Draft Language Standards Crosswalk

Purpose of this crosswalk

This crosswalk is a draft showing alignment* between the reading standards in the Washington (WA) State K–12 Learning Standards for ELA (2011) and the Washington (WA) State K–12 Learning Standards for ELA (2024). This crosswalk can be used to understand how the Washington (WA) State K–12 Learning Standards for ELA (2011) 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

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
Bolded text = alignment* *Bolded text indicates alignment* between the WA ELA (2024) standards and ELA Common Core (2011) standards within the same row.	**Bolded text** = alignment* *Bolded text indicates alignment* 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 State K–12 Learning Standards for ELA (2024) standard. This reflects the re-structuring of the WA State K–12 Learning Standards for ELA (2011) 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 WA State K–12 Learning Standards for ELA (2011) corresponds to the skill described in the WA State K–12 Learning Standards for 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 WA State K–12 Learning Standards for ELA (2011). Additional context may be needed for educators to fully implement the WA State K–12 Learning Standards for ELA (2024).

For example, many skills related to civil discussion described in the *Speaking and Listening* strand of the WA State K–12 Learning Standards for ELA (2011)are aligned to skills described in the *Speaking Listening, and Digital Forums* strand of the WA State K–12 Learning Standards for ELA (2024), but these skills are framed by the WA State K–12 Learning Standards for ELA (2024)

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in the context of both in-person and digital discussions.

Similarly, standard 4a in the WA State K–12 Learning Standards for ELA (2024) *Language* strand is written to be inclusive of multiple approaches to determining or clarifying the meaning of new and multiple-meaning words and phrases. A standard in the WA State K–12 Learning Standards for ELA (2011) *Language* strand calls out a specific method of determining or clarifying meaning: using glossaries or dictionaries. These two standards are aligned, but the revised WA State K–12 Learning Standards for ELA (2024) standard can also use methods in addition to use of glossaries or dictionaries that are not named in the WA State K–12 Learning Standards for ELA (2011).

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 State K–12 Learning Standards for ELA (2024) standards assume that educators are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

The WA State K–12 Learning Standards for 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 collaborative and independent. For example, the creation of this document is the result of collaborations between multiple professionals, including 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.

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Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.K.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.K.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.LanguageK **Students develop command of the English language to speak and write** clearly, and to comprehend more fully when reading, listening, or viewing.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.LK.1 Students notice when and why language is used differently at school, at home, and with peers.
	   a. Name familiar objects and topics as said at school, at home, and with peers.
	   b. Identify when a word, phrase or sentence best answers a question.

	WA.ELA-LITERACY.LK.2 Not in K.

CCSS.ELA-LITERACY.L.K.1.F **Produce and expand complete sentences in shared language activities.**
 	
CCSS.ELA-LITERACY.L.K.2.B **Recognize and name end punctuation.**
	WA.ELA-LITERACY.LK.3 **Students produce and expand complete sentences in group** and individual **activities in the context of conversations and writing** about experiences, events, and kindergarten content.
	   a. **Produce simple sentences.**
	   b. **Expand simple sentences** by adding information or details that clarify the message.
	   c. **Capitalize the first word in a sentence.**
	   d. **Recognize and name end punctuation.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	WA.ELA-LITERACY.LK.4 **Students use words and phrases acquired through conversations, reading, and being read to.**
	  a. **Determine or clarify the meaning of new and multiple-meaning words and phrases.**
	  b. Understand and **use high frequency nouns, verbs, and prepositions.**
	  c. **Understand and use question words.**
	  d. **Form regular plural nouns orally by adding /s/ or /es/.**
	  e. **Capitalize the pronoun *I*.**

CCSS.ELA-LITERACY.L.K.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**	
CCSS.ELA-LITERACY.L.K.4.A **Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**	
CCSS.ELA-LITERACY.L.K.1.B **Use frequently occurring nouns and verbs.**	
CCSS.ELA-LITERACY.L.K.1.E **Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**	
CCSS.ELA-LITERACY.L.K.1.D **Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**	
CCSS.ELA-LITERACY.L.K.1.C **Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**	
CCSS.ELA-LITERACY.L.K.2.A **Capitalize the first word in a sentence and the pronoun I.**	

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.K.5 **With guidance and support from adults*, explore word relationships and nuances in word meanings.** CCSS.ELA-LITERACY.L.K.4.B **Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.** CCSS.ELA-LITERACY.L.K.5.C **Identify real-life connections between words and their use (e.g., note places at school that are colorful).** CCSS.ELA-LITERACY.L.K.5.A **Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.** CCSS.ELA-LITERACY.L.K.5.B **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).** CCSS.ELA-LITERACY.L.K.5.D **Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**	WA.ELA-LITERACY.LK.5 **Students explore word relationships and distinguish shades of meaning** in the context of kindergarten conversations and reading about experiences, events, and ideas. a. **Use the most frequently occurring affixes as a clue to the meaning of an unknown word.** b. **Identify real-life connections between words and their use by sorting common objects into categories to gain a sense of the concepts the categories represent.** c. **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.** d. **Distinguish shades of meaning among verbs describing the same general action.**
CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)	
CCSS.ELA-LITERACY.L.K.2.C **Write a letter or letters for** most consonant and short-vowel **sounds** (phonemes).	See WA.ELA-LITERACY.RK.2d WA.ELA-LITERACY.RK.2e
CCSS.ELA-LITERACY.L.K.2.D **Spell simple words** phonetically, drawing on knowledge of sound-letter relationships.	See WA.ELA-LITERACY.RK.2d WA.ELA-LITERACY.RK.2e
CCSS.ELA-LITERACY.L.K.1.A **Print many upper- and lowercase letters.**	See WA.ELA-LITERACY.RK.2d WA.ELA-LITERACY.RK.2e

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1st Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.1.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.1.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language1st **Students develop command of the English language to speak and write** clearly, and to comprehend more fully when reading, listening, or viewing.
Not in ELA CCSS (2011); new in WA ELA (2024).	WA.ELA-LITERACY.L1st.1 Students notice when and why language is used differently at school, at home, and with peers. a. Compare the names of objects and topics as said at school, at home, and with peers. b. Identify when a word, phrase or sentence best answer a question.
	WA.ELA-LITERACY.L1st.2 Not in 1.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.1.1.J **Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**
 	
CCSS.ELA-LITERACY.L.1.1.C **Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
 	
CCSS.ELA-LITERACY.L.1.1.E **Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).**
 	
CCSS.ELA-LITERACY.L.1.2 **Demonstrate command of the conventions of standard English capitalization, punctuation,** and spelling **when writing**.
 	
CCSS.ELA-LITERACY.L.1.2.C **Use commas in dates and to separate single words in a series.**
 	
CCSS.ELA-LITERACY.L.1.2.A **Capitalize dates and names of people.**
 	
CCSS.ELA-LITERACY.L.1.2.B **Use end punctuation for sentences.**
	WA.ELA-LITERACY.L1st.3 **Students produce and expand sentences in group and individual activities in the context of** conversations and **writing** about experiences, events, and first grade content.
	  a. **Expand simple sentences** by adding information or details that clarify the message.
	  b. **Use the matching verb form for singular and plural nouns in basic sentences.**
	  c. **Use verbs to convey a sense of past, present, and future.**
	  d. **Capitalize the first word in a sentence, dates, and proper nouns.**
	  e. **Use commas in dates and to separate single words in a series.**
	  f. **Use periods, exclamation points, and question marks to show the difference between a statement, exclamation, and question.**

CCSS.ELA-LITERACY.L.1.4	WA.ELA-LITERACY.L1st.4 Students
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.
CCSS.ELA-LITERACY.L.1.6	a. **Determine or clarify the meaning of new and multiple-meaning words and phrases.**
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	b. **Use common, proper, and possessive nouns.**
	c. **Use personal, possessive, and indefinite pronouns.**
CCSS.ELA-LITERACY.L.1.1.B	d. **Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.**
Use common, proper, and possessive nouns.	e. **Spell simple and frequently occurring irregular words by using common and/or irregular spelling patterns.**
CCSS.ELA-LITERACY.L.1.1.D	f. **Use _'s_ with nouns to show possession.**
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	
CCSS.ELA-LITERACY.L.1.1.F	
Use frequently occurring adjectives.	
CCSS.ELA-LITERACY.L.1.1.I	
Use frequently occurring prepositions (e.g., during, beyond, toward).	
CCSS.ELA-LITERACY.L.1.1.G	
Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
CCSS.ELA-LITERACY.L.1.1.H	
Use determiners (e.g., articles, demonstratives).	
CCSS.ELA-LITERACY.L.1.2.D	
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
CCSS.ELA-LITERACY.L.1.5	WA.ELA-LITERACY.L1st.5 **Students explore**
With guidance and support from adults*,	**word relationships and distinguish shades**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

demonstrate understanding of word relationships and nuances in word meanings.
 	
CCSS.ELA-LITERACY.L.1.5.C
Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 	
CCSS.ELA-LITERACY.L.1.4.C
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 	
CCSS.ELA-LITERACY.L.1.4.B
Use frequently occurring affixes as a clue to the meaning of a word.
 	
CCSS.ELA-LITERACY.L.1.5.A
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 	
CCSS.ELA-LITERACY.L.1.5.B
Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 	
CCSS.ELA-LITERACY.L.1.4.A
Use sentence-level context as a clue to the meaning of a word or phrase.
 	
