

Draft Reading Standards 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* <i>Bolded text indicates alignment</i> between the WA ELA (2024) standards and ELA Common Core (2011) standards within the same row.	Bolded text = alignment* <i>Bolded text indicates alignment</i> between the WA ELA (2024) standards and ELA Common 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

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.K.4</u> Read emergent-reader texts with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.K.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.</p>	<p>Priority: <u>WA.ELA-LITERACY.ReadingK</u> Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading and read alouds in the context of grade-level content to understand themselves, others, and the world.</p>
<p>Not in ELA CCSS; new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.RK.1</u> Students interact with and explore texts in a language-rich environment.</p> <ol style="list-style-type: none"> Select texts that interest them and/or that are recommended by peers and adults. Spend time holding, looking at, reading, and/or listening to texts. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.
<p><u>CCSS.ELA-LITERACY.RF.K.1</u> Demonstrate understanding of the organization and basic features of print.</p> <p><u>CCSS.ELA-LITERACY.RF.K.1.A</u> Follow words from left to right, top to bottom, and page by page.</p> <p><u>CCSS.ELA-LITERACY.RI.K.5</u> Identify the front cover, back cover, and title page of a book.</p> <p><u>CCSS.ELA-LITERACY.RF.K.1.D</u> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><u>WA.ELA-LITERACY.RK.2</u> Students know and apply the basic features of print and how it is organized.</p> <ol style="list-style-type: none"> Distinguish drawings from letters and words in a print-rich environment. Follow a text from top to bottom, left to right, and page by page. Identify front and back covers, titles, and the title page of printed books. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity. Recognize that spoken words are represented in written language by specific sequences of letters.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.K.1.B</u> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><u>CCSS.ELA-LITERACY.RF.K.1.C</u> Understand that words are separated by spaces in print.</p>	<p>f. Recognize that spoken words are separated by spaces in print.</p>
<p><u>CCSS.ELA-LITERACY.RF.K.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.B</u> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.C</u> Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.D</u> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.A</u> Recognize and produce rhyming words.</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.E</u> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><u>WA.ELA-LITERACY.RK.3</u> Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).</p> <p>a. Recognize, pronounce, separate, blend, and count the syllables in spoken words.</p> <p>b. Recognize, pronounce, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>c. Blend and segment onsets and rhymes of single syllable spoken words.</p> <p>d. Recognize and produce rhyming words.</p> <p>e. Add, delete, or substitute individual spoken sounds (phonemes) in simple words to form new words.</p> <p>f. Parse individual words within spoken phrases and sentences.</p>
<p><u>CCSS.ELA-LITERACY.RF.K.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><u>WA.ELA-LITERACY.RK.4</u> Students decode words with accuracy and fluency using grade-level word analysis skills.</p> <p>a. Demonstrate knowledge of one-to-one letter-sound correspondence by producing the most common sounds for each consonant.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.K.3.A</u> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><u>CCSS.ELA-LITERACY.RF.K.3.B</u> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><u>CCSS.ELA-LITERACY.RF.K.3.C</u> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> b. Associate the long and short sounds with common spellings for the five major vowels. c. Add, delete, or substitute letters and/or syllables in printed words to form new words. d. Recognize, pronounce, separate, blend, and count the syllables in printed words. e. Decode words using letter-sound correspondence and regular spelling patterns. f. Read common high-frequency words by sight. g. Read connected words in a sentence.
<p><u>CCSS.ELA-LITERACY.RF.K.4</u> Read emergent-reader texts with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.K.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.K.6</u> With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><u>CCSS.ELA-LITERACY.RI.K.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><u>CCSS.ELA-LITERACY.RL.K.5</u> Recognize common types of texts (e.g., storybooks, poems).</p>	<p><u>WA.ELA-LITERACY.RK.5</u> Students comprehend and interpret texts, including shared reading and read alouds, using a variety of strategies.</p> <ul style="list-style-type: none"> a. Reflect on their purpose for reading. b. Preview the text by noting author, illustrator, title, topic, genre, and images. c. Visualize to make sense of what is in the text. d. Make predictions and check them against what is in the text. e. Use a variety of strategies that encourage and maintain motivation to engage with a text. f. Re-connect when the flow of reading is interrupted using a variety of strategies. g. Tell how the visual elements in a text represent and/or add to its meaning. h. Ask and answer questions about a text’s topic, characters, setting, and/or major events. i. Retell familiar stories in their own words and/or say what they learned from a text.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.K.7</u> 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).</p> <p><u>CCSS.ELA-LITERACY.RI.K.7</u> 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).</p> <p><u>CCSS.ELA-LITERACY.RL.K.3</u> With prompting and support, identify characters, settings, and major events in a story.</p> <p><u>CCSS.ELA-LITERACY.RL.K.1</u> With prompting and support, ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.K.1</u> With prompting and support, ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-LITERACY.RL.K.2</u> With prompting and support, retell familiar stories, including key details.</p> <p><u>CCSS.ELA-LITERACY.RI.K.2</u> With prompting and support, identify the main topic and retell key details of a text.</p>	
<p><u>CCSS.ELA-LITERACY.RI.K.9</u> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><u>WA.ELA-LITERACY.RK.6</u> Students describe how the author, illustrator, and/or creator shape meaning and affect a reader’s experience of the text.</p> <ul style="list-style-type: none"> a. Reflect on what the text makes them feel, think, and/or want to do.

ELA CCSS (2011)	WA ELA (2024)
	<ul style="list-style-type: none"> b. Describe the effect of images and specific words on the reader’s understanding. c. Identify and compare choices made by authors, illustrators, and creators of multimodal texts to show emotions, places, objects, movement, action, and/or information.
Not in ELA CCSS (2011); new in WA ELA (2024).	<p><u>WA.ELA-LITERACY.RK.7</u> Students evaluate texts.</p> <ul style="list-style-type: none"> a. Say what they may or may not like about a text and why.
<p><u>CCSS.ELA-LITERACY.RL.K.9</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><u>WA.ELA-LITERACY.RK.8</u> Students use texts they have read for purposes relevant to them.</p> <ul style="list-style-type: none"> b. To better understand themselves and others, explore characters’ thoughts, and feelings. c. To develop imagination and social reasoning, say what they would think, feel, and/or do in situations similar to those they have read about. d. Use information or examples from texts for discussions and projects. [See W.K3 and SLDF.3.] e. Use choices made by authors, illustrators, and creators of multimodal texts as ideas for their own multimodal compositions. [See W.K4b.]
	<u>WA.ELA-LITERACY.RK.9</u> Not in K.
<p><u>CCSS.ELA-LITERACY.RL.K.4</u> Ask and answer questions about unknown words in a text.</p>	See <u>WA.ELA-LITERACY.LK.5</u>
<p><u>CCSS.ELA-LITERACY.RI.K.4</u> With prompting and support, ask and answer questions about unknown words in a text.</p>	See <u>WA.ELA-LITERACY.LK.5</u>
<p><u>CCSS.ELA-LITERACY.RI.K.3</u> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	Not in WA ELA (2024).

