a variety of print and digital information sources and where to find them, including libraries. c. Contribute suggestions when adults use digital search tools. d. Talk with adults or peers about the topic.
that tell stories and books that give information, drawing on a wide reading of a range of text types. CCSS.ELA-LITERACY.RI.1.5	WA.ELA-LITERACY.RML1st.3 Students gather
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	relevant information using a variety of strategies.
Not in ELA CCSS (2011); new in WA ELA (2024) Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML1st.4 Students use and/or share new learning. WA.ELA-LITERACY.RML1st.5 Students identify the effects of media messages. a. Identify how media messages make them feel.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML1st.6 Students identify the purposes of media messages. a. Identify media messages that are selling something and media messages that are just for fun.
CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and	WA.ELA-LITERACY.RML1st.7 Students identify characteristics of different parts of media messages.

ELA CCSS (2011)	WA ELA (2024)
information provided by the words in a	a. Identify facts and opinions within
text.	media messages.
	b. Identify what's realistic and what's
	pretend within media messages.
	c. Describe images within media
	messages.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML1st.8 Students identify
(2024)	people who provide information.
	a. Identify who decided what to include
	in a particular information source.
	b. Identify people who are experts on a
	particular topic and could provide
	information about it.
	WA.ELA-LITERACY.RML1.9 Not in 1st grade

2nd Grade

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Priority: WA.ELA-Literacy.Research2 Students ask questions, seek answers using a variety of sources and tools, and use their learning.
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	
CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Priority: WA.ELA-Literacy.MediaLiteracy2 Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML2nd.1 Students ask questions about things that make them curious.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. CCSS.ELA-LITERACY.RI.2.5	WA.ELA-LITERACY.RML2nd.2 Students seek answers from information sources. a. Generate ideas for where they might find information based on what they and/or others know about the topic. b. Identify a variety of print and digital information sources and where to find them, including libraries. c. Contribute suggestions when adults use digital search tools. d. Talk with adults or peers about the topic. WA.ELA-LITERACY.RML2nd.3 Students gather relevant information using a variety
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	of strategies.
Not in ELA CCSS (2011); new in WA ELA (2024) Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML2nd.4 Students use and/or share new learning. WA.ELA-LITERACY.RML2nd.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do.
CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	WA.ELA-LITERACY.RML2nd.6 Students identify the purposes of media messages. a. Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RI.2.9	WA.ELA-LITERACY.RML2nd.7 Students
Compare and contrast the most important	compare different parts of media messages.
points presented by two texts on the same	a. Determine whether statements in
topic.	media messages express an opinion
	or can be verified as true or false.
	b. Compare and contrast information
	on the same topic in two or more
	media messages from different
	sources.
	c. Describe how changing an image can
	change the meaning of a media
	message.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML2nd.8 Students
(2024)	identify people who provide information.
	a. Determine whether an individual, an
	organization, or both can be
	considered responsible for the
	content of an information source.
	b. Identify individuals or organizations
	made up of people who are experts
	on a particular topic and could
	provide information about it.
	WA.ELA-LITERACY.RML2.9 Not in 2nd.

3rd Grade

ELA CCSS (2011)	WA ELA (2024)
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CCSS.ELA-LITERACY.W.3.7	Priority: WA.ELA-Literacy.Research3
Conduct short research projects that build	Students ask questions, seek answers using
knowledge about a topic.	relevant tools and techniques to select and
CCCC FLA LITERACY M 2.0	access sources, and use their learning.
CCSS.ELA-LITERACY.W.3.8	
Recall information from experiences or	
gather information from print and digital sources; take brief notes on sources and sort	
evidence into provided categories.	
evidence into provided categories.	
CCSS.ELA-LITERACY.RI.3.5	
Use text features and search tools (e.g.,	
key words, sidebars, hyperlinks) to locate	
information relevant to a given topic	
efficiently.	
CCSS.ELA-LITERACY.RI.3.9	Priority: WA.ELA-Literacy.MediaLiteracy3
Compare and contrast the most important	Students identify the effects, purposes, and
points and key details presented in two	parts of media messages, people who
texts on the same topic.	provide information, and options for
	engaging with media messages.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML3rd.1 Students ask
(2024)	questions about things that make them
	curious and refine their questions as they
	learn new things about a topic.
CCSS.ELA-LITERACY.W.3.7	WA.ELA-LITERACY.RML3rd.2 Students seek
Conduct short research projects that build	answers from information sources.
knowledge about a topic.	a. Generate ideas for where they might
CCCC FLA LITERACYAN 2.0	find information based on what they
CCSS.ELA-LITERACY.W.3.8	and/or others know about the topic.
Recall information from experiences or	b. Select and access a variety of
gather information from print and digital	relevant print and digital
sources; take brief notes on sources and sort	information sources, including by
evidence into provided categories.	navigating libraries. c. Use different technologies and
	c. Use different technologies and different search terms to generate
	different results when using teacher-
	moderated digital search tools.
	d. Talk with adults or peers with relevant
	·
	experience or knowledge.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	WA.ELA-LITERACY.RML3rd.3 Students gather relevant information using a variety of strategies.
CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
Not in ELA CCSS (2011); new in WA ELA (2024)	<u>WA.ELA-LITERACY.RML3rd.4</u> Students use and/or share new learning.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML3rd.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML3rd.6 Students identify the purposes of media messages and how those purposes are achieved. a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	WA ELA (2024) WA.ELA-LITERACY.RML3rd.7 Students compare different parts of media messages. a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. Compare and contrast information on the same topic in two or more media messages from different sources. c. Describe how changing an image or
	the words used to describe an image can change the meaning of a media message.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML3rd.8 Students identify people who provide information. a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML3rd.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a. Identify how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. b. Identify how media messages capture their attention, so people or organizations benefit.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis,	Priority: WA.ELA-Literacy.Research4 Students ask and revise questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.
reflection, and research.	
CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Priority: WA.ELA-Literacy.MediaLiteracy4 Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media
Not in ELA CCSS (2011); new in WA ELA (2024)	messages. WA.ELA-LITERACY.RML4th.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.4.7	WA.ELA-LITERACY.RML4th.2 Students seek
Conduct short research projects that build	answers from information sources.
knowledge through investigation of	a. Generate ideas for where they might
different aspects of a topic.	find information based on what they
	and/or others know about the topic.
CCSS.ELA-LITERACY.W.4.8	b. Select and access a variety of
Recall relevant information from experiences	relevant print and digital
or gather relevant information from print	information sources , including by
and digital sources; take notes, categorize	navigating libraries.
information, and provide a list of sources.	c. Use different technologies and
	different search terms to generate
CCSS.ELA-LITERACY.RI.4.9	different results when using digital
Integrate information from two texts on	search tools.
the same topic in order to write or speak	d. Talk with adults or peers with relevant
about the subject knowledgeably.	experience or knowledge.
CCSS.ELA-LITERACY.W.4.8	WA.ELA-LITERACY.RML4th.3 Students gather
Recall relevant information from experiences	relevant information using a variety of
or gather relevant information from print	strategies.
and digital sources; take notes, categorize	
information , and provide a list of sources.	
CCSS.ELA-LITERACY.W.4.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML4th.4 Students use
(2024)	and/or share new learning.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML4th.5 Students identify
(2024)	the effects of media messages.
	a. Identify how media messages make
	them feel and what these emotions
	may make them want to say or do.
	b. Identify reasons people are more or
	less likely to change their minds about
	something when they encounter a
	media message.

