

Draft RML Standards Crosswalk

Reading Media & Literacy Crosswalk

Purpose of this crosswalk

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

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

Crosswalk Key

ELA CCSS (2011)	WA ELA (2024)
Bolded text = alignment* <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

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Priority: <u>WA.ELA-Literacy.ResearchK</u> Students ask questions, seek answers from a variety of sources, and use their learning.</p>
<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.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>Priority: <u>WA.ELA-Literacy.MediaLiteracyK</u> Students identify the effects and parts of media messages and people who provide information.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RMLK.1</u> Students ask questions about a provided topic or things that make them curious.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</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.RMLK.2</u> Students seek answers from provided information sources.</p> <ol style="list-style-type: none"> Discuss where they might find answers to their questions. Identify a variety of print and digital information sources and where to find them, including libraries. Observe adults using digital search tools. Talk with adults or peers about the topic.
<p><u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>WA.ELA-LITERACY.RMLK.3</u> Students identify relevant information from their searches.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RMLK.4</u> Students use and/or share new learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RMLK.5</u> Students identify the effects of media messages. Identify how media messages make them feel.</p>
<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>WA.ELA-LITERACY.RMLK.6</u> Not in K.</p> <p><u>WA.ELA-LITERACY.RMLK.7</u> Students identify characteristics of different parts of media messages.</p> <ol style="list-style-type: none"> Identify facts and opinions within media messages. Identify what’s realistic and what’s pretend within media messages. Identify images within media messages.

ELA CCSS (2011)	WA ELA (2024)
<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>WA.ELA-LITERACY.RMLK.8</u> Students identify people who provide information.</p> <ul style="list-style-type: none"> a. Identify who decided what to include in a particular information source. b. Identify people who are experts on a particular topic and could provide information about it.
	<p><u>WA.ELA-LITERACY.RMLK.9</u> Not in K.</p>

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1st Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p><u>CCSS.ELA-LITERACY.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</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>Priority: <u>WA.ELA-Literacy.Research1</u> Students ask questions, seek answers from a variety of sources, and use their learning.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy1</u> Students identify the effects, purposes, and parts of media messages and people who provide information.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML1st.1</u> Students ask questions about a provided topic or things that make them curious.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p><u>CCSS.ELA-LITERACY.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</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>WA.ELA-LITERACY.RML1st.2</u> Students seek answers from provided information sources.</p> <ol style="list-style-type: none"> Discuss where they might find answers to their questions. Identify a variety of print and digital information sources and where to find them, including libraries. Contribute suggestions when adults use digital search tools. Talk with adults or peers about the topic.
<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.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>WA.ELA-LITERACY.RML1st.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML1st.4</u> Students use and/or share new learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML1st.5</u> Students identify the effects of media messages.</p> <ol style="list-style-type: none"> Identify how media messages make them feel.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML1st.6</u> Students identify the purposes of media messages.</p> <ol style="list-style-type: none"> Identify media messages that are selling something and media messages that are just for fun.
<p><u>CCSS.ELA-LITERACY.RI.1.6</u> Distinguish between information provided by pictures or other illustrations and</p>	<p><u>WA.ELA-LITERACY.RML1st.7</u> Students identify characteristics of different parts of media messages.</p>

ELA CCSS (2011)	WA ELA (2024)
information provided by the words in a text.	<ul style="list-style-type: none"> a. Identify facts and opinions within media messages. b. Identify what's realistic and what's pretend within media messages. c. Describe images within media messages.
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML1st.8</u> Students identify people who provide information.</p> <ul style="list-style-type: none"> a. Identify who decided what to include in a particular information source. b. Identify people who are experts on a particular topic and could provide information about it.
	<u>WA.ELA-LITERACY.RML1.9</u> Not in 1st grade

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2nd Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.2.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p> <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>Priority: <u>WA.ELA-Literacy.Research2</u> Students ask questions, seek answers using a variety of sources and tools, and use their learning.</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><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>Priority: <u>WA.ELA-Literacy.MediaLiteracy2</u> Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML2nd.1</u> Students ask questions about things that make them curious.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.2.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>WA.ELA-LITERACY.RML2nd.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for where they might find information based on what they and/or others know about the topic. Identify a variety of print and digital information sources and where to find them, including libraries. Contribute suggestions when adults use digital search tools. Talk with adults or peers about the topic.
<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.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><u>WA.ELA-LITERACY.RML2nd.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML2nd.4</u> Students use and/or share new learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML2nd.5</u> Students identify the effects of media messages.</p> <ol style="list-style-type: none"> Identify how media messages make them feel and what these emotions may make them want to say or do.
<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><u>WA.ELA-LITERACY.RML2nd.6</u> Students identify the purposes of media messages.</p> <ol style="list-style-type: none"> Identify media messages that are mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun.