CCSS.ELA-LITERACY.L.1.5.D
Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	of meaning in the context of first grade conversations and reading about experiences, events, and ideas.
	   a. **Use frequently occurring root words** as a clue to the meaning of an unknown word.
	   b. **Use the most frequently occurring affixes as a clue to the meaning of an unknown word.**
	   c. **Sort and define words by category according to their use and by one or more key attributes.**
	   d. **Use sentence-level context as a clue to the meaning of a word or phrase.**
	   e. **Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.1.3 (L.1.3 begins in grade 2)	
CCSS.ELA-LITERACY.L.1.1.A **Print all upper- and lowercase letters.**	See WA.ELA-LITERACY.R1st.2a
CCSS.ELA-LITERACY.L.1.2.E **Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**	See WA.ELA-LITERACY.R1st.2a
CCSS.ELA-LITERACY.L.2.2.D **Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).**	See WA.ELA-LITERACY.R1st.2a

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2nd Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.2.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.2.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.2.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language2nd **Students develop command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening,** or viewing.
CCSS.ELA-LITERACY.L.2.3.A **Compare formal and informal uses of English.** CCSS.ELA-LITERACY.L.2.5.A **Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**	WA.ELA-LITERACY.L2nd.1 Students notice when and why language is used differently at school, at home, and with peers. a. **Compare formal and informal uses of language.** b. **Identify real-life connections between words and what they represent.**
Not in ELA CCSS (2024); new in WA ELA (2024).	WA.ELA-LITERACY.L2nd.2 Students read grade-level text orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.2.1.F
Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
 	
CCSS.ELA-LITERACY.L.2.1.E
Use adjectives and adverbs, and choose between them depending on what is to be modified.
 	
CCSS.ELA-LITERACY.L.2.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using **adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**
 	
CCSS.ELA-LITERACY.L.2.1.D
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 	
CCSS.ELA-LITERACY.L.2.2.A
Capitalize holidays, product names, and geographic names.
 	
CCSS.ELA-LITERACY.L.2.2.B
Use commas in greetings and closings of letters.
	WA.ELA-LITERACY.L2nd.3 **Students produce and expand sentences** in group and individual activities in the context of conversations and writing about experiences, events, and second grade content.
	  a. **Produce, expand, and rearrange complete simple and compound sentences.**
	  b. Give more detail or be more specific by **using adjectives and adverbs.**
	  c. Use the matching verb form for singular and plural nouns in basic sentences.
	  d. **Form and use the past tense of frequently occurring irregular verbs.**
	  e. **Capitalize holidays and the names of people, places, and products.**
	  f. **Use commas in greetings and the closing of** cards, **letters,** and emails.
	  g. Use periods, exclamation points, and question marks to end statements, exclamations, and questions.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 	
CCSS.ELA-LITERACY.L.2.4.E
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
 	
CCSS.ELA-LITERACY.L.2.2.D
Generalize learning spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
 	
CCSS.ELA-LITERACY.L.2.1.A
Use collective nouns (e.g., group).
 	
CCSS.ELA-LITERACY.L.2.1.B
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 	
CCSS.ELA-LITERACY.L.2.1.C
Use reflexive pronouns (e.g., myself, ourselves).
 	
CCSS.ELA-LITERACY.L.2.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, **including using adjectives** and adverbs **to describe (e.g., When other kids are happy that makes me happy).**
 	
CCSS.ELA-LITERACY.L.2.2.C
Use an apostrophe to form contractions and frequently occurring possessives.
	WA.ELA-LITERACY.L2nd.4 **Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.**
	  a. **Determine or clarify the meaning of new and multiple-meaning words and phrases.**
	  b. **Generalize learned spelling patterns**.
	  c. **Use collective nouns and irregular plural nouns.**
	  d. **Use reflexive pronouns.**
	  e. **Understand and use high frequency adjectives**, prepositions, conjunctions, and determiners.
	  f. **Use apostrophes to form contractions and possessives.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.2.5 **Demonstrate understanding of word relationships and nuances in word meanings.**
 	
CCSS.ELA-LITERACY.L.2.4.C **Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**
 	
CCSS.ELA-LITERACY.L.2.4.B **Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**
 	
CCSS.ELA-LITERACY.L.2.4.D **Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).**
 	
CCSS.ELA-LITERACY.L.2.4.A **Use sentence-level context as a clue to the meaning of a word or phrase.**
 	
CCSS.ELA-LITERACY.L.2.5.B **Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).**
 	
CCSS.ELA-LITERACY.L.2.1.E **Use adjectives and adverbs**, **and choose between them depending on what is to be modified.**
	WA.ELA-LITERACY.L2nd.5 **Students explore word relationships and distinguish shades of meaning** in the context of second grade conversations and reading.
	  a. **Use known root words and prefixes as a clue to the meaning of an unknown word.**
	  b. **Use knowledge of individual words as a clue to the meaning of compound words.**
	  c. **Use sentence-level context as a clue to the meaning of a word or phrase.**
	  d. **Distinguish shades of meaning among closely related verbs, adjectives, and adverbs.**

CCSS.ELA-LITERACY.L.2.1.D **Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).**	See WA.ELA-LITERACY.R2nd.4f

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.2.2.E **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**	See WA.ELA-LITERACY.W2nd.9b

3rd Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.3.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.3.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.3.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language3rd **Students demonstrate command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening,** or viewing**.**
CCSS.ELA-LITERACY.L.3.3.B **Recognize and observe differences between the conventions of spoken and written standard English.** CCSS.ELA-LITERACY.L.3.5.A **Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**	WA.ELA-LITERACY.L3rd.1 **Students notice when and why language is used differently** according to the setting. a. Compare formal and informal uses of language and the contexts in which they occur. b. **Distinguish literal, figurative** and colloquial **meanings of words and phrases.**
CCSS.ELA-LITERACY.L.3.1.A **Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**	WA.ELA-LITERACY.L3rd.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. a. **Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.3.1.I
Produce simple, compound, and complex sentences.
 	
CCSS.ELA-LITERACY.L.3.1.H
Use coordinating and subordinating conjunctions.
 	
CCSS.ELA-LITERACY.L.3.1.G
Form and **use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**
 	
CCSS.ELA-LITERACY.L.3.1.E
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 	
CCSS.ELA-LITERACY.L.3.1.F
Ensure subject-verb and pronoun-antecedent agreement.
 	
CCSS.ELA-LITERACY.L.3.1.D
Form and use regular and irregular **verbs.**
 	
CCSS.ELA-LITERACY.L.3.2.A
Capitalize appropriate words in titles.
 	
CCSS.ELA-LITERACY.L.3.2.B
Use commas in addresses.
 	
CCSS.ELA-LITERACY.L.3.2.C
Use commas and quotation marks in dialogue.
	WA.ELA-LITERACY.L3rd.3 **Students produce** and expand **sentences** in group and individual activities in the context of conversations and writing about experiences, events, and third grade content.
	  a. **Produce**, expand, and combine **simple, compound, and complex sentences using coordinating and subordinating conjunctions** with appropriate punctuation.
	  b. Give more detail or enhance descriptions by **using comparative and superlative adjectives and adverbs.**
	  c. **Form and use simple verb tenses with subject-verb and pronoun-antecedent agreement.**
	  d. **Capitalize the appropriate words in titles.**
	  e. **Use commas in addresses.**
	  f. **Use commas and quotation marks in dialogue.**

CCSS.ELA-LITERACY.L.3.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**	WA.ELA-LITERACY.L3rd.4 **Students determine the meaning of and use words and phrases acquired through conversations, reading,** and being read to**.** a. **Determine or clarify the meaning of new and multiple-meaning words and phrases.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.3.6 **Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).** CCSS.ELA-LITERACY.L.3.4.D **Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.** CCSS.ELA-LITERACY.L.3.5.A **Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).** CCSS.ELA-LITERACY.L.3.1.C **Use abstract nouns (e.g., childhood).** CCSS.ELA-LITERACY.L.3.3.A **Choose words and phrases for effect.** CCSS.ELA-LITERACY.L.3.4.B **Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).** CCSS.ELA-LITERACY.L.3.4.C **Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).** CCSS.ELA-LITERACY.L.3.2.F **Use spelling patterns and generalizations (e.g., word families, position-based**	b. Identify and **use abstract** and concrete **nouns** and the words that describe them. c. **Use conventional spelling patterns and generalizations.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.2.E **Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).**	

CCSS.ELA-LITERACY.L.3.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
CCSS.ELA-LITERACY.L.3.4.A
Use sentence-level context as a clue to the meaning of a word or phrase.
 	
CCSS.ELA-LITERACY.L.3.5.C
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	WA.ELA-LITERACY.L3rd.5 **Students explore word relationships and distinguish shades of meaning** in the context of third grade conversations and reading.
	   a. **Use root words,** prefixes, and **suffixes as clues to the meaning of an unknown word.**
	   b. **Use sentence-level context as a clue to the meaning of a word or phrase.**
	   c. **Distinguish shades of meaning among words that describe states of mind or degrees of certainty.**

CCSS.ELA-LITERACY.L.3.1.B **Form and use regular and irregular plural nouns.**	See WA.ELA-LITERACY.L2nd.4b**
CCSS.ELA-LITERACY.L.3.2.D **Form and use possessives.**	See WA.ELA-LITERACY.L2nd.4e**
CCSS.ELA-LITERACY.L.3.2.G **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**	See WA.ELA-LITERACY.W3rd.9b
CCSS.ELA-LITERACY.L.3.5.B **Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).**	See WA.ELA-LITERACY.L2nd.1b**

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4th Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.4.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.4.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.4.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language4th **Students demonstrate command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening,** or viewing**.**

CCSS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	WA.ELA-LITERACY.4th.1 **Students identify** and discuss **when and why language is used differently according to the setting.**
	  a. **Differentiate between contexts and situations that call for formal and informal discourse.**
	  b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.4th.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 	
CCSS.ELA-LITERACY.L.4.1.E
Form and use prepositional phrases.
 	
CCSS.ELA-LITERACY.L.4.1.D
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 	
CCSS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 	
CCSS.ELA-LITERACY.L.4.1.B
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 	
CCSS.ELA-LITERACY.L.4.2.A
Use correct capitalization.
 	
CCSS.ELA-LITERACY.L.4.2.B
Use commas and quotation marks to mark direct speech and quotations from a text.
 	