WA ELA (2024)
WA.ELA-LITERACY.RML4th.6 Students identify
the purposes of media messages and how
those purposes are achieved.
Determine whether a media message is
mainly helping people learn new things,
trying to change people's minds, selling
something, or just for fun.
WA.ELA-LITERACY.RML4th.7 Students
compare different parts of media messages.
a. Determine whether statements in
media messages express an opinion
or can be verified as true or false.
b. Compare what multiple sources
have to say about information that
can be verified as true or false in a
media message.
c. Describe how changing an image or
the words used to describe an image
can change the meaning of a media
message.
WA.ELA-LITERACY.RML4th.8 Students identify
people who create information sources and choices they make.
a. Identify individuals and/or
organizations responsible for the
content of information sources.
b. Identify different ways to be an expert
about a particular topic.
c. Identify some of the choices those
responsible for information sources
make about what to include or
exclude.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML4th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a. Describe how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. b. Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Priority: WA.ELA-Literacy.Research5 Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.
CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Priority: WA.ELA-Literacy.MediaLiteracy5 Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts	WA.ELA-LITERACY.RML5th.2 Students seek answers from information sources. a. Generate ideas for where they might find information based on what they and/or others know about the topic. b. Select and access a variety of relevant print and digital information sources, including by navigating libraries. c. Use digital search tools effectively, broadening and narrowing search terms as needed. d. Talk with adults or peers with relevant experience or knowledge.
on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	WA.ELA-LITERACY.RMLth5.3 Students gather relevant information using a variety of strategies.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.4 Students use and/or share new learning.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.6 Students identify the purposes of media messages and how those purposes are achieved. a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.
CCSS.ELA-LITERACY.RI.5.6	WA.ELA-LITERACY.RML5th.7 Students
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	compare different parts of media messages. a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources have to say about it. c. Explain how changing an image or the words used to describe an image can change the meaning of a media

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.8 Students identify people who create information sources and choices they make. a. Identify individuals and/or organizations responsible for the content of information sources. b. Identify different ways to be an expert about a particular topic. c. Identify some of the choices those responsible for information sources make about what to include or exclude.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a. Explain how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. b. Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.6.7	Priority: WA.ELA-Literacy.Research6
Conduct short research projects to answer	Students ask a variety of questions, seek
a question, drawing on several sources and	answers using relevant tools and
refocusing the inquiry when appropriate.	techniques to select and access sources,
	and use their learning.
CCSS.ELA-LITERACY.W.6.8	
Gather relevant information from multiple	
print and digital sources; assess the	
credibility of each source; and quote or	
paraphrase the data and conclusions of	
others while avoiding plagiarism and providing basic bibliographic information for	
sources.	
Sources.	
CCSS.ELA-LITERACY.RI.6.7	
Integrate information presented in	
different media or formats (e.g., visually,	
quantitatively) as well as in words to develop	
a coherent understanding of a topic or issue.	
CCSS.ELA-LITERACY.W.6.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	