ELA CCSS (2011)	WA ELA (2024)
<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><u>WA.ELA-LITERACY.RML2nd.7</u> Students compare different parts of media messages.</p> <ol style="list-style-type: none"> a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. Compare and contrast information on the same topic in two or more media messages from different sources. c. Describe how changing an image can change the meaning of a media message.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML2nd.8</u> Students identify people who provide information.</p> <ol style="list-style-type: none"> a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.
	<p><u>WA.ELA-LITERACY.RML2.9</u> Not in 2nd.</p>

3rd Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.</p> <p><u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</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>Priority: <u>WA.ELA-Literacy.Research3</u> Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy3</u> Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML3rd.1</u> Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.</p>
<p><u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.</p> <p><u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><u>WA.ELA-LITERACY.RML3rd.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for where they might find information based on what they and/or others know about the topic. Select and access a variety of relevant print and digital information sources, including by navigating libraries. Use different technologies and different search terms to generate different results when using teacher-moderated digital search tools. Talk with adults or peers with relevant experience or knowledge.

ELA CCSS (2011)	WA ELA (2024)
<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><u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><u>WA.ELA-LITERACY.RML3rd.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML3rd.4</u> Students use and/or share new learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML3rd.5</u> Students identify the effects of media messages.</p> <ul style="list-style-type: none"> a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML3rd.6</u> Students identify the purposes of media messages and how those purposes are achieved.</p> <ul style="list-style-type: none"> a. Determine whether a media message is mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun.

ELA CCSS (2011)	WA ELA (2024)
<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.RML3rd.7</u> Students compare different parts of media messages.</p> <ol style="list-style-type: none"> a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. Compare and contrast information on the same topic in two or more media messages from different sources. c. Describe how changing an image or the words used to describe an image can change the meaning of a media message.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML3rd.8</u> Students identify people who provide information.</p> <ol style="list-style-type: none"> a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML3rd.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals.</p> <ol style="list-style-type: none"> a. Identify how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. b. Identify how media messages capture their attention, so people or organizations benefit.

4th Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</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><u>CCSS.ELA-LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Priority: <u>WA.ELA-Literacy.Research4</u> Students ask and revise questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy4</u> Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML4th.1</u> Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</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><u>WA.ELA-LITERACY.RML4th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for where they might find information based on what they and/or others know about the topic. Select and access a variety of relevant print and digital information sources, including by navigating libraries. Use different technologies and different search terms to generate different results when using digital search tools. Talk with adults or peers with relevant experience or knowledge.
<p><u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p> <p><u>CCSS.ELA-LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RML4th.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML4th.4</u> Students use and/or share new learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML4th.5</u> Students identify the effects of media messages.</p> <ol style="list-style-type: none"> Identify how media messages make them feel and what these emotions may make them want to say or do. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML4th.6</u> Students identify the purposes of media messages and how those purposes are achieved.</p> <p>Determine whether a media message is mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun.</p>
<p><u>CCSS.ELA-LITERACY.RI.4.6</u></p> <p>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><u>WA.ELA-LITERACY.RML4th.7</u> Students compare different parts of media messages.</p> <ul style="list-style-type: none"> a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. Compare what multiple sources have to say about information that can be verified as true or false in a media message. c. Describe how changing an image or the words used to describe an image can change the meaning of a media message.
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML4th.8</u> Students identify people who create information sources and choices they make.</p> <ul style="list-style-type: none"> a. Identify individuals and/or organizations responsible for the content of information sources. b. Identify different ways to be an expert about a particular topic. c. Identify some of the choices those responsible for information sources make about what to include or exclude.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML4th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals.</p> <ul style="list-style-type: none"> a. Describe how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. b. Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit.