CCSS.ELA-LITERACY.L.4.3.B
Choose punctuation for effect.
	WA.ELA-LITERACY.4th.3 **Students produce and expand sentences in group and individual activities** in the context of conversations and writing about experiences, events, and fourth grade content.
	    a. **Produce,** expand, and combine simple, compound, and complex **sentences, including the use of prepositional phrases.**
	    b. **Order adjectives within sentences according to conventional patterns.**
	    c. Form and **use modal auxiliaries to convey various conditions.**
	    d. **Capitalize the appropriate words in titles.**
	    e. **Use commas in addresses.**
	    f. **Use commas and quotation marks to mark dialogue, direct speech, and quotations.**

CCSS.ELA-LITERACY.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 	
CCSS.ELA-LITERACY.L.4.6
Acquire and **use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**
 	
CCSS.ELA-LITERACY.L.4.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 	
CCSS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 	
CCSS.ELA-LITERACY.L.4.1.A
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 	
CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).
 	
CCSS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.
	WA.ELA-LITERACY.4th.4 **Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.**
	   a. **Determine or clarify the meaning of new and multiple-meaning words and phrases.**
	   b. Identify and use abstract and concrete nouns and the words that describe them.
	   c. Identify and **use relative pronouns and adverbs.**
	   d. **Use frequently confused words correctly, including homonyms.**
	   e. **Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling.**

CCSS.ELA-LITERACY.L.4.5 **Demonstrate understanding of figurative**	WA.ELA-LITERACY.4th.5 **Students demonstrate understanding of figurative**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.4.4.B **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).** CCSS.ELA-LITERACY.L.4.5.C **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).** CCSS.ELA-LITERACY.L.4.5.A **Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.** CCSS.ELA-LITERACY.L.4.5.B **Recognize and explain the meaning of common idioms,** adages, **and proverbs.**	language, **explore word relationships and distinguish shades of meaning** in the context of fourth grade conversations and reading about experiences, events, and ideas. a. **Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.** b. **Compare words to their synonyms and antonyms to better understand nuances in their meanings.** c. Distinguish shades of meaning among words that describe states of mind or degrees of certainty. d. **Recognize and explain the meaning of simple similes, metaphors, idioms, and proverbs.**
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	See WA.ELA-LITERACY.L3rd.3a**
CCSS.ELA-LITERACY.L.4.3.A **Choose words and phrases to convey ideas precisely.**	See WA.ELA-LITERACY.W4th.2a
CCSS.ELA-LITERACY.L.4.4.A **Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**	See WA.ELA-LITERACY.L3rd.5b**

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5th Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.5.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.5.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.5.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language5th **Students demonstrate command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening,** or viewing.
CCSS.ELA-LITERACY.L.5.3.B **Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.**	WA.ELA-LITERACY.L5th.1 Students identify and discuss when and why language is used differently according to the setting. a. **Compare and contrast the varieties of English used in stories, dramas, poems, and other media.** b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.
CCSS.ELA-LITERACY.L.5.1.A **Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**	WA.ELA-LITERACY.L5th.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. a. **Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.** b. Use a variety of knowledge and skills to read unfamiliar multisyllabic words in context accurately.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.5.3.A
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 	
CCSS.ELA-LITERACY.L.5.1.B
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 	
CCSS.ELA-LITERACY.L.5.1.C
Use verb tense to convey various times, sequences, states, and conditions.
 	
CCSS.ELA-LITERACY.L.5.1.D
Recognize and correct inappropriate shifts in verb tense.
 	
CCSS.ELA-LITERACY.L.5.2.D
Use underlining, quotation marks, or italics to indicate titles of works.
 	
CCSS.ELA-LITERACY.L.5.2.A
Use punctuation to separate items in a series.
 	
CCSS.ELA-LITERACY.L.5.2.B
Use a comma to separate an introductory element from the rest of the sentence.
 	
CCSS.ELA-LITERACY.L.5.2.C
Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	WA.ELA-LITERACY.L5th.3 **Students produce, expand, combine, and reduce sentences** in group and individual activities in the context of conversations and writing about experiences, events, and fifth grade content.
	    a. **Form and use the perfect verb tenses,** ensuring subject-verb and pronoun-antecedent agreement.
	    b. **Form and use different verb tenses and modal auxiliaries to convey various times, sequences, states, and conditions.**
	    c. **Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others.**
	    d. **Use commas appropriately.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.5.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.** CCSS.ELA-LITERACY.L.5.6 **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).** CCSS.ELA-LITERACY.L.5.4.C **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.** CCSS.ELA-LITERACY.L.5.1.E **Use correlative conjunctions (e.g., either/or, neither/nor).** CCSS.ELA-LITERACY.L.5.4.A **Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**	WA.ELA-LITERACY.L5th.4 **Students determine the meaning of and use words and phrases acquired through conversations, reading,** and being read to. a. **Determine or clarify the meaning of new and multiple-meaning words and phrases.** b. Identify and **use corelating conjunctions.** c. Use frequently confused words correctly, including homonyms.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.5.5.A **Interpret figurative language, including similes and metaphors, in context.** CCSS.ELA-LITERACY.L.5.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** CCSS.ELA-LITERACY.L.5.4.B **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).** CCSS.ELA-LITERACY.L.5.5.B **Recognize and explain the meaning of common idioms, adages, and proverbs.** CCSS.ELA-LITERACY.L.5.5.C **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**	WA.ELA-LITERACY.L5th.5 **Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning** in the context of fifth grade conversations and reading about experiences, events, and ideas. a. **Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.** b. **Compare words to their synonyms and antonyms to better understand nuances in their meanings.** c. **Recognize, interpret, and explain the meaning of similes, metaphors, adages, idioms, and proverbs.**
CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, **consulting references as needed.**	See WA.ELA-LITERACY.W5th.9b
CCSS.ELA-LITERACY.L.5.4.A **Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**	See WA.ELA-LITERACY.L3rd.5b**

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6th Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.6.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.6.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.6.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language6th **Students demonstrate command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening,** or viewing.
CCSS.ELA-LITERACY.L.6.1.E **Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**	WA.ELA-LITERACY.L6th.1 Students identify and discuss when and why language is used differently according to the setting. a. **Compare and contrast the varieties of English used in different settings and media.** b. Distinguish literal and figurative meanings of words and phrases between contexts.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.L6th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.
CCSS.ELA-LITERACY.L.6.3.A **Vary sentence patterns for meaning, reader/listener interest, and style.** CCSS.ELA-LITERACY.L.6.2.A **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**	WA.ELA-LITERACY.L6th.3 **Students vary sentence patterns for meaning,** clarity**, and style** in group and individual activities **in the context of conversations and writing** about experiences, events, and sixth grade content. a. **Use commas, parentheses, and dashes to set off additional information and/or elements within a sentence.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.6.3.B **Maintain consistency in style and tone.**	
CCSS.ELA-LITERACY.L.6.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.** CCSS.ELA-LITERACY.L.6.6 **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.** CCSS.ELA-LITERACY.L.6.4.A **Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.** CCSS.ELA-LITERACY.L.6.1.A **Ensure that pronouns are in the proper case (subjective, objective, possessive)**. CCSS.ELA-LITERACY.L.6.1.B **Use intensive pronouns (e.g., myself, ourselves).** CCSS.ELA-LITERACY.L.6.1.C **Recognize and correct inappropriate shifts in pronoun number and person.** CCSS.ELA-LITERACY.L.6.1.D **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**	WA.ELA-LITERACY.L6th.4 **Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading,** and being read to**.** a. **Use context as a clue to the meaning of a word of phrase.** b. **Identify and use pronouns accurately.** c. **Use resources to verify or define the meaning of a word or phrase.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.6.4.C **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.** CCSS.ELA-LITERACY.L.6.4.D **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**	

CCSS.ELA-LITERACY.L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
CCSS.ELA-LITERACY.L.6.5.B
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 	
CCSS.ELA-LITERACY.L.6.4.B
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 	
CCSS.ELA-LITERACY.L.6.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
 	
CCSS.ELA-LITERACY.L.6.5.A
Interpret figures of speech (e.g., personification) in context.
	WA.ELA-LITERACY.L6th.5 **Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning** in the context of sixth grade conversations and reading about experiences, events, and ideas.
	  a. **Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.**
	  b. **Distinguish among the use and connotations of words with similar denotations.**
	  c. **Recognize, interpret, and explain figures of speech.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.7.3.A **Choose language that expresses ideas precisely and concisely**, recognizing and eliminating wordiness and redundancy.	See WA.ELA-LITERACY.L6th.3a**
CCSS.ELA-LITERACY.L.6.2.B Spell correctly.	Not in WA State K–12 Learning Standards for ELA (2024).