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.K.8</u> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Not in WA ELA (2024).</p>

* The WA ELA (2024) standards assume that educators at all grade levels 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.

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1st GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.1.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.1.10</u> With prompting and support*, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>CCSS.ELA-LITERACY.RI.1.10</u> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading1st</u> Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading, read alouds, and independent reading in the context of grade-level content to understand themselves, others, and the world.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R1st.1</u> Students interact with and explore texts in a language-rich environment.</p> <ol style="list-style-type: none"> Select texts that interest them and/or that are recommended by peers and adults. Spend time holding, looking at, reading, and/or listening to texts. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.
<p><u>CCSS.ELA-LITERACY.RF.1.1</u> Demonstrate understanding of the organization and basic features of print.</p> <p><u>CCSS.ELA-LITERACY.RF.1.1.A</u> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><u>WA.ELA-LITERACY.R1st.2</u> Students know and apply the basic features of print and how it is organized.</p> <ol style="list-style-type: none"> Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity. Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.1.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><u>CCSS.ELA-LITERACY.RF.1.2.C</u> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><u>CCSS.ELA-LITERACY.RF.1.2.B</u> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><u>CCSS.ELA-LITERACY.RF.1.2.D</u> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><u>WA.ELA-LITERACY.R1st.3</u> Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).</p> <ul style="list-style-type: none"> a. Recognize, separate, blend, and count the syllables in spoken words. b. Recognize, isolate, blend, and count initial, medial, and final sounds in spoken single-syllable words. c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d. Add, delete, or substitute individual sounds (phonemes) in simple words to form new words. e. Parse individual words within spoken phrases and sentences.

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ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.A</u> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.B</u> Decode regularly spelled one-syllable words.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.C</u> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.D</u> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.E</u> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.F</u> Read words with inflectional endings.</p> <p><u>CCSS.ELA-LITERACY.RF.1.3.G</u> Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>CCSS.ELA-LITERACY.RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-LITERACY.RF.1.4.B</u> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>WA.ELA-LITERACY.R1st.4</u> Students decode words with accuracy and fluency using grade-level word analysis skills.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know the final -e and common vowel team spelling conventions for long vowel sounds. d. Recognize, pronounce, separate, blend, and count the syllables in printed words using the knowledge that every syllable must have a vowel sound. e. Decode two-syllable words that follow basic patterns by breaking words into syllables. f. Read words with inflectional endings. g. Recognize and read irregularly spelled words. h. Read common high-frequency words by sight with increased automaticity. i. Read connected words in a sentence with accuracy and fluency.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.1.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.1.10</u> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>CCSS.ELA-LITERACY.RI.1.10</u> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>CCSS.ELA-LITERACY.RI.1.2</u> Identify the main topic and retell key details of a text.</p> <p><u>CCSS.ELA-LITERACY.RI.1.7</u> Use the illustrations and details in a text to describe its key ideas.</p> <p><u>CCSS.ELA-LITERACY.RL.1.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.1.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-LITERACY.RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p> <p><u>CCSS.ELA-LITERACY.RL.1.6</u> Identify who is telling the story at various points in a text.</p> <p><u>CCSS.ELA-LITERACY.RL.1.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><u>WA.ELA-LITERACY.R1st.5</u> Students comprehend and interpret texts during shared reading, read alouds, and independent reading, using a variety of strategies.</p> <ol style="list-style-type: none"> a. Reflect on their purpose for reading. b. Preview the text by noting author, illustrator, title, topic, genre, and images. c. Use personal connections and content knowledge to visualize and make sense of the text. d. Make predictions and check them against what is in the text. e. Use a variety of strategies that encourage and maintain motivation to engage with a text. f. When the flow of reading is interrupted, use a variety of strategies to re-connect. g. Tell how the visual elements in a text represent and/or add to its meaning. h. Ask and answer questions about key details in a text. i. Describe a story’s narrator, characters, setting, and major events. j. Retell familiar stories and/or say what they learned from a text, including key details.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>CCSS.ELA-LITERACY.RI.1.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.1.7</u> Use the illustrations and details in a text to describe its key ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.1.5</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.1.5</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><u>CCSS.ELA-LITERACY.RI.1.9</u> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><u>WA.ELA-LITERACY.R1st.6</u> Students explain how the author, illustrator, and/or creator shape meaning and affect a reader’s experience of the text.</p> <ol style="list-style-type: none"> a. Say what the text makes them feel, think, and/or want to do. b. Explain the impact of images and specific words on the reader’s understanding. c. Identify different text features used in two different genres and what they help the reader know or do. d. Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R1st.7</u> Students evaluate texts.</p> <ol style="list-style-type: none"> a. Say what they may or may not like about an image, story, or text.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.1.9</u> Compare and contrast the adventures and experiences of characters in stories.</p>	<p><u>WA.ELA-LITERACY.R1st.8</u> Students use texts they have read for purposes relevant to them.</p> <ul style="list-style-type: none"> a. To better understand themselves and others, explore characters' thoughts, feelings, and motivations. b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts. c. Use information or examples from texts for discussions and projects. [See W1st.3 and SLDF1st.3.] d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W.1st4b.]
<p><u>CCSS.ELA-LITERACY.RI.1.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>See <u>WA.ELA-LITERACY.L1st.5</u></p>
<p><u>CCSS.ELA-LITERACY.RF.1.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>See <u>WA.ELA-LITERACY.L1st.5d</u></p>
<p><u>CCSS.ELA-LITERACY.RF.1.2.A</u> Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Not in WA ELA CCSS (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.1.8</u> Identify the reasons an author gives to support points in a text.</p>	<p>Not in WA ELA (2024).</p>

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2nd GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.2.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.2.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading2nd</u> Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R2nd.1</u> Students interact with and explore texts in a language-rich environment.</p> <ol style="list-style-type: none"> a. Select texts that interest them and/or that are recommended by peers and adults. b. Spend time holding, looking at, reading, and/or listening to texts. c. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R2nd.2</u> Students know and apply the basic features of print and how it is organized.</p> <ol style="list-style-type: none"> a. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.