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5th Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</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><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><u>CCSS.ELA-LITERACY.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Priority: <u>WA.ELA-Literacy.Research5</u> Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy5</u> Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML5th.1</u> Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</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><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><u>WA.ELA-LITERACY.RML5th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for where they might find information based on what they and/or others know about the topic. Select and access a variety of relevant print and digital information sources, including by navigating libraries. Use digital search tools effectively, broadening and narrowing search terms as needed. Talk with adults or peers with relevant experience or knowledge.
<p><u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>CCSS.ELA-LITERACY.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RMLth5.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML5th.4</u> Students use and/or share new learning.</p>

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML5th.5</u> Students identify the effects of media messages.</p> <ol style="list-style-type: none"> a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML5th.6</u> Students identify the purposes of media messages and how those purposes are achieved.</p> <ol style="list-style-type: none"> a. Determine whether a media message is mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun.
<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.RML5th.7</u> Students compare different parts of media messages.</p> <ol style="list-style-type: none"> a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources have to say about it. c. Explain how changing an image or the words used to describe an image can change the meaning of a media message.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML5th.8</u> Students identify people who create information sources and choices they make.</p> <ul style="list-style-type: none"> a. Identify individuals and/or organizations responsible for the content of information sources. b. Identify different ways to be an expert about a particular topic. c. Identify some of the choices those responsible for information sources make about what to include or exclude.
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML5th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals.</p> <ul style="list-style-type: none"> a. Explain how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. b. Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit.

6th Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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>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>CCSS.ELA-LITERACY.W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Priority: <u>WA.ELA-Literacy.Research6</u> Students ask a variety of questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.RI.6.6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.6.9</u> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</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><u>CCSS.ELA-LITERACY.SL.6.3</u> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy6</u> Students think critically about the effects, purposes, and accuracy of media messages, the credibility of information sources, and how they will engage with media messages.</p>
<p><u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><u>WA.ELA-LITERACY.RML6th.1</u> Students ask questions, refining and asking new questions as understanding of the topic evolves.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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>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.RML6th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for how to start searching based on prior knowledge. Select and access a variety of relevant print and digital information sources, including by navigating libraries. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed. Identify people with relevant information to share.
<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.W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RML6th.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML6th.4</u> Students synthesize new learning to use and/or share.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML6th.5</u> Students identify how personal perspectives and dispositions affect people’s reactions to media messages.</p> <ol style="list-style-type: none"> Identify how emotional responses to media messages affect reactions. Identify how different levels of trust affect reactions to media messages.
<p><u>CCSS.ELA-LITERACY.RI.6.6</u> Determine an author's point of view or</p>	<p><u>WA.ELA-LITERACY.RML6th.6</u> Students identify the purposes of media messages and how those purposes are achieved.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message’s purpose.
<p><u>CCSS.ELA-LITERACY.RI.6.9</u> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</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><u>CCSS.ELA-LITERACY.SL.6.3</u> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><u>WA.ELA-LITERACY.RML6th.7</u> Students evaluate different parts of media messages when they’re looking for information that’s accurate.</p> <ul style="list-style-type: none"> a. Determine whether statements in media messages can be verified as true or false, express an opinion, or make a claim. b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. c. Describe how technology can be used to manipulate images, video, and audio. d. Determine whether there’s evidence to support claims in media messages.
<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.RML6th.8</u> Students evaluate the credibility of information sources.</p> <ul style="list-style-type: none"> a. Identify those responsible for the content of an information source. b. Determine whether those responsible for information sources have expertise about the topic. c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML6th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals.</p> <ul style="list-style-type: none"> a. Describe how media messages can have consequences for themselves and/or their communities. b. Describe how technology helps determine how information spreads. c. Distinguish between intentional and unintentional motivations for spreading different types of information.