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7th Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.7.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.7.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.7.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language7th **Students demonstrate command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening, or viewing.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.L7th.1 Students identify and discuss when and why language is used differently according to the setting.
	   a. Compare and contrast the varieties of English used by different groups based on content, context, and media.
	   b. Describe the different uses and traditions of references and allusion used in stories, dramas, poems, and other media.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.L7th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.7.1.A **Explain the function of phrases and clauses in general and their function in specific sentences.** CCSS.ELA-LITERACY.L.7.1.B **Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.** CCSS.ELA-LITERACY.L.7.1.C **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**	WA.ELA-LITERACY.L7th.3 **Students vary sentence patterns for meaning, clarity,** and style in group and individual activities in the context of conversations and writing about experiences, events, and seventh grade content. <ol type="a"> **Identify, use, and explain the function of different kinds of phrases and clauses.** **Communicate the relationship among ideas through syntax and punctuation.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 	
CCSS.ELA-LITERACY.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 	
CCSS.ELA-LITERACY.L.7.4.A
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 	
CCSS.ELA-LITERACY.L.7.4.C
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 	
CCSS.ELA-LITERACY.L.7.4.D
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	WA.ELA-LITERACY.L7th.4 **Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading,** and viewing.
	    a. **Use context as a clue to the meaning of a word of phrase.**
	    b. **Identify and use pronouns accurately.**
	    c. **Use resources to verify or define the meaning of a word or phrase.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
CCSS.ELA-LITERACY.L.7.4.B
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 	
CCSS.ELA-LITERACY.L.7.5.B
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 	
CCSS.ELA-LITERACY.L.7.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
 	
CCSS.ELA-LITERACY.L.7.5.A
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	WA.ELA-LITERACY.L7th.5 **Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning** in the context of seventh grade conversations and reading about experiences, events, and ideas.
	   a. **Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.**
	   b. **Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.**
	   c. **Recognize, interpret, and explain figures of speech, including literary, biblical, and mythological allusions.**

CCSS.ELA-LITERACY.L.7.3.A **Choose language that expresses ideas precisely and concisely**, recognizing and eliminating wordiness and redundancy.	See WA.ELA-LITERACY.W7th.2a
CCSS.ELA-LITERACY.L.7.2.A **Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).**	See WA.ELA-LITERACY.L5th.3d**
CCSS.ELA-LITERACY.L.7.2.B Spell correctly.	Not in WA State K–12 Learning Standards for ELA (2024).

** The WA State K–12 Learning Standards for ELA (2021) standard in this row is aligned to WA State K–12 Learning Standards for ELA (2024) standard in this row at a lower grade level. Since

students should continue to demonstrate skills and knowledge acquired at previous grade levels, not all language skills are repeatedly listed in successive grades in WA State K–12 Learning Standards for ELA (2024).

8th Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.8.3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** CCSS.ELA-LITERACY.L.8.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.8.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Language8th **Students demonstrate command of the English language to speak and write** clearly, **and to comprehend more fully when reading, listening,** or viewing.
CCSS.ELA-LITERACY.L.8.3.A **Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).**	WA.ELA-LITERACY.L8th.1 Students identify and discuss when and why language is used differently according to the setting. a. Compare and contrast the varieties of English used by different groups based on content, context, and media. b. **Describe the different uses of active and passive voice and in the conditional and subjunctive moods** by different language communities **to communicate emphasis, uncertainty, agreement, or disagreement.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.L8th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy. a. Reflect the pauses and cadence expressed through punctuation. b. Reflect shifts in voice and mood

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
	through intonation, cadence, and/ or gesture.
CCSS.ELA-LITERACY.L.8.2.A **Use punctuation (comma, ellipsis, dash) to indicate a pause or break.** CCSS.ELA-LITERACY.L.8.2.B **Use an ellipsis to indicate an omission.** CCSS.ELA-LITERACY.L.8.1.A **Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**	WA.ELA-LITERACY.L8th.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar. a. **Communicate the relationship among ideas through syntax and punctuation.** b. **Use punctuation to indicate a pause, break, or omission.**
CCSS.ELA-LITERACY.L.8.1.B **Form and use verbs in the active and passive voice.** CCSS.ELA-LITERACY.L.8.1.C **Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.** CCSS.ELA-LITERACY.L.8.1.D **Recognize and correct inappropriate shifts in verb voice and mood.**	WA.ELA-LITERACY.L8th.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and eighth grade content. a. **Form and use the active and passive voices.** b. **Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.8.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** CCSS.ELA-LITERACY.L.8.5.B **Use the relationship between particular words to better understand each of the words.** CCSS.ELA-LITERACY.L.8.5.C **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).** CCSS.ELA-LITERACY.L.8.4.B **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).** CCSS.ELA-LITERACY.L.8.5.A **Interpret figures of speech (e.g. verbal irony, puns) in context.**	WA.ELA-LITERACY.L8th.5 **Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning** in the context of eighth grade conversations and reading about experiences, events, and ideas. a. **Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.** b. **Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.** c. **Recognize, interpret, and explain figures of speech in context.**
CCSS.ELA-LITERACY.L.8.4 **Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies**.	See WA.ELA-LITERACY.L7th.4**
CCSS.ELA-LITERACY.L.8.4.A **Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**	See WA.ELA-LITERACY.L7th.4a**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.8.4.C **Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**	See WA.ELA-LITERACY.L7th.4c**
CCSS.ELA-LITERACY.L.8.4.D **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**	See WA.ELA-LITERACY.L7th.4c**
CCSS.ELA-LITERACY.L.8.6 **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	See WA.ELA-LITERACY.L7th.4**
CCSS.ELA-LITERACY.L.8.2.C Spell correctly.	Not in WA State K–12 Learning Standards for ELA (2024).

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9th–10th Grade

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.9-10.3 **Apply knowledge of language** to understand how language functions in different contexts, **to make effective choices for meaning or style, and to comprehend more fully when reading or listening**. CCSS.ELA-LITERACY.L.9-10.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.9-10.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Langauge9th-10th **Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening,** or viewing.
CCSS.ELA-LITERACY.L.9-10.3 **Apply knowledge of language to understand how language functions in different contexts,** to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	WA.ELA-LITERACY.L9th-10th.1 **Students identify and discuss when and why language is used differently according to the setting.** a. **Compare and contrast how language is used by different groups based on content, context, and media.** b. Describe the different forms and uses of attribution by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.L9th-10th.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy. a. Reflect the pauses and cadence expressed through punctuation. b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.9-10.1.A **Use parallel structure.**	WA.ELA-LITERACY.L9th-10th.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar. a. **Use parallel structure.**

CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling **when writing.**
 	
CCSS.ELA-LITERACY.L.9-10.1.B
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 	
CCSS.ELA-LITERACY.L.9-10.2.B
Use a colon to introduce a list or quotation.
 	
CCSS.ELA-LITERACY.L.9-10.2.A
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	WA.ELA-LITERACY.L9th-10th.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.
	    a. **Communicate the relationship among ideas, including quotations and citations, through** syntax and **punctuation.**
	    b. **Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.**
	    c. Form and use the active and passive voices.
	    d. **Use the colon and semicolon accurately.**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
CCSS.ELA-LITERACY.L.9-10.5.B
Analyze nuances in the meaning of words with similar denotations.
 	
CCSS.ELA-LITERACY.L.9-10.4.B
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 	
CCSS.ELA-LITERACY.L.9-10.5.A
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	WA.ELA-LITERACY.L9th-10th.5 **Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning** in the context of grade-level conversations and reading about experiences, events, and ideas.
	  a. **Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.**
	  b. **Recognize, interpret, and explain figures of speech in context and analyze their role in communicating nuanced meaning.**

CCSS.ELA-LITERACY.L.9-10.3.A **Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.**	See WA.ELA-LITERACY.W9th-10th.9b
CCSS.ELA-LITERACY.L.9-10.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**	See WA.ELA-LITERACY.L7th.4**
CCSS.ELA-LITERACY.L.9-10.6 **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	See WA.ELA-LITERACY.L7th.4**

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.9-10.4.A **Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**	See WA.ELA-LITERACY.L7th.4a**
CCSS.ELA-LITERACY.L.9-10.4.C **Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.**	See WA.ELA-LITERACY.L7th.4c**
CCSS.ELA-LITERACY.L.9-10.4.D **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**	See WA.ELA-LITERACY.L7th.4c**
CCSS.ELA-LITERACY.L.9-10.2.C Spell correctly.	Not in WA State K–12 Learning Standards for ELA (2024).

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11th–12th GRADE

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.11-12.3 **Apply knowledge of language** to understand how language functions in different contexts, **to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** CCSS.ELA-LITERACY.L.11-12.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** CCSS.ELA-LITERACY.L.11-12.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	Priority: WA.ELA-Literacy.Langauge11th-12th **Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening,** or viewing.

CCSS.ELA-LITERACY.L.11-12.3 **Apply knowledge of language to understand how language functions in different contexts,** to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 	
CCSS.ELA-LITERACY.L.11-12.1.A **Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**
	WA.ELA-LITERACY.L11th-12th.1 **Students identify and discuss when and why language is used differently according to the** content, **context,** and setting**.**
	  a. **Describe how language use changes over time.**
	  b. **Reflect on and make language decisions in context based on community language use, even when contested.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.L11th-12th.2 Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.
	  a. Reflect the pauses and cadence expressed through layout and punctuation.
	  b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.

	WA.ELA-LITERACY. L11th-12th.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.
CCSS.ELA-LITERACY.L.11-12.3.A **Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.** CCSS.ELA-LITERACY.L.11-12.2.A **Observe hyphenation conventions.**	WA.ELA-LITERACY. L11th-12th.4 **Students vary sentence patterns for meaning, clarity, and style** in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content. a. **Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.** b. **Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.**
CCSS.ELA-LITERACY.L.11-12.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** CCSS.ELA-LITERACY.L.11-12.4.B **Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).** CCSS.ELA-LITERACY.L.11-12.5.A **Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.** CCSS.ELA-LITERACY.L.11-12.5.B **Analyze nuances in the meaning of words with similar denotations.**	WA.ELA-LITERACY. L11th-12th.5 **Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning** in the context of grade-level grade conversations and reading about experiences, events, and ideas. a. **Identify and use patterns of word change that indicate part of speech or changes in meaning.** b. **Recognize, interpret, and explain figurative language** and rhetorical devices **in context and analyze their role in communicating nuanced meaning.**
CCSS.ELA-LITERACY.L.11-12.1.B **Resolve issues of** complex or contested **usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.**	See WA.ELA-LITERACY.L7th.4c**

CCSS.ELA-LITERACY.L.11-12.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on grades 11–12 reading and content, **choosing flexibly from a range of strategies.**	See WA.ELA-LITERACY.L7th.4**
CCSS.ELA-LITERACY.L.11-12.4.A **Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phras**e.	See WA.ELA-LITERACY.L7th.4a**
CCSS.ELA-LITERACY.L.11-12.6 **Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening** at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	See WA.ELA-LITERACY.L7th.4**
CCSS.ELA-LITERACY.L.11-12.4.C **Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.**	See WA.ELA-LITERACY.L7th.4c**
CCSS.ELA-LITERACY.L.11-12.4.D **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**	See WA.ELA-LITERACY.L7th.4c**
CCSS.ELA-LITERACY.L.11-12.2.B **Spell correctly.**	Not in WA ELA (2024).