FLA CCSS (2011)	MA FLA (2024)
ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RI.6.6	Priority: WA.ELA-Literacy.MediaLiteracy6
Determine an author's point of view or	Students think critically about the effects,
purpose in a text and explain how it is	purposes, and accuracy of media
conveyed in the text.	messages, the credibility of information
	sources, and how they will engage with
CCSS.ELA-LITERACY.RI.6.9	media messages.
Compare and contrast one author's	
presentation of events with that of	
another (e.g., a memoir written by and a	
biography on the same person).	
CCSS.ELA-LITERACY.RI.6.8	
Trace and evaluate the argument and	
specific claims in a text, distinguishing	
claims that are supported by reasons and	
evidence from claims that are not.	
CCCC FLA LITERACY CL C 2	
CCSS.ELA-LITERACY.SL.6.3	
Delineate a speaker's argument and specific	
claims, distinguishing claims that are	
supported by reasons and evidence from claims that are not.	
Claims that are not.	
CCSS.ELA-LITERACY.W.6.8	
Gather relevant information from multiple	
print and digital sources; assess the	
credibility of each source; and quote or	
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
providing basic bibliographic information for	
sources.	
CCSS.ELA-LITERACY.W.6.7	WA.ELA-LITERACY.RML6th.1 Students ask
Conduct short research projects to answer a	questions, refining and asking new
question, drawing on several sources and	questions as understanding of the topic
refocusing the inquiry when appropriate.	evolves.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis,	WA.ELA-LITERACY.RML6th.2 Students seek answers from information sources. a. Generate ideas for how to start searching based on prior knowledge. b. Select and access a variety of relevant print and digital information sources, including by navigating libraries. c. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed. d. Identify people with relevant information to share. WA.ELA-LITERACY.RML6th.3 Students gather relevant information using a variety of strategies.
reflection, and research. Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML6th.4 Students
(2024) Not in ELA CCSS (2011); new in WA ELA (2024)	synthesize new learning to use and/or share. WA.ELA-LITERACY.RML6th.5 Students identify how personal perspectives and dispositions affect people's reactions to media messages. a. Identify how emotional responses to media messages affect reactions. b. Identify how different levels of trust affect reactions to media messages.
CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or	WA.ELA-LITERACY.RML6th.6 Students identify the purposes of media messages and how those purposes are achieved.

ELA CCSS (2011)	WA ELA (2024)
purpose in a text and explain how it is	a. Determine whether the main purpose
conveyed in the text.	of a media message is to inform,
	persuade, sell, or entertain.
	b. Describe the techniques, including
	appeals and integration of
	multimedia, used to achieve the
	media message's purpose.
CCSS.ELA-LITERACY.RI.6.9	WA.ELA-LITERACY.RML6th.7 Students
Compare and contrast one author's	evaluate different parts of media messages
presentation of events with that of	when they're looking for information that's
another (e.g., a memoir written by and a	accurate.
biography on the same person).	a. Determine whether statements in
	media messages can be verified as
CCSS.ELA-LITERACY.RI.6.8	true or false, express an opinion, or
Trace and evaluate the argument and	make a claim.
specific claims in a text, distinguishing	b. Check the accuracy of information
claims that are supported by reasons and	that can be verified as true or false
evidence from claims that are not.	by comparing what multiple
	reliable sources say about it.
CCSS.ELA-LITERACY.SL.6.3	c. Describe how technology can be used
Delineate a speaker's argument and specific	to manipulate images, video, and
claims, distinguishing claims that are	audio.
supported by reasons and evidence from	d. Determine whether there's
claims that are not.	evidence to support claims in media
CCCC FLA LITERACYVACO	messages.
CCSS.ELA-LITERACY.W.6.8	WA.ELA-LITERACY.RML6th.8 Students
Gather relevant information from multiple	evaluate the credibility of information
print and digital sources; assess the credibility of each source; and quote or	sources.
	a. Identify those responsible for the content of an information source.
paraphrase the data and conclusions of	
others while avoiding plagiarism and	b. Determine whether those responsible
providing basic bibliographic information for	for information sources have expertise about the topic.
sources.	
	c. Determine whether those responsible for information sources have
	reputations for conveying information
	fairly and accurately.
	iailly and accurately.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	 WA.ELA-LITERACY.RML6th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. a. Describe how media messages can have consequences for themselves and/or their communities. b. Describe how technology helps determine how information spreads. c. Distinguish between intentional and unintentional motivations for spreading different types of information.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.7.7	Priority: WA.ELA-Literacy.Research7
Conduct short research projects to answer	Students ask a variety of questions, seek
a question, drawing on several sources and	answers by appropriately using relevant
generating additional related, focused	tools and techniques, adjust their inquiry
questions for further research and	methods as needed , and use their learning.
investigation.	
CCSS.ELA-LITERACY.W.7.8	
Gather relevant information from multiple	
print and digital sources, using search	
terms effectively; assess the credibility and	
accuracy of each source; and quote or	
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.W.7.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RI.7.6	Priority: WA.ELA-Literacy.MediaLiteracy7
Determine an author's point of view or	Students think critically about the effects,
purpose in a text and analyze how the	purposes, and accuracy of media
author distinguishes his or her position from	messages, the credibility of information
that of others.	sources, and how they will engage with
	media messages.
CCSS.ELA-LITERACY.W.7.8	3
Gather relevant information from multiple	
print and digital sources, using search terms	
effectively; assess the credibility and	
accuracy of each source; and quote or	
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.RI.7.9	
Analyze how two or more authors writing	
about the same topic shape their	
presentations of key information by	
emphasizing different evidence or	
advancing different interpretations of facts.	
3	
CCSS.ELA-LITERACY.RI.7.8	
Trace and evaluate the argument and specific	
claims in a text, assessing whether the	
reasoning is sound and the evidence is	
relevant and sufficient to support the	
claims.	
CCSS.ELA-LITERACY.SL.7.3	
Delineate a speaker's argument and specific	
claims, evaluating the soundness of the	
reasoning and the relevance and sufficiency	
of the evidence.	NA FLA LITERACY PARTICLA CO.
CCSS.ELA-LITERACY.W.7.7	WA.ELA-LITERACY.RML7th.1 Students ask
Conduct short research projects to answer a	different types of questions, refining and
question, drawing on several sources and	asking new questions as understanding of
generating additional related, focused	the topic evolves.
questions for further research and	
investigation.	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.7.7	WA.ELA-LITERACY.RML7th.2 Students seek
Conduct short research projects to answer	answers from information sources.
a question, drawing on several sources and	a. Generate ideas for how to start
generating additional related, focused	searching based on prior knowledge.
questions for further research and	b. Select and access a variety of
investigation.	relevant print and digital
	information sources, including by
CCSS.ELA-LITERACY.W.7.8	navigating libraries.
Gather relevant information from multiple	c. Use digital tools effectively based on
print and digital sources, using search	an understanding of the technologies
terms effectively; assess the credibility and	that deliver results, adapting search
accuracy of each source; and quote or	terms as needed and using
paraphrase the data and conclusions of	technology appropriately.
others while avoiding plagiarism and	d. Identify people with relevant
following a standard format for citation.	information to share.
CCSS.ELA-LITERACY.W.7.8	WA.ELA-LITERACY.RML7th.3 Students gather
Gather relevant information from multiple	relevant information using a variety of
print and digital sources , using search terms	strategies.
effectively; assess the credibility and accuracy	
of each source; and quote or paraphrase the	
data and conclusions of others while avoiding	
plagiarism and following a standard format	
for citation.	
CCCC FLA LITEDA CVALTA	
CCSS.ELA-LITERACY.W.7.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	MA FLA LITERACY PARTICLA COLLAR
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML7th.4 Students
(2024)	synthesize new learning to use and/or share.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML7th.5 Students
(2024)	describe how personal perspectives and
	dispositions affect people's reactions to
	media messages.
	a. Describe how emotional responses to
	media messages affect reactions.
	b. Identify how different levels of
	openness to considering new ideas
CCCC FLA LITEDACY PLZ C	affect reactions to media messages.
CCSS.ELA-LITERACY.RI.7.6	WA.ELA-LITERACY.RML7th.6 Students
Determine an author's point of view or	explain the purposes of media messages
purpose in a text and analyze how the	and the techniques used to create them.