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7th Grade

Research & Media Literacy

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



ELA CCSS (2011)	WA ELA (2024)
<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.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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><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><u>CCSS.ELA-LITERACY.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Priority: <u>WA.ELA-Literacy.MediaLiteracy7</u> Students think critically about the effects, purposes, and accuracy of media messages, the credibility of information sources, and how they will engage with media messages.</p>
<p><u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><u>WA.ELA-LITERACY.RML7th.1</u> Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>WA.ELA-LITERACY.RML7th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for how to start searching based on prior knowledge. Select and access a variety of relevant print and digital information sources, including by navigating libraries. Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately. Identify people with relevant information to share.
<p><u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RML7th.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML7th.4</u> Students synthesize new learning to use and/or share.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML7th.5</u> Students describe how personal perspectives and dispositions affect people’s reactions to media messages.</p> <ol style="list-style-type: none"> Describe how emotional responses to media messages affect reactions. Identify how different levels of openness to considering new ideas affect reactions to media messages.
<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</p>	<p><u>WA.ELA-LITERACY.RML7th.6</u> Students explain the purposes of media messages and the techniques used to create them.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>author distinguishes his or her position from that of others.</p>	<ol style="list-style-type: none"> a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message’s purpose.
<p><u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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><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><u>CCSS.ELA-LITERACY.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><u>WA.ELA-LITERACY.RML7th.7</u> Students evaluate different parts of media messages when they’re looking for information that’s accurate.</p> <ol style="list-style-type: none"> a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way. b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. c. Explain how technology can be used to manipulate images, video, and audio. d. Determine whether evidence presented to support a claim in media messages does so effectively.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>WA.ELA-LITERACY.RML7th.8</u> Students evaluate the credibility of information sources.</p> <ol style="list-style-type: none"> a. Identify those responsible for the content of an information source, including content generated by technology. b. Determine whether those responsible for information sources have expertise about the topic. c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML7th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals.</p> <ol style="list-style-type: none"> a. Describe how media messages can have consequences for themselves and/or their communities. b. Describe how technology helps determine how information spreads. c. Distinguish between intentional and unintentional motivations for spreading different types of information. d. Describe how people get their news and how this has changed over time.

8th Grade

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.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><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Priority: <u>WA.ELA-Literacy.Research8</u> Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy8</u> Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will engage with media messages.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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><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><u>CCSS.ELA-LITERACY.SL.8.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	
<p><u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused</p>	<p><u>WA.ELA-LITERACY.RML8th.1</u> Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>questions that allow for multiple avenues of exploration.</p>	
<p><u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.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><u>WA.ELA-LITERACY.RML8th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for how to start searching based on prior knowledge. Select and access a variety of relevant print and digital information sources, including by navigating libraries. Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately. Identify people with relevant information to share.
<p><u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RML8th.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML8th.4</u> Students synthesize new learning to use and/or share.</p>

ELA CCSS (2011)	WA ELA (2024)
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML8th.5</u> Students explain how personal perspectives and dispositions affect people’s reactions to media messages.</p> <ul style="list-style-type: none"> a. Explain how emotional responses to media messages affect reactions. b. Identify how different criteria for determining what is true affect reactions to and interpretations of media messages.
<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.SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><u>WA.ELA-LITERACY.RML8th.6</u> Students explain the purposes of media messages and the techniques used to create them.</p> <ul style="list-style-type: none"> a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message’s purpose.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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><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><u>CCSS.ELA-LITERACY.SL.8.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><u>WA.ELA-LITERACY.RML8th.7</u> Students evaluate different parts of media messages when they're looking for information that's accurate, logical, and/or fair.</p> <ol style="list-style-type: none"> a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way. b. Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. c. Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated. d. Evaluate the logic of claims in media messages and the strength of evidence used to support them.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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>WA.ELA-LITERACY.RML8th.8</u> Students evaluate the credibility of information sources.</p> <ol style="list-style-type: none"> Identify those responsible for the content of an information source, including content generated by technology. Determine whether those responsible for information sources have expertise about the topic. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately. Determine whether those responsible for information sources exhibit a perspective relevant to the topic and, if so, to what extent that perspective has been affected by bias.
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML8th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals.</p> <ol style="list-style-type: none"> Explain how media messages can have consequences for themselves and/or their communities. Describe how technology helps determine how information spreads. Distinguish between intentional and unintentional motivations for spreading different types of information. Describe how people get their news and how this has changed over time.

9th–10th Grades

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.9–10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9–10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.SL.9–10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><u>CCSS.ELA-LITERACY.W.9–10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Priority: <u>WA.ELA-Literacy.Research9–10</u> Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.</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><u>CCSS.ELA-LITERACY.SL.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>Priority: WA.ELA-Literacy.MediaLiteracy9th-10th</u> Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will participate in the information ecosystem.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.9–10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.1</u> Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.</p>
<p><u>CCSS.ELA-LITERACY.W.9–10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9–10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.SL.9–10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> a. Generate ideas for how to initiate their search based on prior knowledge. b. Select and access print and digital information sources most relevant to the discipline and context of the inquiry. c. Use digital tools effectively, adapting search terms as needed and using technology appropriately. d. Identify people with relevant information to share.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.9–10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9–10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.4</u> Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.5</u> Students explain how personal perspectives and dispositions affect people’s reactions to media messages.</p> <ol style="list-style-type: none"> a. Explain how emotional responses to media messages affect reactions. b. Explain how relevant cognitive biases affect reactions to and interpretations of media messages.
<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><u>WA.ELA-LITERACY.RML9th–10th.6</u> Students analyze the purposes of media messages and the techniques used to create them.</p> <ol style="list-style-type: none"> a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message’s purpose.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.SL.9–10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><u>CCSS.ELA-LITERACY.RI.9–10.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><u>CCSS.ELA-LITERACY.SL.9–10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.7</u> Students evaluate components of media messages in the context of a need for information that's accurate, logical, and/or fair.</p> <ol style="list-style-type: none"> a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way. b. Evaluate the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. c. Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated. d. Evaluate the strength of claims in media messages.