ELA CCSS (2011)	WA ELA (2024)
	<ul style="list-style-type: none"> b. Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation). c. Recognize the distinguishing features of dialogue.
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R2nd.3</u> Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).</p> <ul style="list-style-type: none"> a. Recognize, pronounce, separate, blend, and count the syllables in spoken words. b. Recognize, pronounce, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken words. c. Orally produce words by blending sounds (phonemes), including consonant blends. d. Blend and segment onsets and rimes of two-syllable spoken words e. Recognize and produce words that begin with the same initial sound (alliteration). f. Parse individual words within spoken phrases and sentences.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3.B</u> Know spelling-sound correspondences for additional common vowel teams.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3.D</u> Decode words with common prefixes and suffixes.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3.E</u> Identify words with inconsistent but common spelling-sound correspondence.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3.C</u> Decode regularly spelled two-syllable words with long vowels.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3.A</u> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><u>CCSS.ELA-LITERACY.RF.2.3.F</u> Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>CCSS.ELA-LITERACY.RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-LITERACY.RF.2.4.B</u> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>WA.ELA-LITERACY.R2nd.4</u> Students decode words with accuracy and fluency using grade-level word analysis skills.</p> <ol style="list-style-type: none"> a. Know the letter-sound correspondences, including common consonant digraphs. b. Know spelling-sound correspondences for additional common vowel teams. c. Add, delete or substitute letters and/or syllables in simple words to form and write new words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Recognize, pronounce, separate, blend, and count the syllables in printed words. f. Decode words using combined knowledge of letter-sound correspondence, regular and irregular spelling patterns. g. Decode multi-syllable words that follow basic patterns by breaking words into syllables. h. Distinguish long and short vowels when reading regularly spelled one-syllable words. i. Decode words with common roots, prefixes, and suffixes. j. Identify words with inconsistent but common spelling-sound correspondences. k. Read high-frequency words by sight with increased automaticity. l. Read paragraphs within a text with increasing accuracy and fluency.
<p><u>CCSS.ELA-LITERACY.RF.2.4.A</u> Read grade-level text with purpose and understanding.</p>	<p><u>WA.ELA-LITERACY.R2nd.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> a. Reflect on their purpose for reading.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.2.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.2.2</u> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><u>CCSS.ELA-LITERACY.RI.2.7</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><u>CCSS.ELA-LITERACY.RL.2.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.2.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> b. Preview the text by topic, genre, and images. c. Visualize to make sense of what is in the text. d. Use prior knowledge to make predictions and check them against what is in the text. e. Use a variety of strategies that encourage and maintain motivation to engage with a text. f. Re-connect when the flow of reading is interrupted using a variety of strategies. g. Explain how the visual elements in a text represent and/or add to its meaning. h. Ask and answer questions about a text, including key details and how points are supported by reasons. i. Describe a story’s setting, major events, narrators, and characters, including how they respond to major events and challenges. j. Retell stories and/or say what they learned from a text.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><u>CCSS.ELA-LITERACY.RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>CCSS.ELA-LITERACY.RL.2.3</u> Describe how characters in a story respond to major events and challenges.</p> <p><u>CCSS.ELA-LITERACY.RL.2.2</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	
<p><u>CCSS.ELA-LITERACY.RL.2.4</u> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><u>CCSS.ELA-LITERACY.RI.2.7</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><u>WA.ELA-LITERACY.R2nd.6</u> Students describe how the author, illustrator, and/or creator shape meaning and affect a reader’s experience of the text.</p> <ol style="list-style-type: none"> Reflect on what the text makes them feel, think, and/or want to do. Describe the impact of images and specific words on the reader’s understanding. Identify text features used in-a genre and what they help the reader do or know. Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.2.5</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.2.9</u> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>CCSS.ELA-LITERACY.RI.2.9</u> Compare and contrast the most important points presented by two texts on the same topic.</p>	
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R2nd.7</u> Students evaluate texts.</p> <p>a. Say what they may or may not like about a text and tell the reason.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.2.3</u> Describe how characters in a story respond to major events and challenges.</p>	<p>WA.ELA-LITERACY.R2nd.8 Students use texts they have read for purposes relevant to them.</p> <ul style="list-style-type: none"> a. To better understand themselves and others, explore characters' thoughts, feelings, and motivations. b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in the texts. c. Use information or examples from texts for discussions and projects. [See W2nd.3 and SLDF2nd.3.] d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W2nd.4b.]
<p><u>CCSS.ELA-LITERACY.RI.2.4</u> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>See <u>WA.ELA-LITERACY.L2nd.4</u></p>
<p><u>CCSS.ELA-LITERACY.RF.2.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>See <u>WA.ELA-LITERACY.L2nd.5c</u></p>
<p><u>CCSS.ELA-LITERACY.RI.2.6</u> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.2.8</u> Describe how reasons support specific points the author makes in a text.</p>	<p>Not in WA ELA (2024).</p>

3rd GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.3.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.3.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.3.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading3rd</u> Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R3rd.1</u> Students interact with and explore texts in a language-rich environment.</p> <ol style="list-style-type: none"> a. Select texts that interest them and/or that are recommended by peers and adults. b. Spend time exploring, viewing, reading, and/or listening to texts. c. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.
<p><u>CCSS.ELA-LITERACY.RL.3.5</u> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><u>WA.ELA-LITERACY.R3rd.2</u> Students know and apply the basic features of print and how it is organized.</p> <ol style="list-style-type: none"> a. Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation). b. Recognize the distinguishing visual features of fiction and poetry.