ELA CCSS (2011)	WA ELA (2024)
author distinguishes his or her position from	a. Determine whether the main purpose
that of others.	of a media message is to inform,
	persuade, sell, or entertain.
	b. Describe the techniques, including
	appeals and integration of
	multimedia, used to achieve the
CCCC FLA LITERA CVALATA	media message's purpose.
CCSS.ELA-LITERACY.W.7.8	WA.ELA-LITERACY.RML7th.7 Students
Gather relevant information from multiple	evaluate different parts of media messages
print and digital sources, using search terms	when they're looking for information
effectively; assess the credibility and	that's accurate.
accuracy of each source ; and quote or paraphrase the data and conclusions of	a. Determine whether components of a
others while avoiding plagiarism and	media message can be verified as true or false or need to be evaluated
following a standard format for citation.	another way.
Tollowing a standard format for citation.	b. Check the accuracy of information
CCSS.ELA-LITERACY.RI.7.9	that can be verified as true or false
Analyze how two or more authors writing	by comparing what multiple
about the same topic shape their	reliable sources say about it.
presentations of key information by	c. Explain how technology can be used
emphasizing different evidence or	to manipulate images, video, and
advancing different interpretations of facts.	audio.
	d. Determine whether evidence
CCSS.ELA-LITERACY.RI.7.8	presented to support a claim in
Trace and evaluate the argument and specific	media messages does so effectively.
claims in a text, assessing whether the	
reasoning is sound and the evidence is	
relevant and sufficient to support the	
claims.	
CCSS.ELA-LITERACY.SL.7.3	
Delineate a speaker's argument and specific	
claims, evaluating the soundness of the	
reasoning and the relevance and sufficiency	
of the evidence.	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.7.8	WA.ELA-LITERACY.RML7th.8 Students
Gather relevant information from multiple	evaluate the credibility of information
print and digital sources, using search terms	sources.
effectively; assess the credibility and	a. Identify those responsible for the
accuracy of each source; and quote or	content of an information source,
paraphrase the data and conclusions of	including content generated by
others while avoiding plagiarism and	technology.
following a standard format for citation.	b. Determine whether those responsible
	for information sources have expertise
	about the topic.
	c. Determine whether those responsible
	for information sources have
	reputations for conveying information
	fairly and accurately.
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML7th.9 Students make
(2024)	informed choices about how they will engage
	with media messages based on their personal
	and community experiences, values, and
	goals.
	a. Describe how media messages can
	have consequences for themselves
	and/or their communities.
	b. Describe how technology helps
	determine how information spreads.
	c. Distinguish between intentional and
	unintentional motivations for
	spreading different types of
	information.
	d. Describe how people get their news
	and how this has changed over time.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.8.7	Priority: WA.ELA-Literacy.Research8
Conduct short research projects to answer	Students ask a variety of questions, seek
a question (including a self-generated	answers by appropriately using relevant
question), drawing on several sources and	tools and techniques, adjust their inquiry
generating additional related, focused questions that allow for multiple avenues	methods as needed, and use their learning.
of exploration.	
or exploration.	
CCSS.ELA-LITERACY.W.8.8	
Gather relevant information from multiple	
print and digital sources, using search	
terms effectively; assess the credibility and	
accuracy of each source; and quote or	
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.RI.8.7	
Evaluate the advantages and	
disadvantages of using different mediums	
(e.g., print or digital text, video,	
multimedia) to present a particular topic	
or idea.	
CCSS.ELA-LITERACY.W.8.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
CCSS.ELA-LITERACY.RI.8.6	Priority: WA.ELA-Literacy.MediaLiteracy8
Determine an author's point of view or	Students think critically about the effects,
purpose in a text and analyze how the	purposes, accuracy, logic, and fairness of
author acknowledges and responds to	media messages, the credibility of
conflicting evidence or viewpoints.	information sources, and how they will
	engage with media messages.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.SL.8.2	
Analyze the purpose of information	
presented in diverse media and formats	
(e.g., visually, quantitatively, orally) and	
evaluate the motives (e.g., social,	
commercial, political) behind its	
presentation.	
•	
CCSS.ELA-LITERACY.W.8.8	
Gather relevant information from multiple	
print and digital sources, using search terms	
effectively; assess the credibility and	
accuracy of each source; and quote or	
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.RI.8.9	
Analyze a case in which two or more texts	
provide conflicting information on the	
same topic and identify where the texts	
disagree on matters of fact or	
interpretation.	
CCCC FLA LITERACY PLO O	
CCSS.ELA-LITERACY.RI.8.8	
Delineate and evaluate the argument and	
specific claims in a text, assessing whether	
the reasoning is sound and the evidence is	
relevant and sufficient; recognize when irrelevant evidence is introduced.	
in elevant evidence is introduced.	
CCSS.ELA-LITERACY.SL.8.3	
Delineate a speaker's argument and specific	
claims, evaluating the soundness of the	
reasoning and relevance and sufficiency of	
the evidence and identifying when	
irrelevant evidence is introduced.	
CCSS.ELA-LITERACY.W.8.7	WA.ELA-LITERACY.RML8th.1 Students ask
Conduct short research projects to answer a	different types of questions, refining and
question (including a self-generated	asking new questions as understanding of
question), drawing on several sources and	the topic evolves.
generating additional related, focused	