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ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.9–10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.SL.9–10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <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><u>CCSS.ELA-LITERACY.SL.9–10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><u>WA.ELA-LITERACY.RML9th–10th.8</u> Students evaluate the credibility of information sources.</p> <ol style="list-style-type: none"> Identify those responsible for the content of an information source, including content generated by technology. Evaluate the expertise of those responsible for information sources. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources. Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML9th–10th.9</u> Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals.</p> <ol style="list-style-type: none"> a. Explain how media messages can have consequences for themselves, society, and/or their communities. b. Explain how technology helps determine how information spreads. c. Explain mechanisms that contribute to the intentional spread of different types of information. d. Explain how economic structures and societal attitudes affect the spread of information, including who can access and/or disseminate it.

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11th–12th Grades

Research & Media Literacy

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.11–12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.11–12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</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>CCSS.ELA-LITERACY.SL.11–12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Priority: <u>WA.ELA-Literacy.Research11th–12th</u> Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>Priority: <u>WA.ELA-Literacy.MediaLiteracy11th-12th</u> Students think critically about the effects, purposes, accuracy, logic, and fairness of media messages, the credibility of information sources, and how they will participate in the information ecosystem.</p>
<p><u>CCSS.ELA-LITERACY.SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
<p><u>CCSS.ELA-LITERACY.SL.11-12.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<p><u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.11–12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>WA.ELA-LITERACY.RML11th–12th.1</u> Students ask different types of questions, refining and asking new questions as understanding of the topic evolves.</p>

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ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.11–12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>WA.ELA-LITERACY.RML11th–12th.2</u> Students seek answers from information sources.</p> <ol style="list-style-type: none"> Generate ideas for how to initiate their search based on prior knowledge. Select and access print and digital information sources most relevant to the discipline and context of the inquiry. Use digital tools effectively, adapting search terms as needed and using technology appropriately. Identify people with relevant information to share.
<p><u>CCSS.ELA-LITERACY.W.11–12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</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>CCSS.ELA-LITERACY.SL.11–12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.11–12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.11–12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>WA.ELA-LITERACY.RML11th–12th.3</u> Students gather relevant information using a variety of strategies.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML11th–12th.4</u> Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.</p>
<p>Not in ELA CCSS (2011); new in WA ELA (2024)</p>	<p><u>WA.ELA-LITERACY.RML11th–12th.5</u> Students analyze how personal perspectives and dispositions affect people’s reactions to media messages.</p> <ol style="list-style-type: none"> a. Analyze how emotional responses to media messages affect reactions. b. Analyze how relevant cognitive biases affect reactions to and interpretations of media messages.
<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>WA.ELA-LITERACY.RML11th–12th.6</u> Students analyze the purposes of media messages and the techniques used to create them.</p> <ol style="list-style-type: none"> a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message’s purpose.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><u>WA.ELA-LITERACY.RML11th-12th.7</u> Students evaluate components of media messages in the context of a need for information that's accurate, logical, and/or fair.</p> <ol style="list-style-type: none"> Determine whether components of a media message can be verified as true or false or need to be evaluated another way. Evaluate the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it. Analyze whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated. Evaluate the strength of claims in media messages.

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ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.W.11–12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.SL.11–12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</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.SL.11–12.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><u>WA.ELA-LITERACY.RML11th–12th.8</u> Students evaluate the credibility of information sources.</p> <ol style="list-style-type: none"> Identify those responsible for the content of an information source, including content generated by technology. Evaluate the expertise of those responsible for information sources. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources. Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024)	<p><u>WA.ELA-LITERACY.RML11th–12th.9</u> Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals.</p> <ol style="list-style-type: none"> a. Analyze how media messages can have consequences for themselves, society, and/or their communities. b. Analyze how technology helps determine how information spreads. c. Analyze mechanisms that contribute to the intentional spread of different types of information. d. Analyze how policies, economic structures, and societal attitudes affect the spread of information, including who can access and/or disseminate it.

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