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Draft Reading Standards Crosswalk

Purpose of this crosswalk

This crosswalk is a draft showing alignment* between the reading standards in the (WA) State K–12 Learning Standards for ELA (2011) and the Washington (WA) State K–12 Learning Standards for ELA (2024). 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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Bolded text = alignment* *Bolded text indicates alignment* between the WA K–12 Learning Standards for ELA (2024) standards and ELA Common Core (2011) standards within the same row.	**Bolded text** = alignment* *Bolded text indicates alignment* between the WA K–12 Learning Standards for ELA (2024) standards and WA K–12 Learning Standards for ELA (2011) standards within the same row.
	Plain text = new in WA K–12 Learning Standards for ELA (2024).

Note: Many WA State K–12 Learning Standards for ELA (2011)standards are repeated in a single crosswalk with different relevant portions bolded. This repetition indicates that different parts of a single WA State K–12 Learning Standards for ELA (2011)standard align to more than one WA State K–12 Learning Standards for ELA (2024) standard. This reflects the re-structuring of the WA State K–12 Learning Standards for ELA 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 WA State K–12 Learning Standards for ELA (2011) corresponds to the skill described in the WA State K–12 Learning Standards for 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 WA State K–12 Learning Standards for ELA (2011). Additional context may be needed for educators to fully implement the WA State K–12 Learning Standards for ELA (2024).

For example, many skills related to civil discussion described in the *Speaking and Listening* strand of the WA State K–12 Learning Standards for ELA are aligned to skills described in the *Speaking Listening, and Digital Forums* strand of the WA State K–12 Learning Standards for ELA

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(2024), but these skills are framed by the WA State K–12 Learning Standards for ELA (2024) in the context of both in-person and digital discussions.

Similarly, many standards in the WA State K–12 Learning Standards for ELA (2024) *Writing* strand are written to be inclusive of multiple approaches to composition, while some standards in the WA State K–12 Learning Standards for ELA (2011) *Writing* strand promote only one approach. For example, the WA State K–12 Learning Standards for 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 WA State K–12 Learning Standards for ELA (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 State K–12 Learning Standards for ELA (2024) standard, more than three approaches to introductions are supported by the WA State K–12 Learning Standards for 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 State K–12 Learning Standards for ELA **(2024) standards assume that educators are always balancing students' independence with guidance and support.** While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

The WA State K–12 Learning Standards for 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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RF.K.4 **Read emergent-reader texts with purpose and understanding.** CCSS.ELA-LITERACY.RL.K.10 **Actively engage in group reading activities with purpose and understanding.** CCSS.ELA-LITERACY.RI.K.10 **Actively engage in group reading activities with purpose and understanding.**	Priority: WA.ELA-LITERACY.ReadingK **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.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.RK.1 Students interact with and explore texts in a language-rich environment. 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.
CCSS.ELA-LITERACY.RF.K.1 **Demonstrate understanding of the organization and basic features of print.** CCSS.ELA-LITERACY.RF.K.1.A **Follow words from left to right, top to bottom, and page by page.** CCSS.ELA-LITERACY.RI.K.5 **Identify the front cover, back cover, and title page of a book.** CCSS.ELA-LITERACY.RF.K.1.D **Recognize and name all upper- and lowercase letters of the alphabet.**	WA.ELA-LITERACY.RK.2 **Students know and apply the basic features of print and how it is organized.** a. Distinguish drawings from letters and words in a print-rich environment. b. **Follow a text from top to bottom, left to right, and page by page.** c. **Identify front and back covers,** titles, **and the title page of printed books.** d. **Recognize, name,** and print **the lowercase and uppercase letters** and the sounds they represent with automaticity.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RF.K.1.B **Recognize that spoken words are represented in written language by specific sequences of letters.** CCSS.ELA-LITERACY.RF.K.1.C **Understand that words are separated by spaces in print.**	e. **Recognize that spoken words are represented in written language by specific sequences of letters.** f. **Recognize that spoken words are separated by spaces in print.**
CCSS.ELA-LITERACY.RF.K.2 **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** CCSS.ELA-LITERACY.RF.K.2.B **Count, pronounce, blend, and segment syllables in spoken words.** CCSS.ELA-LITERACY.RF.K.2.C **Blend and segment onsets and rimes of single-syllable spoken words.** CCSS.ELA-LITERACY.RF.K.2.D **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/.)** CCSS.ELA-LITERACY.RF.K.2.A **Recognize and produce rhyming words.** CCSS.ELA-LITERACY.RF.K.2.E **Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**	WA.ELA-LITERACY.RK.3 **Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness).** 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 three-phoneme (consonant-vowel-consonant, or CVC) words.** c. **Blend and segment onsets and rhymes of single syllable spoken words.** d. **Recognize and produce rhyming words.** e. **Add,** delete, **or substitute individual spoken sounds (phonemes) in simple words to form new words.** f. Parse individual words within spoken phrases and sentences.
CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	WA.ELA-LITERACY.RK.4 **Students decode words with accuracy and fluency using grade-level word analysis skills.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RF.K.3.A **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.** CCSS.ELA-LITERACY.RF.K.3.B **Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.** CCSS.ELA-LITERACY.RF.K.3.C **Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**	a. **Demonstrate knowledge of one-to-one letter-sound correspondence by producing the most common sounds for each consonant.** 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.
CCSS.ELA-LITERACY.RF.K.4 **Read emergent-reader texts with purpose and understanding.** CCSS.ELA-LITERACY.RL.K.10 **Actively engage in group reading activities with purpose and understanding.** CCSS.ELA-LITERACY.RI.K.10 **Actively engage in group reading activities with purpose and understanding.** CCSS.ELA-LITERACY.RL.K.6 **With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.** CCSS.ELA-LITERACY.RI.K.6 **Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**	WA.ELA-LITERACY.RK.5 **Students comprehend and interpret texts, including shared reading and read alouds**, using a variety of strategies**.** 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.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RL.K.5 **Recognize common types of texts (e.g., storybooks, poems).** CCSS.ELA-LITERACY.RL.K.7 **With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).** CCSS.ELA-LITERACY.RI.K.7 **With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).** CCSS.ELA-LITERACY.RL.K.3 **With prompting and support**, **identify characters, settings, and major events in a story.** CCSS.ELA-LITERACY.RL.K.1 **With prompting and support, ask and answer questions about key details in a text.** CCSS.ELA-LITERACY.RI.K.1 **With prompting and support, ask and answer questions about key details in a text.** CCSS.ELA-LITERACY.RL.K.2 **With prompting and support, retell familiar stories, including key details.** CCSS.ELA-LITERACY.RI.K.2 **With prompting and support, identify the main topic and retell key details of a text**.	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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.K.9 **With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**	WA.ELA-LITERACY.RK.6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. a. Reflect on what the text makes them feel, think, and/or want to do. 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 WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.RK.7 Students evaluate texts. a. Say what they may or may not like about a text and why.
CCSS.ELA-LITERACY.RL.K.9 **With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**	WA.ELA-LITERACY.RK.8 Students use texts they have read for purposes relevant to them. 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.]
	WA.ELA-LITERACY.RK.9 Not in K.
CCSS.ELA-LITERACY.RL.K.4 **Ask and answer questions about unknown words in a text.**	See WA.ELA-LITERACY.LK.5

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.K.4 **With prompting and support, ask and answer questions about unknown words in a text.**	See WA.ELA-LITERACY.LK.5
CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Not in WA K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Not in WA K–12 Learning Standards for ELA (2024).

* The WA State K–12 Learning Standards for ELA (2024) standards assume that educators at all grade levels are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

1st GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.1.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.1.10 **With prompting and support*, read prose and poetry** of appropriate complexity for grade 1. CCSS.ELA-LITERACY.RI.1.10 **With prompting and support, read informational texts appropriately complex for grade 1.**	Priority: WA.ELA-LITERACY.Reading1st **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.

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R1st.1 Students interact with and explore texts in a language-rich environment.
	   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.

CCSS.ELA-LITERACY.RF.1.1 **Demonstrate understanding of the organization and basic features of print.**
 	
 CCSS.ELA-LITERACY.RF.1.1.A **Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**
	WA.ELA-LITERACY.R1st.2 **Students know and apply the basic features of print and how it is organized.**
	   a. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.
	   b. **Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**

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CCSS.ELA-LITERACY.RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 	
CCSS.ELA-LITERACY.RF.1.2.C
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 	
CCSS.ELA-LITERACY.RF.1.2.B
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 	
CCSS.ELA-LITERACY.RF.1.2.D
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	WA.ELA-LITERACY.R1st.3 **Students know and apply how concepts of sounds, syllables, words, and silence function in speech** (phonological awareness).
	   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.

| CCSS.ELA-LITERACY.RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.1.3.A
Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-LITERACY.RF.1.3.B
Decode regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.1.3.C
Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-LITERACY.RF.1.3.D
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CCSS.ELA-LITERACY.RF.1.3.E
Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-LITERACY.RF.1.3.F
Read words with inflectional endings.

CCSS.ELA-LITERACY.RF.1.3.G
Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.RF.1.4
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.1.4.B
Read grade-level text orally **with accuracy, appropriate rate, and expression on successive readings.** | WA.ELA-LITERACY.R1st.4 **Students decode words with accuracy and fluency using grade-level word analysis skills.**
  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**. |

CCSS.ELA-LITERACY.RF.1.4.A
Read grade-level text with purpose and understanding.
 	