ELA CCSS (2011)	WA ELA (2024)
questions that allow for multiple avenues	
of exploration.	
CCSS.ELA-LITERACY.W.8.7	WA.ELA-LITERACY.RML8th.2 Students seek
Conduct short research projects to answer	answers from information sources.
a question (including a self-generated	a. Generate ideas for how to start searching
question), drawing on several sources and	based on prior knowledge.
generating additional related, focused	b. Select and access a variety of relevant
questions that allow for multiple avenues of	print and digital information sources,
exploration.	including by navigating libraries.
	c. Use digital tools effectively based on an
CCSS.ELA-LITERACY.W.8.8	understanding of the technologies that
Gather relevant information from multiple	deliver results, adapting search terms as
print and digital sources, using search	needed and using technology
terms effectively; assess the credibility and	appropriately.
accuracy of each source; and quote or	d. Identify people with relevant information
paraphrase the data and conclusions of	to share.
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.RI.8.7	
Evaluate the advantages and	
disadvantages of using different mediums	
(e.g., print or digital text, video,	
multimedia) to present a particular topic	
or idea.	
CCSS.ELA-LITERACY.W.8.8	WA.ELA-LITERACY.RML8th.3 Students gather
Gather relevant information from multiple	relevant information using a variety of
print and digital sources, using search terms	strategies.
effectively; assess the credibility and accuracy	
of each source; and quote or paraphrase the	
data and conclusions of others while avoiding	
plagiarism and following a standard format	
for citation.	
CCSS.ELA-LITERACY.W.8.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.RML8th.4 Students
(2024)	synthesize new learning to use and/or share.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML8th.5 Students explain how personal perspectives and dispositions affect people's reactions to media messages. a. Explain how emotional responses to media messages affect reactions. b. Identify how different criteria for determining what is true affect reactions to and interpretations of media messages.
CCSS.ELA-LITERACY.RI.8.6	WA.ELA-LITERACY.RML8th.6 Students
Determine an author's point of view or	explain the purposes of media messages
purpose in a text and analyze how the	and the techniques used to create them.
author acknowledges and responds to	a. Determine whether the main purpose
conflicting evidence or viewpoints.	of a media message is to inform, persuade, provoke, sell, or entertain.
CCSS.ELA-LITERACY.SL.8.2	b. Describe the techniques, including
Analyze the purpose of information	appeals and integration of
presented in diverse media and formats	multimedia, used to achieve the
(e.g., visually, quantitatively, orally) and	media message's purpose.
evaluate the motives (e.g., social,	
commercial, political) behind its	
commercial, political, bernila its	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.8.8	WA.ELA-LITERACY.RML8th.7 Students
Gather relevant information from multiple	evaluate different parts of media messages
print and digital sources, using search terms	when they're looking for information
effectively; assess the credibility and	that's accurate, logical, and/or fair.
accuracy of each source; and quote or	a. Determine whether components of a
paraphrase the data and conclusions of	media message can be verified as true
others while avoiding plagiarism and	or false or need to be evaluated
following a standard format for citation.	another way.
	b. Check the accuracy of information
CCSS.ELA-LITERACY.RI.8.9	that can be verified as true or false
Analyze a case in which two or more texts	by comparing what multiple
provide conflicting information on the	reliable sources say about it.
same topic and identify where the texts	c. Determine whether the visual or audio
disagree on matters of fact or	components of a media message
interpretation.	represent its subject accurately and/or
	fairly, taking into account how digital
CCSS.ELA-LITERACY.RI.8.8	media can be manipulated.
Delineate and evaluate the argument and	d. Evaluate the logic of claims in
specific claims in a text, assessing whether	media messages and the strength
the reasoning is sound and the evidence is	of evidence used to support them.
relevant and sufficient; recognize when	
irrelevant evidence is introduced.	
CCSS.ELA-LITERACY.SL.8.3	
Delineate a speaker's argument and specific	
claims, evaluating the soundness of the	