ELA CCSS (2011)	WA ELA (2024)
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R3rd.3</u> Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.</p>
<p><u>CCSS.ELA-LITERACY.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.3.3.C</u> Decode multisyllable words.</p> <p><u>CCSS.ELA-LITERACY.RF.3.3.D</u> Read grade-appropriate irregularly spelled words.</p> <p><u>CCSS.ELA-LITERACY.RF.3.3.B</u> Decode words with common Latin suffixes.</p> <p><u>CCSS.ELA-LITERACY.RF.3.3.A</u> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><u>WA.ELA-LITERACY.R3rd.4</u> Students decode words with accuracy and fluency using grade-level word analysis skills.</p> <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context. b. Decode, identify, and know the meaning of the most common prefixes and suffixes. c. Decode and recognize homonyms and other frequently confused words correctly. d. Read paragraphs within a text with increasing accuracy and fluency.
<p><u>CCSS.ELA-LITERACY.RF.3.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.3.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.3.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades</p>	<p><u>WA.ELA-LITERACY.R3rd.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> a. Reflect on their purpose for reading. b. Preview the text by noting author, illustrator, topic, genre, images, and text structures. c. Use personal connections and content knowledge to visualize and make sense of the text. d. Make predictions and check them against what’s in the text. e. Use a variety of strategies that encourage and maintain motivation to engage with a text.

ELA CCSS (2011)	WA ELA (2024)
<p>2–3 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p><u>CCSS.ELA-LITERACY.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>CCSS.ELA-LITERACY.RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>CCSS.ELA-LITERACY.RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><u>CCSS.ELA-LITERACY.RL.3.2</u> Recount stories, including fables, folktales,</p>	<ul style="list-style-type: none"> f. Re-connect when the flow of reading is interrupted using a variety of strategies. g. Explain how the visual elements in a text represent and/or add to its meaning. h. Ask and answer questions about a text, referring to key details in the text. i. Describe a story's setting, major events, narrators, and characters, including their point of view and how their actions contribute to the events. j. Retell a story in their own words and/or say what they learned from a text.

ELA CCSS (2011)	WA ELA (2024)
<p>and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	
<p><u>CCSS.ELA-LITERACY.RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><u>CCSS.ELA-LITERACY.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>CCSS.ELA-LITERACY.RI.3.9</u> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><u>WA.ELA-LITERACY.R3rd.6</u> Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.</p> <ol style="list-style-type: none"> Describe what the text makes them feel, think, and/or want to do and why. Explain the impact of images and specific words on the reader's understanding. Describe text features used in a genre and explain what they help the reader do or know. Compare and contrast the ideas, characters, settings, and plots of stories written by the same or different authors.
<p><u>CCSS.ELA-LITERACY.RL.3.6</u> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><u>CCSS.ELA-LITERACY.RI.3.6</u> Distinguish their own point of view from that of the author of a text.</p>	<p><u>WA.ELA-LITERACY.R3rd.7</u> Students evaluate texts.</p> <ol style="list-style-type: none"> Explain what they may or may not like about a topic, character, or event and why. Explain how the author, narrator, and/or a character's point of view is the same as or different from their own.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R3rd.8</u> Students use texts they have read for purposes relevant to them.</p> <ol style="list-style-type: none"> To better understand themselves and others, explore characters' thoughts and feelings. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts.

ELA CCSS (2011)	WA ELA (2024)
	<ul style="list-style-type: none"> c. Use information or examples from texts for discussions and projects. [See W3rd.3 and SLDF3rd.3.] d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W3rd.4b.]
<p><u>CCSS.ELA-LITERACY.RF.3.4.B</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>See <u>WA.ELA-LITERACY.L3rd.2</u></p>
<p><u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>See <u>WA.ELA-LITERACY.L3rd.1b</u> and <u>WA.ELA-LITERACY.L3rd.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>See <u>WA.ELA-LITERACY.L3rd.4</u></p>
<p><u>CCSS.ELA-LITERACY.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>See <u>WA.ELA-LITERACY.RML3rd.3</u></p>
<p><u>CCSS.ELA-LITERACY.RF.3.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>See <u>WA.ELA-LITERACY.L3rd.5b</u></p>
<p><u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Not in WA ELA (2024).</p>

4th GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.4.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.4.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading4th</u> Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R4th.1</u> Interact with and explore texts in a language-rich environment.</p> <ol style="list-style-type: none"> a. Select texts that interest them and/or that are recommended by peers and adults. b. Spend time exploring, viewing, reading, and/or listening to texts. c. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.
<p><u>CCSS.ELA-LITERACY.RL.4.5</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><u>WA.ELA-LITERACY.R4th.2</u> Students know and apply the basic features of print and how it is organized.</p> <ol style="list-style-type: none"> a. Recognize the distinguishing visual features of fiction, poetry, and plays.

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<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R4th.3</u> Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.</p>
<p><u>CCSS.ELA-LITERACY.RF.4.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.4.3.A</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>CCSS.ELA-LITERACY.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><u>WA.ELA-LITERACY.R4th.4</u> Students decode words with accuracy and fluency using grade-level word analysis skills.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.</p>
<p><u>CCSS.ELA-LITERACY.RF.4.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.4.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says</p>	<p><u>WA.ELA-LITERACY.R4th.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <p>a. Reflect on their purpose for reading.</p> <p>b. Preview the text by noting author, illustrator, topic, genre, images, and text structures.</p> <p>c. Use personal connections and content knowledge to visualize and make sense of the text.</p> <p>d. Make inferences and predictions, checking them against what’s in the text.</p> <p>e. Use a variety of strategies that encourage and maintain motivation to engage with a text.</p> <p>f. Re-connect when the flow of reading is interrupted using a variety of strategies.</p> <p>g. Explain how the visual elements in a text represent and/or add to its meaning.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> h. Summarize a text, referring to details and examples in the text. i. Describe a story's setting, major events, narrators, characters, and their viewpoints in depth, drawing on specific details in the text. j. Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	
<p><u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>CCSS.ELA-LITERACY.RL.4.9</u> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><u>WA.ELA-LITERACY.R4th.6</u> Students explain how the author, illustrator, and/or creator shape meaning and affect a reader’s experience of the text.</p> <ol style="list-style-type: none"> Explain what the text makes them feel, think, and/or want to do and why. Explain the impact of visual elements, including multimedia and text features, on the reader’s understanding. Compare and contrast the written and performed versions of poems and plays. Compare and contrast the point of view, characters, settings, and plots of stories written by the same or different authors.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R4th.7</u> Students evaluate texts.</p> <ol style="list-style-type: none"> Explain what they may or may not like about a topic, character, or event and why. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.