CCSS.ELA-LITERACY.RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
 	
CCSS.ELA-LITERACY.RI.1.10
With prompting and support, read informational texts appropriately complex for grade 1.
 	
CCSS.ELA-LITERACY.RI.1.2
Identify the main **topic and retell key details of a text.**
 	
CCSS.ELA-LITERACY.RI.1.7
Use the illustrations and details **in a text to describe its** key **ideas**.
 	
CCSS.ELA-LITERACY.RL.1.1
Ask and answer questions about key details in a text.
 	
CCSS.ELA-LITERACY.RI.1.1
Ask and answer questions about key details in a text.
 	
CCSS.ELA-LITERACY.RL.1.3
Describe characters, settings, and major events in a story, using key details.
 	
CCSS.ELA-LITERACY.RL.1.6
Identify who is telling the story at various points in a text.
 	
CCSS.ELA-LITERACY.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	WA.ELA-LITERACY.R1st.5 **Students comprehend and interpret texts** during shared reading, read alouds, and independent reading, using a variety of strategies.
	  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.**

CCSS.ELA-LITERACY.RL.1.4 **Identify words and phrases in stories or**	WA.ELA-LITERACY.R1st.6 Students explain how the author, illustrator, and/or creator

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poems that suggest feelings or appeal to the senses.
 	
CCSS.ELA-LITERACY.RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 	
CCSS.ELA-LITERACY.RI.1.7
Use the illustrations and details in a text to describe its key ideas.
 	
CCSS.ELA-LITERACY.RI.1.5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 	
CCSS.ELA-LITERACY.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 	
CCSS.ELA-LITERACY.RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	shape meaning and affect a reader's experience of the text.
	  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.**

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R1st.7 Students evaluate texts. a. Say what they may or may not like about an image, story, or text.

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CCSS.ELA-LITERACY.RL.1.9
 Compare and contrast the adventures and experiences of characters in stories.
	WA.ELA-LITERACY.R1st.8 Students use texts they have read for purposes relevant to them.
	   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.]

CCSS.ELA-LITERACY.RI.1.4 **Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**	See WA.ELA-LITERACY.L1st.5
CCSS.ELA-LITERACY.RF.1.4.C **Use context to confirm or self-correct** word recognition and **understanding, rereading as necessary.**	See WA.ELA-LITERACY.L1st.5d
CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	Not in WA K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Not in WA K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text.	Not in WA K–12 Learning Standards for ELA (2024).

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2nd GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.2.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.2.10 **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. **CCSS.ELA-LITERACY.RI.2.10** **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.	Priority: WA.ELA-LITERACY.Reading2nd **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.

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA 92024).	WA.ELA-LITERACY.R2nd.1 Students interact with and explore texts in a language-rich environment.
	  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.

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R2nd.2 Students know and apply the basic features of print and how it is organized. a. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.

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	b. Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation). c. Recognize the distinguishing features of dialogue.
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R2nd.3 Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness). 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.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.2.3 **Know and apply grade-level phonics and word analysis skills in decoding words.** CCSS.ELA-LITERACY.RF.2.3.B **Know spelling-sound correspondences for additional common vowel teams.** CCSS.ELA-LITERACY.RF.2.3.D **Decode words with common prefixes and suffixes.** CCSS.ELA-LITERACY.RF.2.3.E **Identify words with inconsistent but common spelling-sound correspondence.** CCSS.ELA-LITERACY.RF.2.3.C **Decode regularly spelled two-syllable words with long vowels.** CCSS.ELA-LITERACY.RF.2.3.A **Distinguish long and short vowels when reading regularly spelled one-syllable words.** CCSS.ELA-LITERACY.RF.2.3.F **Recognize and read grade-appropriate irregularly spelled words.** CCSS.ELA-LITERACY.RF.2.4 **Read with sufficient accuracy and fluency to support comprehension.** CCSS.ELA-LITERACY.RF.2.4.B **Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.**	WA.ELA-LITERACY.R2nd.4 **Students decode words with accuracy and fluency using grade-level word analysis skills.** 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.**
CCSS.ELA-LITERACY.RF.2.4.A **Read grade-level text with purpose and understanding.**	WA.ELA-LITERACY.R2nd.5 **Students comprehend and interpret texts** using a variety of strategies**.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.2.10 **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. CCSS.ELA-LITERACY.RI.2.10 **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. CCSS.ELA-LITERACY.RI.2.2 **Identify the main topic of a multi-paragraph text** as well as the focus of specific paragraphs within the text. CCSS.ELA-LITERACY.RL.2.7 **Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.** CCSS.ELA-LITERACY.RI.2.7 **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.** CCSS.ELA-LITERACY.RL.2.1 **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	a. Reflect on their purpose for reading. 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.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RI.2.1 **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** CCSS.ELA-LITERACY.RL.2.6 **Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.** CCSS.ELA-LITERACY.RL.2.5 **Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.** CCSS.ELA-LITERACY.RL.2.3 **Describe how characters in a story respond to major events and challenges.** CCSS.ELA-LITERACY.RL.2.2 **Recount stories, including fables and folktales from diverse cultures**, and determine their central message, lesson, or moral.	
CCSS.ELA-LITERACY.RL.2.4 **Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.** CCSS.ELA-LITERACY.RL.2.7 **Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	WA.ELA-LITERACY.R2nd.6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. a. Reflect on what the text makes them feel, think, and/or want to do. b. **Describe the impact of images and specific words on the reader's understanding.** c. **Identify text features used in a genre and what they help the reader do or know.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RI.2.7 **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.** CCSS.ELA-LITERACY.RI.2.5 **Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently**. CCSS.ELA-LITERACY.RL.2.9 **Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.** CCSS.ELA-LITERACY.RI.2.9 **Compare and contrast the most important points presented by two texts on the same topic.**	d. **Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.**
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R2nd.7 Students evaluate texts. a. Say what they may or may not like about a text and tell the reason.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA

CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.
	WA.ELA-LITERACY.R2nd.8 Students use texts they have read for purposes relevant to them.
	   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.]

CCSS.ELA-LITERACY.RI.2.4 **Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	See WA.ELA-LITERACY.L2nd.4
CCSS.ELA-LITERACY.RF.2.4.C **Use context to confirm or self-correct** word recognition and **understanding, rereading as necessary.**	See WA.ELA-LITERACY.L2nd.5c
CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Not in WA ELA (2024).
CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.	Not in WA ELA (2024).

3rd GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.3.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.3.10 **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. CCSS.ELA-LITERACY.RI.3.10 **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.	Priority: WA.ELA-LITERACY.Reading3rd **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.

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R3rd.1 Students interact with and explore texts in a language-rich environment.
	   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.

CCSS.ELA-LITERACY.RL.3.5
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.
	WA.ELA-LITERACY.R3rd.2 Students know and apply the basic features of print and how it is organized.
	   a. Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation).
	   b. **Recognize the distinguishing visual features of fiction and poetry.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
Not included in CCSS; new in WA ELA.	WA.ELA-LITERACY.R3rd.3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.
CCSS.ELA-LITERACY.RF.3.3 **Know and apply grade-level phonics and word analysis skills in decoding words.** CCSS.ELA-LITERACY.RF.3.3.C **Decode multisyllable words.** CCSS.ELA-LITERACY.RF.3.3.D **Read grade-appropriate irregularly spelled words**. CCSS.ELA-LITERACY.RF.3.3.B **Decode words with common Latin suffixes.** CCSS.ELA-LITERACY.RF.3.3.A **Identify and know the meaning of the most common prefixes and derivational suffixes.** CCSS.ELA-LITERACY.RF.3.4 **Read with sufficient accuracy and fluency to support comprehension.**	WA.ELA-LITERACY.R3rd.4 **Students decode words with accuracy and fluency using grade-level word analysis skills**. 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.**
CCSS.ELA-LITERACY.RF.3.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.3.10 **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. CCSS.ELA-LITERACY.RI.3.10 **By the end of the year, read and comprehend informational texts, including history/social studies, science, and**	WA.ELA-LITERACY.R3rd.5 **Students comprehend and interpret texts** using a variety of strategies. 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.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. CCSS.ELA-LITERACY.RL.3.7 **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)** CCSS.ELA-LITERACY.RI.3.7 **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).** CCSS.ELA-LITERACY.RL.3.1 **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** CSS.ELA-LITERACY.RI.3.1 **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; **recount the key details** and explain how they support the main idea. CCSS.ELA-LITERACY.RL.3.3 **Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	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.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.3.2 **Recount stories, including fables, folktales, and myths from diverse cultures;** determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
CCSS.ELA-LITERACY.RL.3.7 **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).** CCSS.ELA-LITERACY.RI.3.7 **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).** CCSS.ELA-LITERACY.RI.3.9 **Compare and contrast the most important points and key details presented in two texts on the same topic.**	WA.ELA-LITERACY.R3rd.6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. a. Describe what the text makes them feel, think, and/or want to do and why. b. Explain the impact of images and specific words on the reader's understanding. c. **Describe text features used in a genre and explain what they help the reader do or know.** d. **Compare and contrast the ideas, characters, settings, and plots of stories written by the same or different authors.**
CCSS.ELA-LITERACY.RL.3.6 **Distinguish their own point of view from that of the narrator or those of the characters.** CCSS.ELA-LITERACY.RI.3.6 **Distinguish their own point of view from that of the author of a text.**	WA.ELA-LITERACY.R3rd.7 Students evaluate texts. a. Explain what they may or may not like about a topic, character, or event and why. b. **Explain how the author, narrator, and/or a character's point of view is the same as or different from their own.**
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; **determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	WA.ELA-LITERACY.R3rd.8 Students use texts they have read for purposes relevant to them. a. To better understand themselves and others, explore characters' thoughts and feelings. b. To develop imagination and understanding of others, say what