reasoning and relevance and sufficiency of

the evidence and identifying when irrelevant evidence is introduced.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Not in ELA CCSS (2011); new in WA ELA (2024) Not in ELA CCSS (2011); new in WA ELA (2024) WA.ELA-LITERACY.RML8th.8 Students evaluate the credibility of information sources. a. Identify those responsible for the content of an information source, including content generated by technology. b. Determine whether those responsible for information sources have expertise about the topic. c. Determine whether those responsible for information sources have reputations for conveying information sources exhibit a perspective relevant to the topic and, if so, to what extent that perspective has been affected by bias. WA.ELA-LITERACY.RML8th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. a. Explain how media messages can have consequences for themselves and/or their communities. b. Describe how technology helps determine how information sources including content generated by technology. b. Determine whether those responsible for information sources have expertise about the topic. c. Determine whether those responsible for information sources have expertise about the topic. c. Determine whether those responsible for information sources have reputations for conveying information sources have reputations for spreads accurately. d. Determine whether those responsible for information sources have reputations for spreads accurately. d. Determine whether those responsible for information sources have reputations for spreads accurately. d. Determine whether those res	ELA CCSS (2011)	WA ELA (2024)
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 a. Explain how media messages can have consequences for themselves and/or their communities. b. Describe how technology helps determine how information spreads. c. Distinguish between intentional and unintentional motivations for spreading different types of information. 		and community experiences, values, and
consequences for themselves and/or their communities. b. Describe how technology helps determine how information spreads. c. Distinguish between intentional and unintentional motivations for spreading different types of information.		3
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how information spreads. c. Distinguish between intentional and unintentional motivations for spreading different types of information.		•
c. Distinguish between intentional and unintentional motivations for spreading different types of information.		b. Describe how technology helps determine
unintentional motivations for spreading different types of information.		how information spreads.
different types of information.		c. Distinguish between intentional and
		unintentional motivations for spreading
d. Describe how people get their news and		different types of information.
, , ,		d. Describe how people get their news and
how this has changed over time.		how this has changed over time.

9th-10th Grades

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.9–10.7	Priority: WA.ELA-Literacy.Research9–10
Conduct short as well as more sustained	Students develop a variety of questions,
research projects to answer a question	seek answers by appropriately using
(including a self-generated question) or	relevant tools and techniques, adjust their
solve a problem; narrow or broaden the	inquiry methods as needed, and use their
inquiry when appropriate; synthesize	learning.
multiple sources on the subject,	
demonstrating understanding of the	
subject under investigation.	
CCSS.ELA-LITERACY.W.9–10.8	
Gather relevant information from multiple	
authoritative print and digital sources,	
using advanced searches effectively; assess	
the usefulness of each source in answering	
the research question ; integrate information	
into the text selectively to maintain the flow	
of ideas, avoiding plagiarism and following a	
standard format for citation.	
CCSS.ELA-LITERACY.SL.9–10.2	
Integrate multiple sources of information	
presented in diverse media or formats	
(e.g., visually, quantitatively, orally)	
evaluating the credibility and accuracy of	
each source.	
CCSS.ELA-LITERACY.W.9–10.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.RI.9–10.6	Priority: WA.ELA-Literacy.MediaLiteracy9th—
Determine an author's point of view or	10th
purpose in a text and analyze how an	Students think critically about the effects,
author uses rhetoric to advance that point	purposes, accuracy, logic, and fairness of
of view or purpose .	media messages, the credibility of
	information sources, and how they will
CCSS.ELA-LITERACY.SL.9–10.2	participate in the information ecosystem.
Integrate multiple sources of information	
presented in diverse media or formats (e.g.,	
visually, quantitatively, orally) evaluating the	
credibility and accuracy of each source.	
CCCC FLA LITERACY PLO 40.0	
CCSS.ELA-LITERACY.RI.9–10.8	
Delineate and evaluate the argument and	
specific claims in a text, assessing whether	
the reasoning is valid and the evidence is	
relevant and sufficient; identify false	
statements and fallacious reasoning.	
CCSS.ELA-LITERACY.SL.9–10.3	
Evaluate a speaker's point of view,	
reasoning, and use of evidence and	
rhetoric, identifying any fallacious	
reasoning or exaggerated or distorted	
evidence.	
CCSS.ELA-LITERACY.W.9–10.8	
Gather relevant information from multiple	
authoritative print and digital sources,	
using advanced searches effectively; assess	
the usefulness of each source in answering	
the research question; integrate information	
into the text selectively to maintain the flow	
of ideas, avoiding plagiarism and following a	
standard format for citation.	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.9–10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WA.ELA-LITERACY.RML9th-10th.1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.
CCSS.ELA-LITERACY.W.9–10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.9–10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.SL.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	 WA.ELA-LITERACY. RML9th–10th.2 Students seek answers from information sources. a. Generate ideas for how to initiate their search based on prior knowledge. b. Select and access print and digital information sources most relevant to the discipline and context of the inquiry. c. Use digital tools effectively, adapting search terms as needed and using technology appropriately. d. Identify people with relevant information to share.