ELA CCSS (2011)	WA ELA (2024)
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R4th.8</u> Students use texts they have read for purposes relevant to them.</p> <ul style="list-style-type: none"> a. Explore why characters think, feel, and act as they do, given their circumstances. b. Use information or examples from texts for discussions and projects. [See W4th.3 and SLDF4th.3.] c. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W4th.4b.]
<p><u>CCSS.ELA-LITERACY.RF.4.4.B</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>See <u>WA.ELA-LITERACY.L4th.2</u></p>
<p><u>CCSS.ELA-LITERACY.RL.4.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>See <u>WA.ELA-LITERACY.L4th.4</u></p>
<p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>See <u>WA.ELA-LITERACY.L4th.4</u> and <u>WA.ELA-LITERACY.L4th.5</u></p>
<p><u>CCSS.ELA-LITERACY.RF.4.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Not in WA ELA (2024).</p>

5th GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RF.5.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.5.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.5.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading5th</u> Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R5th.1</u> Students interact with and explore texts in a language-rich environment.</p> <ol style="list-style-type: none"> a. Select texts that interest them and/or that are recommended by peers and adults. b. Spend time exploring, viewing, reading, and/or listening to texts. c. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.
	<p><u>WA.ELA-LITERACY.R5th.2</u> Students know and apply the basic features of print and how it is organized.</p> <ol style="list-style-type: none"> a. Recognize the distinguishing visual features of fiction and non-fiction texts.

ELA CCSS (2011)	WA ELA (2024)
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R5th.3</u> Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.</p>
<p><u>CCSS.ELA-LITERACY.RF.5.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.5.3.A</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>CCSS.ELA-LITERACY.RF.5.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><u>WA.ELA-LITERACY.R5th.4</u> Students decode words with accuracy and fluency using grade-level word analysis skills.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.</p>
<p><u>CCSS.ELA-LITERACY.RF.5.4.A</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-LITERACY.RL.5.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.5.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly</p>	<p><u>WA.ELA-LITERACY.R5th.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <p>a. Reflect on their purpose for reading.</p> <p>b. Preview the text by noting author, illustrator, topic, genre, images, and text structures.</p> <p>c. Use personal connections and content knowledge to visualize and make sense of the text.</p> <p>d. Make inferences and predictions, checking them against what’s in the text.</p> <p>e. Use a variety of strategies that encourage and maintain motivation to engage with a text.</p> <p>f. Re-connect when the flow of reading is interrupted using a variety of strategies.</p> <p>g. Explain how the visual elements in a text represent and/or add to its meaning.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RL.5.6</u> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><u>CCSS.ELA-LITERACY.RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> h. Summarize what a text is about, referring to details and examples in the text. i. Describe a story's setting, major events, narrators, characters, and their viewpoints, drawing on specific details in the text. j. Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information. k. Identify a theme or main idea that the text explores or develops, referring to details and/or examples.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	
<p><u>CCSS.ELA-LITERACY.RL.5.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><u>CCSS.ELA-LITERACY.RL.5.9</u> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><u>CCSS.ELA-LITERACY.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>WA.ELA-LITERACY.R5th.6</u> Students explain how the author, illustrator, and/or creator shape meaning and affect a reader’s experience of the text.</p> <ul style="list-style-type: none"> a. Explain what the text makes them feel, think, and/or want to do and why. b. Explain the impact of visual elements, including multimedia and text features, on the reader’s understanding. c. Analyze multiple accounts of the same event, topic, or story, noting important similarities and differences and the point of view they represent.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R5th.7</u> Students evaluate texts.</p> <ul style="list-style-type: none"> a. Explain what they may or may not like about a topic, character, or event and why. b. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R5th.8</u> Students use texts they have read for purposes relevant to them.</p> <ul style="list-style-type: none"> a. Explore why characters think, feel, and act as they do, given their circumstances. b. Use information or examples from texts for discussions and projects. [See W5th.3 and SLDF5th.3.] c. Use choices made by authors, illustrators, and creators as ideas for

ELA CCSS (2011)	WA ELA (2024)
	their own multimodal compositions. [See W5th.4b.]
<p><u>CCSS.ELA-LITERACY.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>See <u>WA.ELA-LITERACY.L5th.4</u> and <u>WA.ELA-LITERACY.L5th.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>See <u>WA.ELA-LITERACY.L5th.4</u> and <u>WA.ELA-LITERACY.L5th.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.5.7</u> 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.</p>	<p>See <u>WA.ELA-LITERACY.RML5th.2</u></p>
<p><u>CCSS.ELA-LITERACY.RF.5.4.B</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>See <u>WA.ELA-LITERACY.L5th.2</u></p>
<p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Starts in 6th: <u>WA.ELA-LITERACY.RML6th.4</u></p>
<p><u>CCSS.ELA-LITERACY.RI.5.8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Starts in 6th: <u>WA.ELA-LITERACY.RML6th.7d</u></p>
<p><u>CCSS.ELA-LITERACY.RF.5.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Not in WA ELA (2024).</p>

6th Grade

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.6.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.6.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading6th</u> Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p><u>CCSS.ELA-LITERACY.RL.6.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.6.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><u>WA.ELA-LITERACY.R6th.1</u> Students read self-selected texts.</p> <ol style="list-style-type: none"> Select texts that interest them and/or that are recommended by peers and adults. Spend time accessing and reading a variety of texts.
<p><u>CCSS.ELA-LITERACY.RI.6.7</u> 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.</p>	<p><u>WA.ELA-LITERACY.R6th.2</u> Students know and use text features.</p> <ol style="list-style-type: none"> Describe how visual elements in a text represent and/or add meaning to the written text.
<p>Not included in CCSS; new in WA ELA.</p>	<p><u>WA.ELA-LITERACY.R6th.3</u> Not in 6th.</p> <p><u>WA.ELA-LITERACY.R6th.4</u> Students read with accuracy and fluency.</p> <ol style="list-style-type: none"> Use combined knowledge to read accurately in context and out of context.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.6.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.6.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.6.3</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><u>CCSS.ELA-LITERACY.RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.RI.6.2</u> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><u>WA.ELA-LITERACY.R6th.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> a. Preview the text while reflecting on their purposes for reading. b. Visualize to make sense of the text. c. Make predictions and inferences, checking them against textual evidence. d. Maintain motivation and reconnect when the flow of reading is interrupted using a variety of strategies. e. Describe details they understand from the topic or story, including information, ideas, how a plot unfolds in a series of episodes, or how events and characters respond or change as the plot develops. f. Identify a theme or a main idea that the text explores or develops, referring to details and/or examples.