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; **recount the key details** and explain how they support the main idea.	they would think, feel, or do in situations similar to those in texts. c. **Identify a theme** from everyday life or human experience that emerges from the text, reflect on their own experience or understanding of that theme, **and describe** how **details in the text** deepen and/or expand their understanding of that theme. d. **Identify main ideas** and/or key information, explanations, opinions, or perspectives **in a text**, **and describe** how **details in the text** deepen, expand, and/or contradict their previous understandings. e. Use information or examples from texts for discussions and projects**.** [See W3rd.3 and SLDF3rd.3.] f. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W3rd.4b.]
CCSS.ELA-LITERACY.RF.3.4.B **Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**	See WA.ELA-LITERACY.L3rd.2
CCSS.ELA-LITERACY.RL.3.4 **Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	See WA.ELA-LITERACY.L3rd.1b and WA.ELA-LITERACY.L3rd.5
CCSS.ELA-LITERACY.RI.3.4 **Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**	See WA.ELA-LITERACY.L3rd.4
CCSS.ELA-LITERACY.RI.3.5 **Use** text features and **search tools** (e.g., key words, sidebars, hyperlinks) **to locate information relevant to a given topic efficiently.**	See WA.ELA-LITERACY.RML3rd.3

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.3.4.C **Use context to confirm or self-correct** word recognition and **understanding, rereading as necessary.**	See WA.ELA-LITERACY.L3rd.5b
CCSS.ELA-LITERACY.RI.3.3 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.	Not in WA ELA (2024).
CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Not in WA ELA (2024).

4th GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.4.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.4.10 **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. **CCSS.ELA-LITERACY.RI.4.10** **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.	Priority: WA.ELA-LITERACY.Reading4th **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.

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R4th.1 Interact with and explore texts in a language-rich environment.
	  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.

CCSS.ELA-LITERACY.RL.4.5 **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.**	WA.ELA-LITERACY.R4th.2 Students know and apply the basic features of print and how it is organized. a. **Recognize the distinguishing visual features of fiction, poetry, and plays.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R4th.3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.
CCSS.ELA-LITERACY.RF.4.3 **Know and apply grade-level phonics and word analysis skills in decoding words.** CCSS.ELA-LITERACY.RF.4.3.A **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.** CCSS.ELA-LITERACY.RF.4.4 **Read with sufficient accuracy and fluency to support comprehension.**	WA.ELA-LITERACY.R4th.4 **Students decode words with accuracy and fluency using grade-level word analysis skills.** a. **Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.**
CCSS.ELA-LITERACY.RF.4.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.4.10 **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. CCSS.ELA-LITERACY.RI.4.10 **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. CCSS.ELA-LITERACY.RL.4.1 **Refer to details and examples in a text when explaining what the text says**	WA.ELA-LITERACY.R4th.5 **Students comprehend and interpret texts** using a variety of strategies. 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 inferences and predictions, checking them against what's 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.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.1 **Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** CCSS.ELA-LITERACY.RI.4.7 **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.** CCSS.ELA-LITERACY.RL.4.3 **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).** CCSS.ELA-LITERACY.RI.4.5 **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.** CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; **summarize the text.** CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; **summarize the text.**	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.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RI.4.3 **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.**	

CCSS.ELA-LITERACY.RI.4.7
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.
 	
CCSS.ELA-LITERACY.RL.4.7
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.
 	
CCSS.ELA-LITERACY.RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
 	
CCSS.ELA-LITERACY.RL.4.9
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.**
	WA.ELA-LITERACY.R4th.6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.
	  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. **Compare and contrast the written and performed versions of** poems and **plays.**
	  d. **Compare and contrast the point of view, characters, settings, and plots of stories written by the same or different authors.**

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R4th.7 Students evaluate texts.
	  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

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
	thought, understanding, or action.
CCSS.ELA-LITERACY.RL.4.2 **Determine a theme of a story, drama, or poem** from details in the text; summarize the text. CCSS.ELA-LITERACY.RI.4.2 **Determine the main idea of a text and explain** how it is supported by **key details**; summarize the text.	WA.ELA-LITERACY.R4th.8 Students use texts they have read for purposes relevant to them. a. Explore why characters think, feel, and act as they do, given their circumstances. b. **Identify a theme** from everyday life or human experience that emerges from the text, reflect on their own experience or understanding of that theme, and describe how details in the text deepen and/or expand their understanding of that theme. c. **Identify main idea**s and/or key information, explanations, opinions, or perspectives in a text, **and describe** how **details in the text** deepen, expand, and/or contradict their previous understandings. d. Use information or examples from texts for discussions and projects. [See W4th.3 and SLDF4th.3.] e. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W4th.4b.]
CCSS.ELA-LITERACY.RF.4.4.B **Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**	See WA.ELA-LITERACY.L4th.2
CCSS.ELA-LITERACY.RL.4.4 **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).	See WA.ELA-LITERACY.L4th.4
CCSS.ELA-LITERACY.RI.4.4 **Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	See WA.ELA-LITERACY.L4th.4 and WA.ELA-LITERACY.L4th.5

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Not in WA ELA (2024).
CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Not in WA ELA (2024).
CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Not in WA ELA (2024).

5th GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.5.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.5.10 **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. **CCSS.ELA-LITERACY.RI.5.10** **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.	Priority: WA.ELA-LITERACY.Reading5th **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.

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R5th.1 Students interact with and explore texts in a language-rich environment.
	    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.

	WA.ELA-LITERACY.R5th.2 Students know and apply the basic features of print and how it is organized. a. **Recognize the distinguishing visual features of fiction** and non-fiction **texts.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R5th.3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity.
CCSS.ELA-LITERACY.RF.5.3 **Know and apply grade-level phonics and word analysis skills in decoding words.** CCSS.ELA-LITERACY.RF.5.3.A **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.** CCSS.ELA-LITERACY.RF.5.4 **Read with sufficient accuracy and fluency to support comprehension.**	WA.ELA-LITERACY.R5th.4 **Students decode words with accuracy and fluency using grade-level word analysis skills.** a. **Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context.**
CCSS.ELA-LITERACY.RF.5.4.A **Read grade-level text with purpose and understanding.** CCSS.ELA-LITERACY.RL.5.10 **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. CCSS.ELA-LITERACY.RI.5.10 **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. CCSS.ELA-LITERACY.RL.5.1 **Quote accurately from a text when explaining what the text says explicitly**	WA.ELA-LITERACY.R5th.5 **Students comprehend and interpret texts** using a variety of strategies. 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 inferences and predictions, checking them against what's 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.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.5.2 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.** CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; **summarize the text.** CCSS.ELA-LITERACY.RL.5.6 **Describe how a narrator's or speaker's point of view influences how events are described.** CCSS.ELA-LITERACY.RI.5.3 **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.** CCSS.ELA-LITERACY.RL.5.5 **Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.** CCSS.ELA-LITERACY.RI.5.5 **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.	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.**

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CCSS.ELA-LITERACY.RL.5.3 **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).	
CCSS.ELA-LITERACY.RL.5.7 **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).** CCSS.ELA-LITERACY.RL.5.9 **Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.** CCSS.ELA-LITERACY.RI.5.6 **Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	WA.ELA-LITERACY.R5th.6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. 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.**
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R5th.7 Students evaluate texts. 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.
CCSS.ELA-LITERACY.RL.5.2 **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. CCSS.ELA-LITERACY.RI.5.2 **Determine two or more main ideas of a**	WA.ELA-LITERACY.R5th.8 Students use texts they have read for purposes relevant to them. a. Explore why characters think, feel, and act as they do, given their circumstances. b. Identify a theme from everyday life or human experience that emerges from the text, reflect on their own experience or understanding of that

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
text and explain how they are supported by key details; summarize the text.	theme, and describe how details in the text deepen and/or expand their understanding of that theme. c. Identify main ideas and/or key information, explanations, opinions, or perspectives in a text, and describe how details in the text deepen, expand, and/or contradict their previous understandings. d. Use information or examples from texts for discussions and projects. [See W5th.3 and SLDF5th.3.] e. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W5th.4b.]
CCSS.ELA-LITERACY.RL.5.4 **Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	See WA.ELA-LITERACY.L5th.4 and WA.ELA-LITERACY.L5th.5
CCSS.ELA-LITERACY.RI.5.4 **Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	See WA.ELA-LITERACY.L5th.4 and WA.ELA-LITERACY.L5th.5
CCSS.ELA-LITERACY.RI.5.7 **Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	See WA.ELA-LITERACY.RML5th.2
CCSS.ELA-LITERACY.RF.5.4.B **Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**	See WA.ELA-LITERACY.L5th.2
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Starts in 6th: WA.ELA-LITERACY.RML6th.4
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and	Starts in 6th: WA.ELA-LITERACY.RML6th.7d

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evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Not in WA ELA (2024).

6th Grade

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.6.10 **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. **CCSS.ELA-LITERACY.RI.6.10** **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.**	Priority: WA.ELA-LITERACY.Reading6th **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.

CCSS.ELA-LITERACY.RL.6.10
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.
 	
CCSS.ELA-LITERACY.RI.6.10
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.
	WA.ELA-LITERACY.R6th.1 **Students read** self-selected **texts.**
	  a. Select texts that interest them and/or that are recommended by peers and adults.
	  b. Spend time accessing and reading a variety of texts.

CCSS.ELA-LITERACY.RI.6.7 **Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**	WA.ELA-LITERACY.R6th.2 Students know and use text features. a. **Describe how visual elements in a text represent and/or add meaning to the written text.**
	WA.ELA-LITERACY.R6th.3 Not in 6th.
Not included in CCSS; new in WA ELA.	WA.ELA-LITERACY.R6th.4 Students read with accuracy and fluency. a. Use combined knowledge to read accurately in context and out of context.

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CCSS.ELA-LITERACY.RL.6.10 **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.
 	