ELA CCSS (2011)	WA ELA (2024)
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.9–10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	WA.ELA-LITERACY. RML9th-10th.3 Students gather relevant information using a variety of strategies.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY. RML9th–10th.4 Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY. RML9th–10th.5 Students explain how personal perspectives and dispositions affect people's reactions to media messages. a. Explain how emotional responses to media messages affect reactions. b. Explain how relevant cognitive biases affect reactions to and interpretations of media messages.
CCSS.ELA-LITERACY.RI.9–10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	WA.ELA-LITERACY. RML9th–10th.6 Students analyze the purposes of media messages and the techniques used to create them. a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.SL.9–10.2	WA.ELA-LITERACY. RML9th–10th.7 Students
Integrate multiple sources of information	evaluate components of media messages
presented in diverse media or formats (e.g.,	in the context of a need for information
visually, quantitatively, orally) evaluating the	that's accurate, logical, and/or fair.
credibility and accuracy of each source.	a. Determine whether components of a
	media message can be verified as true
CCSS.ELA-LITERACY.RI.9–10.8	or false or need to be evaluated
Delineate and evaluate the argument and	another way.
specific claims in a text, assessing whether	b. Evaluate the accuracy of
the reasoning is valid and the evidence is	information that can be verified as
relevant and sufficient; identify false	true or false by comparing what
statements and fallacious reasoning.	multiple reliable sources say about it.
	c. Determine whether the visual or audio
CCSS.ELA-LITERACY.SL.9–10.3	components of a media message
Evaluate a speaker's point of view,	represent its subject accurately and/or
reasoning, and use of evidence and	fairly, taking into account how digital
rhetoric, identifying any fallacious	media can be manipulated.
reasoning or exaggerated or distorted	d. Evaluate the strength of claims in

evidence.

media messages.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.9–10.8	WA.ELA-LITERACY. RML9th–10th.8 Students
Gather relevant information from multiple	evaluate the credibility of information
authoritative print and digital sources,	sources.
using advanced searches effectively; assess	a. Identify those responsible for the content
the usefulness of each source in answering	of an information source, including
the research question; integrate information	content generated by technology.
into the text selectively to maintain the flow	b. Evaluate the expertise of those
of ideas, avoiding plagiarism and following a	responsible for information sources.
standard format for citation.	c. Evaluate the reputations and/or protocols
CCSS.ELA-LITERACY.SL.9–10.2	for conveying information fairly and
Integrate multiple sources of information	accurately of those responsible for information sources.
presented in diverse media or formats (e.g.,	d. Determine whether a perspective or
visually, quantitatively, orally) evaluating the	stance relevant to the topic is exhibited
credibility and accuracy of each source.	in an information source and, if so, to
,	what extent it has been affected by bias.
CCSS.ELA-LITERACY.RI.9–10.6	
Determine an author's point of view or	
purpose in a text and analyze how an author	
uses rhetoric to advance that point of view or	
purpose.	
CCCC FLA LITEDACY SLO 10.2	
CCSS.ELA-LITERACY.SL.9–10.3	· ·
Evaluate a speaker's point of view , reasoning, and use of evidence and rhetoric,	
identifying any fallacious reasoning or	
exaggerated or distorted evidence.	
chaggerated of distorted evidence.	

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	 WA.ELA-LITERACY. RML9th–10th.9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals. a. Explain how media messages can have consequences for themselves, society, and/or their communities. b. Explain how technology helps determine how information spreads. c. Explain mechanisms that contribute to the intentional spread of different types of information. d. Explain how economic structures and societal attitudes affect the spread of information, including who can access and/or disseminate it.