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; **analyze the impact of a specific word choice on meaning and tone.**

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

WA.ELA-LITERACY.R6th.6 **Students analyze texts.**

- a. **Analyze the specific viewpoint the author presents** on a topic, event, experience, question, idea, or controversy.
- b. **Identify details in a text that lead readers to make inferences** by using their previous experiences, assumptions, or expectations.
- c. **Analyze how the author introduces, illustrates, and develops key characters, events, or ideas.**
- d. **Explain how choices about language, organization, and visual elements advance the author's purpose** and fit within the genre, medium, or platform.
- e. **Compare and contrast similar content presented in different genres, mediums, and platforms.**

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.6.9</u> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R6th.7</u> Students evaluate texts.</p> <ol style="list-style-type: none"> Describe how well an element of a text effectively supports the reader to visualize and/or empathize. Describe how well an element of a text is relevant to the student and/or the intended audience. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.
<p><u>CCSS.ELA-LITERACY.RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.RI.6.2</u> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.W.6.8</u> 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.</p>	<p><u>WA.ELA-LITERACY.R6th.8</u> Students use texts they have read for purposes relevant to them.</p> <ol style="list-style-type: none"> Explore questions, issues, and skills relevant to their contexts using texts. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions.
<p><u>CCSS.ELA-LITERACY.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>WA.ELA-LITERACY.R6th.9</u> Students introduce and attribute a few pieces of textual evidence to support their analysis, evaluation, or use of a text.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.6.8</u> 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.</p>	
<p><u>CCSS.ELA-LITERACY.RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>See <u>WA.ELA-LITERACY.L6.4</u> and <u>WA.ELA-LITERACY.L6.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>See <u>WA.ELA-LITERACY.L6.4</u> and <u>WA.ELA-LITERACY.L6.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.6.8</u> 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.</p>	<p>Starts in 7th grade.</p>

7th GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.7.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading7th</u> Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p><u>CCSS.ELA-LITERACY.RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.7.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><u>WA.ELA-LITERACY.R7th.1</u> Students read self-selected texts.</p> <ol style="list-style-type: none"> Identify and select texts they want to read using various strategies. Spend time accessing and reading a variety of texts.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R7th.2</u> Students know and use text features.</p> <ol style="list-style-type: none"> Describe how visual elements in a text, including multimedia, text features, and formatting, represent and/or add meaning to the written text. Recognize and use the text features of a range of genres.
	<p><u>WA.ELA-LITERACY.R7th.3</u> Not in 7th.</p>
	<p><u>WA.ELA-LITERACY.R7th.4</u> Not in 7th.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.7.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RL.7.3</u> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><u>CCSS.ELA-LITERACY.RI.7.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><u>WA.ELA-LITERACY.R7th.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> Reflect on their purposes for reading. Visualize to make sense of the text. Make predictions and inferences and check them against textual evidence. Maintain motivation and reconnect when the flow of reading is interrupted. Describe details they understand from the topic or story, including how information, ideas, or elements of a story interact.
<p><u>CCSS.ELA-LITERACY.RI.7.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.7.5</u> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p><u>WA.ELA-LITERACY.R7th.6</u> Students analyze texts.</p> <ol style="list-style-type: none"> Analyze the specific viewpoint the author presents on a topic, event, experience, question, idea, or controversy. Analyze how readers make inferences by using their previous experiences, assumptions, or expectations to create meaning from the text. Analyze how an author structures content to lead the reader through experiences, ideas, information, or stories. Explain how choices about language, organization, and visual

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RL.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.7.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><u>CCSS.ELA-LITERACY.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><u>CCSS.ELA-LITERACY.RL.7.9</u> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a</p>	<p>elements advance the author's purpose and fit within the genre, medium, or platform.</p> <p>e. Compare and contrast similar content presented in different genres, mediums, and platforms.</p>

ELA CCSS (2011)	WA ELA (2024)
means of understanding how authors of fiction use or alter history.	
Not in ELA CCSS (2011); new in WA ELA (2024).	<p><u>WA.ELA-LITERACY.R7th.7</u> Students evaluate a text.</p> <ul style="list-style-type: none"> a. Describe how well an element of a text effectively supports the reader to visualize and/or empathize. b. Describe how well an element of a text is relevant to the student and/or the intended audience. c. Describe how well an element of a text engages the reader or provokes thought, understanding, or action.
<p><u>CCSS.ELA-LITERACY.RL.7.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><u>WA.ELA-LITERACY.R7th.8</u> Students use texts they have read for purposes relevant to them.</p> <ul style="list-style-type: none"> a. Explore questions, issues, and skills relevant to their contexts using texts. b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts. c. Identify a main idea or theme in a text relevant to their purpose/s for using a text and analyze its development over the course of a text. d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. e. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions.
<p><u>CCSS.ELA-LITERACY.RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says</p>	<p><u>WA.ELA-LITERACY.R7th.9</u> Students introduce and attribute several pieces of textual evidence to support their analysis, evaluation, or use of a text.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>explicitly as well as inferences drawn from the text.</p>	
<p><u>CCSS.ELA-LITERACY.RL.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>See <u>WA.ELA-LITERACY.L7th.5</u> and <u>WA.ELA-LITERACY.L7th.4</u></p>
<p><u>CCSS.ELA-LITERACY.RI.7.4</u> 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.</p>	<p>See <u>WA.ELA-LITERACY.L7th.5</u> and <u>WA.ELA-LITERACY.L7th.4</u></p>
<p><u>CCSS.ELA-LITERACY.RI.7.8</u> 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.</p>	<p>See <u>WA.ELA-LITERACY.RML7th.7d</u></p>
<p><u>CCSS.ELA-LITERACY.RL.7.6</u> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.7.9</u> 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.</p>	<p>Not in WA ELA (2024).</p>

8th GRADE

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.8.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.8.10</u> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading8th</u> Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p><u>CCSS.ELA-LITERACY.RL.8.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.8.10</u> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><u>WA.ELA-LITERACY.R8th.1</u> Students read self-selected texts.</p> <ol style="list-style-type: none"> a. Identify and select texts they want to read using various strategies. b. Spend time accessing and reading a variety of texts.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R8th.2</u> Students know and use text features.</p> <ol style="list-style-type: none"> a. Describe how visual elements in a text represent, organize, and/or add meaning to the written text. b. Recognize the text features of a range of genres.
	<p><u>WA.ELA-LITERACY.R8th.3</u> Not in 8th</p>
	<p><u>WA.ELA-LITERACY.R8th.4</u> Not in 8th</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.8.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.8.10</u> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p><u>CCSS.ELA-LITERACY.RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>WA.ELA-LITERACY.R8th.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> Preview the text while reflecting on their purposes for reading. Visualize to make sense of the text. Make predictions and inferences and check them against textual evidence. Maintain motivation and reconnect when the flow of reading is interrupted. Explain what they understand from a story, event, idea, or argument, including how information, ideas, or elements of a story interact.
<p><u>CCSS.ELA-LITERACY.RL.8.6</u> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><u>CCSS.ELA-LITERACY.RI.8.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<p><u>WA.ELA-LITERACY.R8th.6</u> Students analyze texts.</p> <ol style="list-style-type: none"> Analyze the specific viewpoint or argument the author presents on a topic, event, experience, question, idea, or controversy. Analyze the author's use of analogies, allusions, and repetition of words or sounds. Analyze how an author structures content to lead the reader through a story, experiences, ideas, information, or arguments. Analyze how choices about language, organization, and visual elements advance the author's purpose and fit within the genre, medium, or platform.

ELA CCSS (2011)	WA ELA (2024)
<p>meaning and tone, including analogies or allusions to other texts.</p> <p><u>CCSS.ELA-LITERACY.RI.8.4</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.8.3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><u>CCSS.ELA-LITERACY.RI.8.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><u>CCSS.ELA-LITERACY.RL.8.5</u> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>CCSS.ELA-LITERACY.RI.8.5</u> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><u>CSS.ELA-LITERACY.RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>e. Compare and contrast similar content presented in different genres, mediums, and platforms.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R8th.7</u> Students evaluate a text.</p> <ol style="list-style-type: none"> Explain how well an element of a text effectively supports the reader to visualize and/or empathize. Explain how well an element of a text is relevant to the student and/or the intended audience. Explain how well an element of a text engages the reader or provokes thought, understanding, or action.
<p><u>CCSS.ELA-LITERACY.RL.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><u>WA.ELA-LITERACY.R8th.8</u> Students use texts they have read for purposes relevant to them.</p> <ol style="list-style-type: none"> Explore questions, issues, and skills relevant to their contexts using texts. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts. Identify a main idea or theme in a text related to their purpose/s for using a text and analyze its development over the course of the text. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions.
<p><u>CCSS.ELA-LITERACY.RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>WA.ELA-LITERACY.R8th.9</u> Students introduce and attribute multiple pieces of textual evidence to support their analysis, evaluation, or use of a text.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>See <u>WA.ELA-LITERACY.L8.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.8.4</u> 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.</p>	<p>See <u>WA.ELA-LITERACY.L8.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.8.8</u> 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.</p>	<p>See <u>WA.ELA-LITERACY.RML8th.7d</u></p>
<p><u>CCSS.ELA-LITERACY.RL.8.7</u> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.8.9</u> 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.</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RL.8.9</u> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Not in WA ELA (2024).</p>

9th AND 10th GRADES

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.9–10.10</u> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.10</u> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading9th–10th</u> Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction texts, including those of historical and literary significance, from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.10</u> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.10</u> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><u>WA.ELA-LITERACY.R9th–10th.1</u> Students read self-selected texts.</p> <ol style="list-style-type: none"> Identify and select texts they want to read using various strategies. Spend time accessing and reading a variety of texts.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R9th–10th.2</u> Students know and use text features.</p> <ol style="list-style-type: none"> Use text features to identify sections of a longer text that are likely to contain needed information. Describe how text features cue the reader about how to interpret the text as one whole.
	<p><u>WA.ELA-LITERACY.9–10.3</u> Not in 9–10. <u>WA.ELA-LITERACY.9–10.4</u> Not in 9–10.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.10</u> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text</p>	<p><u>WA.ELA-LITERACY.R9th–10th.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> Preview the text while reflecting on

ELA CCSS (2011)	WA ELA (2024)
<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.10</u> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RL.9–10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.9–10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>their purposes for reading.</p> <p>b. Visualize to make sense of the text.</p> <p>c. Make predictions and inferences and check them against textual evidence.</p> <p>d. Maintain motivation and reconnect when the flow of reading is interrupted using various strategies.</p> <p>e. Explain what they understand from the topic or story, including how information or ideas unfold and relate, or how setting, events, and characters develop and interact to advance the story.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><u>WA.ELA-LITERACY.R9th–10th.6</u> Students analyze texts.</p> <p>a. Analyze the particular viewpoint presented in a text as a theme or main idea.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.9–10.6</u> 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.</p>	<p>b. Analyze how specific details contribute to a theme or main idea.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>c. Analyze how an author presents and organizes content to create understanding and effects such as mystery, tension, or surprise.</p> <p>d. Analyze how readers make inferences and interpret symbols by using their previous experiences, knowledge, assumptions, or expectations to create meaning from the text.</p>
<p><u>CCSS.ELA-LITERACY.RI.9–10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>e. Analyze how the author helps intended readers empathize with unfamiliar content by using metaphors and analogies based on what is familiar, concrete, or emotionally resonant.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>f. Analyze how two authors who write in the same genre make different choices about structure, language use, or literary techniques.</p>
<p><u>CCSS.ELA-LITERACY.RI.9–10.9</u> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>g. Analyze how different genres, mediums, and platforms represent similar content differently.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks)</p>	