11th-12th Grades

Research & Media Literacy	
ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Priority: WA.ELA-Literacy.Research11th-12th Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.
CCSS.ELA-LITERACY.W.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
CCSS.ELA-LITERACY.RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	

ELA CCSS (2011)	WA ELA (2024)
	WA LLA (2027)
CCSS.ELA-LITERACY.W.11–12.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
CCSS.ELA-LITERACY.RI.11–12.6	Priority: WA.ELA-Literacy.MediaLiteracy11th—
Determine an author's point of view or	<u>12th</u>
purpose in a text in which the rhetoric is	Students think critically about the effects,
particularly effective, analyzing how style and	purposes, accuracy, logic, and fairness of
content contribute to the power,	media messages, the credibility of
persuasiveness or beauty of the text.	information sources, and how they will
	participate in the information ecosystem.
CCSS.ELA-LITERACY.SL.11–12.2	
Integrate multiple sources of information	
presented in diverse formats and media (e.g.,	
visually, quantitatively, orally) in order to	
make informed decisions and solve problems,	
evaluating the credibility and accuracy of	
each source and noting any discrepancies	
among the data.	
CCSS.ELA-LITERACY.SL.11–12.3	
Evaluate a speaker's point of view,	
reasoning, and use of evidence and	
rhetoric , assessing the stance, premises, links	
among ideas, word choice, points of	
emphasis, and tone used.	
CCSS.ELA-LITERACY.W.11–12.8	
Gather relevant information from multiple	
authoritative print and digital sources, using	
advanced searches effectively; assess the	
strengths and limitations of each source in	
terms of the task, purpose, and audience;	
integrate information into the text selectively	
to maintain the flow of ideas, avoiding	
plagiarism and overreliance on any one	
source and following a standard format for	
citation.	
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ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WA.ELA-LITERACY.RML11th-12th.1 Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.11–12.7	WA.ELA-LITERACY. RML11th–12th.2 Students
Conduct short as well as more sustained	seek answers from information sources.
research projects to answer a question	a. Generate ideas for how to initiate their
(including a self-generated question) or solve	search based on prior knowledge.
a problem ; narrow or broaden the inquiry	b. Select and access print and digital
when appropriate; synthesize multiple	information sources most relevant to the
sources on the subject, demonstrating	discipline and context of the inquiry.
understanding of the subject under	c. Use digital tools effectively, adapting
investigation.	search terms as needed and using
	technology appropriately.
CCSS.ELA-LITERACY.W.11–12.8	d. Identify people with relevant information
Gather relevant information from multiple	to share.
authoritative print and digital sources,	
using advanced searches effectively; assess	
the strengths and limitations of each source	
in terms of the task, purpose, and audience;	
integrate information into the text selectively	
to maintain the flow of ideas, avoiding	
plagiarism and overreliance on any one	
source and following a standard format for	
citation.	
CCSS.ELA-LITERACY.RI.11–12.7	
Integrate and evaluate multiple sources of	
information presented in different media	
or formats (e.g., visually, quantitatively) as	
well as in words in order to address a	
question or solve a problem.	
quantities production	
CCSS.ELA-LITERACY.SL.11–12.2	
Integrate multiple sources of information	
presented in diverse formats and media	
(e.g., visually, quantitatively, orally) in	
order to make informed decisions and	
solve problems, evaluating the credibility	
and accuracy of each source and noting any	
discrepancies among the data.	

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	WA.ELA-LITERACY. RML11th-12th.3 Students gather relevant information using a variety of strategies.
CCSS.ELA-LITERACY.W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY. RML11th–12th.4 Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY. RML11th–12th.5 Students analyze how personal perspectives and dispositions affect people's reactions to media messages. a. Analyze how emotional responses to media messages affect reactions. b. Analyze how relevant cognitive biases affect reactions to and interpretations of media messages.
CCSS.ELA-LITERACY.RI.11–12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	 WA.ELA-LITERACY. RML11th–12th.6 Students analyze the purposes of media messages and the techniques used to create them. a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.SL.11–12.2	WA.ELA-LITERACY. RML11th–12th.7 Students
Integrate multiple sources of information	evaluate components of media messages
presented in diverse formats and media (e.g.,	in the context of a need for information
visually, quantitatively, orally) in order to	that's accurate, logical, and/or fair.
make informed decisions and solve problems,	a. Determine whether components of a
evaluating the credibility and accuracy of	media message can be verified as true or
each source and noting any discrepancies	false or need to be evaluated another
among the data.	way.
	b. Evaluate the accuracy of information
CCSS.ELA-LITERACY.SL.11–12.3	that can be verified as true or false by
Evaluate a speaker's point of view,	comparing what multiple reliable sources
reasoning, and use of evidence and	say about it.
rhetoric, assessing the stance, premises, links	c. Analyze whether the visual or audio
among ideas, word choice, points of	components of a media message
emphasis, and tone used.	represent its subject accurately and/or
	fairly, taking into account how digital
	media can be manipulated.
	d. Evaluate the strength of claims in
	media messages.

ELA CCSS (2011)	WA ELA (2024)
CCSS.ELA-LITERACY.W.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding	 WA.ELA-LITERACY. RML11th–12th.8 Students evaluate the credibility of information sources. a. Identify those responsible for the content of an information source, including content generated by technology. b. Evaluate the expertise of those responsible for information sources.
plagiarism and overreliance on any one source and following a standard format for citation.	 Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.
CCSS.ELA-LITERACY.SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	d. Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.
CCSS.ELA-LITERACY.RI.11–12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.SL.11–12.3 Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and	

tone used.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	 WA.ELA-LITERACY. RML11th–12th.9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals. a. Analyze how media messages can have consequences for themselves, society, and/or their communities. b. Analyze how technology helps determine how information spreads. c. Analyze mechanisms that contribute to the intentional spread of different types of information. d. Analyze how policies, economic structures, and societal attitudes affect the spread of information, including who can access and/or disseminate it.