ELA CCSS (2011)	WA ELA (2024)
<p>create such effects as mystery, tension, or surprise.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><u>CCSS.ELA-LITERACY.RL.9–10.7</u> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., <i>Auden's "Musée des Beaux Arts"</i> and <i>Breughel's Landscape with the Fall of Icarus</i>).</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.7</u> Analyze various accounts of a subject told in different mediums (e.g., <i>a person's life story in both print and multimedia</i>), determining which details are emphasized in each account.</p>	
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R9th–10th.7</u> Students evaluate texts.</p> <ol style="list-style-type: none"> a. Evaluate how well a text effectively supports the reader to visualize and/or empathize with concepts new to them. b. Evaluate how well a text engages the reader or provokes thought, understanding, or action. c. Evaluate to what extent a text is relevant to the student and/or the intended audience. d. Evaluate how well a text presents its intended purpose.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.9–10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.9</u> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p><u>WA.ELA-LITERACY.R9th–10th.8</u> Students use texts they have read for purposes relevant to them.</p> <ol style="list-style-type: none"> Explore questions, issues, and skills relevant to their contexts using texts. Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading. Identify a main idea or theme in a text relevant to their purpose/s for using a text and analyze its development over the course of a text. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. Use and adapt choices made by authors and creators as mentors for their own multimodal compositions.
<p><u>CCSS.ELA-LITERACY.RI.9–10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><u>WA.ELA-LITERACY.R9th–10th.9</u> Students introduce, attribute, and comment on strong relevant textual evidence to support their analysis, evaluation, or use of texts in discussions, writing, or presentations.</p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>See <u>WA.ELA-LITERACY.L9th–10th.5</u></p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.9–10.4</u> 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).</p>	<p>See <u>WA.ELA-LITERACY.L9th–10th.5</u></p>
<p><u>CCSS.ELA-LITERACY.RL.9–10.9</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>Not in WA ELA (2024).</p>

DRAFT

11th AND 12th GRADES

Reading

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RL.11–12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Priority: <u>WA.ELA-LITERACY.Reading11th–12th</u> Students read, comprehend, interpret, analyze, evaluate, use, and appreciate fiction, poetry, drama, and nonfiction texts, including those of historical and literary significance, from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.</p>
<p><u>CCSS.ELA-LITERACY.RL.11–12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><u>WA.ELA-LITERACY.R11th–12th.1</u> Students read a wide range of self-selected texts.</p> <ol style="list-style-type: none"> a. Identify and select relevant and engaging texts using various strategies. b. Spend time accessing and reading a variety of texts at and above their independent reading level.
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.R11th–12th.2</u> Students know and use text features.</p> <ol style="list-style-type: none"> a. Use text features to identify sections of a longer text that are likely to contain needed information. b. Describe how visual elements in a text represent, clarify, and/or add meaning to the written text. c. Describe how text features cue the reader about how to interpret the text as one whole.

ELA CCSS (2011)	WA ELA (2024)
	<u>WA.ELA-LITERACY.11-12.3</u> Not in 11-12.
	<u>WA.ELA-LITERACY.11-12.4</u> Not in 11-12.
<p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific</p>	<p><u>WA.ELA-LITERACY.11-12.5</u> Students comprehend and interpret texts using a variety of strategies.</p> <ol style="list-style-type: none"> Preview the text while reflecting on their purposes for reading. Visualize to make sense of the text. Make connections to prior knowledge and check them against textual evidence. Maintain motivation and reconnect when the flow of reading is interrupted. Describe what they understand from the topic or story, including how information or ideas unfold, relate, and develop.

ELA CCSS (2011)	WA ELA (2024)
<p>individuals, ideas, or events interact and develop over the course of the text.</p>	
<p><u>CCSS.ELA-LITERACY.RL.11–12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.6</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RL.11–12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.9</u> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11–12.4</u> Determine the meaning of words and phrases</p>	<p><u>WA.ELA-LITERACY.R.11th–12th.6</u> Students analyze texts.</p> <ol style="list-style-type: none"> a. Analyze the particular viewpoint presented in a theme or main idea and how it develops across the whole of a text. b. Analyze how an author presents and organizes content to create effects such as mystery, tension, or surprise. c. Analyze how figurative language and rhetorical devices affect the reader. d. Analyze how two authors who write in the same genre make different choices about structure, language use, or literary techniques and explain their effects. e. Analyze how different genres, mediums, and platforms represent similar content and affect the reader differently.

ELA CCSS (2011)	WA ELA (2024)
<p>as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><u>CCSS.ELA-LITERACY.RL.11–12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	
<p><u>CCSS.ELA-LITERACY.RI.11–12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.7</u> 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</p>	<p><u>WA.ELA-LITERACY.R11th–12th.7</u> Students evaluate texts.</p> <ol style="list-style-type: none"> a. Evaluate how well a text effectively supports the reader to visualize and/or empathize with concepts new to them. b. Evaluate how well an element of a text is relevant to the student and/or the intended audience. c. Evaluate how well a text engages the reader or provokes thought, understanding, or action. d. Evaluate how well a text fulfills its stated purpose.
<p><u>CCSS.ELA-LITERACY.RL.11–12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.2</u> Determine two or more central ideas of a</p>	<p><u>WA.ELA-LITERACY.R11th–12th.8</u> Students use texts they have read for purposes relevant to them.</p> <ol style="list-style-type: none"> a. Explore questions, issues, and skills relevant to their contexts using texts. b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading.

ELA CCSS (2011)	WA ELA (2024)
<p>text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11–12.9</u> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<ul style="list-style-type: none"> c. Identify a main idea or theme in a text relevant to their purpose/s for using a text and analyze its development over the course of a text. d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. e. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions.
<p><u>CCSS.ELA-LITERACY.RI.11–12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><u>WA.ELA-LITERACY.R11th–12th.9</u> Students introduce, attribute, and comment on sufficient relevant textual evidence to support their analysis, evaluation, or use of texts in discussions, writing, or presentations.</p>
<p><u>CCSS.ELA-LITERACY.RL.11–12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>See <u>WA.ELA-LITERACY. L11–12.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.11–12.4</u> 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).</p>	<p>See <u>WA.ELA-LITERACY. L11–12.5</u></p>
<p><u>CCSS.ELA-LITERACY.RI.11–12.7</u> Integrate and evaluate multiple sources of information presented in different media</p>	<p>See <u>Priority: WA.ELA-Literacy.Research11–12</u></p>

ELA CCSS (2011)	WA ELA (2024)
<p>or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	
<p><u>CCSS.ELA-LITERACY.RL.11–12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Not in WA ELA (2024).</p>
<p><u>CCSS.ELA-LITERACY.RI.11–12.8</u> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>Not in WA ELA (2024).</p>