CCSS.ELA-LITERACY.RI.6.10 **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.
 	
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.6.3 **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.**
	WA.ELA-LITERACY.R6th.5 **Students comprehend and interpret texts** using a variety of strategies**.**
	  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.**

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.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.6.9 **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.	
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R6th.7 Students evaluate texts. 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.
CCSS.ELA-LITERACY.RL.6.2 **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. CCSS.ELA-LITERACY.RI.6.2 **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. CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and **quote or paraphrase the data and conclusions of others** while avoiding plagiarism and providing basic bibliographic information for sources.	WA.ELA-LITERACY.R6th.8 Students use texts they have read for purposes relevant to them. a. Explore questions, issues, and skills relevant to their contexts using texts. b. **Identify a theme** from everyday life or human experience that emerges from the text, reflect on their own experience or understanding of that theme, **and describe** how **details in the text deepen** and/or expand their understanding of that theme. c. **Identify main ideas** and/or key information, explanations, opinions, perspectives, or arguments in a text, **and describe** how **details in the text** deepen, expand, and/or contradict their previous understandings. d. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts. e. **Develop a summary or paraphrase, and/or select quotations** related to their purpose/s in using a text.

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	f. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions.
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.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and **providing basic bibliographic information for sources**.	**WA.ELA-LITERACY.R6th.9 Students introduce and attribute a few pieces of textual evidence to support their analysis,** evaluation, or use **of a text.**
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.**	See WA.ELA-LITERACY.L6.4 and WA.ELA-LITERACY.L6.5
CCSS.ELA-LITERACY.RI.6.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**	See WA.ELA-LITERACY.L6.4 and WA.ELA-LITERACY.L6.5
CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Starts in 7th grade.

7th GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.7.10 **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. **CCSS.ELA-LITERACY.RI.7.10 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.**	Priority: WA.ELA-LITERACY.Reading7th **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.

CCSS.ELA-LITERACY.RL.7.10 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.
 	
CCSS.ELA-LITERACY.RI.7.10 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.
	WA.ELA-LITERACY.R7th.1 **Students read** self-selected **texts.**
	   a. Identify and select texts they want to read using various strategies.
	   b. Spend time accessing and reading a variety of texts.

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R7th.2 Students know and use text features.
	   a. Describe how visual elements in a text, including multimedia, text features, and formatting, represent and/or add meaning to the written text.
	   b. Recognize and use the text features of a range of genres.

	WA.ELA-LITERACY.R7th.3 Not in 7th.
	WA.ELA-LITERACY.R7th.4 Not in 7th.

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CCSS.ELA-LITERACY.RL.7.10
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.
 	
CCSS.ELA-LITERACY.RI.7.10
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.
 	
CCSS.ELA-LITERACY.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 	
CCSS.ELA-LITERACY.RI.7.3
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).
	WA.ELA-LITERACY.R7th.5 **Students comprehend and interpret texts** using a variety of strategies.
	  a. Reflect on their purposes for reading.
	  b. Visualize to make sense of the text.
	  c. Make predictions and inferences and check them against textual evidence.
	  d. Maintain motivation and reconnect when the flow of reading is interrupted.
	  e. **Describe details they understand from the topic or story, including how information, ideas, or elements of a story interact.**

CCSS.ELA-LITERACY.RI.7.6
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.
 	
CCSS.ELA-LITERACY.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as **inferences drawn from the text.**
 	
CCSS.ELA-LITERACY.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
	WA.ELA-LITERACY.R7th.6 **Students analyze texts.**
	  a. **Analyze the specific viewpoint the author presents on a topic, event, experience, question, idea, or controversy.**
	  b. **Analyze** how readers make **inferences** by using their previous experiences, assumptions, or expectations to create meaning **from the text**.
	  c. Analyze how an author structures content to lead the reader through experiences, ideas, information, or stories.
	  d. **Explain how choices about**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RI.7.5 **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.**	language, organization, and visual elements advance the author's purpose and fit within the genre, medium, or platform.
CCSS.ELA-LITERACY.RL.7.4 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.**	e. **Compare and contrast similar content presented in different genres, mediums, and platforms.**
CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; **analyze the impact of a specific word choice on meaning and tone.**	
CCSS.ELA-LITERACY.RL.7.7 **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).**	
CCSS.ELA-LITERACY.RI.7.7 **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).**	
CCSS.ELA-LITERACY.RL.7.9 **Compare and contrast a fictional portrayal of a time, place, or character and a**	

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
historical account of the same period as a means of understanding how authors of fiction use or alter history.	

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R7th.7 Students evaluate a text.
	   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.

CCSS.ELA-LITERACY.RL.7.2
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.**
 	
CCSS.ELA-LITERACY.RI.7.2
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.**
	WA.ELA-LITERACY.R7th.8 Students use texts they have read for purposes relevant to them.
	   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.

CCSS.ELA-LITERACY.RL.7.1 **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**WA.ELA-LITERACY.R7th.9 Students** introduce and **attribute several pieces of textual evidence to support their analysis,** evaluation, or use of a text.

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CCSS.ELA-LITERACY.RI.7.1 **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	
CCSS.ELA-LITERACY.RL.7.4 **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.	See WA.ELA-LITERACY.L7th.5 and WA.ELA-LITERACY.L7th.4
CCSS.ELA-LITERACY.RI.7.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings**; analyze the impact of a specific word choice on meaning and tone.	See WA.ELA-LITERACY.L7th.5 and WA.ELA-LITERACY.L7th.4
CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, **assessing whether** the reasoning is sound and **the evidence is relevant and sufficient to support the claims**.	See WA.ELA-LITERACY.RML7th.7d
CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Not in WA ELA (2024).
CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Not in WA ELA (2024).

8th GRADE

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.8.10 **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. **CCSS.ELA-LITERACY.RI.8.10** **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.**	Priority: WA.ELA-LITERACY.Reading8th **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.
CCSS.ELA-LITERACY.RL.8.10 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. CCSS.ELA-LITERACY.RI.8.10 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.	WA.ELA-LITERACY.R8th.1 **Students read** self-selected **texts.** a. Identify and select texts they want to read using various strategies. b. Spend time accessing and reading a variety of texts.
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R8th.2 Students know and use text features. 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.
	WA.ELA-LITERACY.R8th.3 Not in 8th
	WA.ELA-LITERACY.R8th.4 Not in 8th

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA

CCSS.ELA-LITERACY.RL.8.10
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.
 	
CCSS.ELA-LITERACY.RI.8.10
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.
 	
CCSS.ELA-LITERACY.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **inferences drawn from the text.**
 	
CCSS.ELA-LITERACY.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **inferences drawn from the text.**
	WA.ELA-LITERACY.R8th.5 **Students comprehend** and interpret **texts** using a variety of strategies.
	  a. Preview the text while reflecting on their purposes for reading.
	  b. Visualize to make sense of the text.
	  c. **Make predictions and inferences and check them against textual evidence.**
	  d. Maintain motivation and reconnect when the flow of reading is interrupted.
	  e. Explain what they understand from a story, event, idea, or argument, including how information, ideas, or elements of a story interact.

CCSS.ELA-LITERACY.RL.8.6
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.
 	
CCSS.ELA-LITERACY.RI.8.6
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 	
CCSS.ELA-LITERACY.RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; **analyze the**
	WA.ELA-LITERACY.R8th.6 **Students analyze texts.**
	  a. **Analyze the specific viewpoint or argument the author presents on a topic, event, experience, question, idea, or controversy.**
	  b. **Analyze the author's use of analogies, allusions, and repetition of words or sounds.**
	  c. **Analyze how an author structures content to lead the reader through a story, experiences, ideas, information, or arguments.**
	  d. **Analyze how choices about language, organization, and visual elements advance the author's**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; **analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.** CCSS.ELA-LITERACY.RL.8.3 **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.** CCSS.ELA-LITERACY.RI.8.3 **Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).** CCSS.ELA-LITERACY.RL.8.5 **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.** CCSS.ELA-LITERACY.RI.8.5 **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.** CSS.ELA-LITERACY.RI.8.7 **Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video,**	**purpose** and fit within the genre, medium, or platform. e. **Compare and contrast similar content presented in different genres, mediums, and platforms.**

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multimedia) to present a particular topic or idea.	

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R8th.7 Students evaluate a text.
	  a. Explain how well an element of a text effectively supports the reader to visualize and/or empathize.
	  b. Explain how well an element of a text is relevant to the student and/or the intended audience.
	  c. Explain how well an element of a text engages the reader or provokes thought, understanding, or action.

CCSS.ELA-LITERACY.RL.8.2
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.**
 	
CCSS.ELA-LITERACY.RI.8.2
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.**
	WA.ELA-LITERACY.R8th.8 Students use texts they have read for purposes relevant to them.
	  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** related to their purpose/s for using a text **and analyze its development over the course of the 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.

CCSS.ELA-LITERACY.RL.8.1 **Cite the textual evidence that most strongly supports an analysis of** what the text says explicitly as well as **inferences drawn from the text.** CCSS.ELA-LITERACY.RL.8.1 **Cite the textual evidence that most**	**WA.ELA-LITERACY.R8th.9 Students** introduce and attribute **multiple pieces of textual evidence to support their analysis,** evaluation, or use of a text.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
CCSS.ELA-LITERACY.RL.8.4 **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.	See WA.ELA-LITERACY.L8.5
CCSS.ELA-LITERACY.RI.8.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings**; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	See WA.ELA-LITERACY.L8.5
CCSS.ELA-LITERACY.RI.8.8 Delineate and **evaluate the** argument and **specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;** recognize when irrelevant evidence is introduced.	See WA.ELA-LITERACY.RML8th.7d
CCSS.ELA-LITERACY.RL.8.7 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.	WA K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Not in WA K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.RL.8.9 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.	Not in WA K–12 Learning Standards for ELA (2024).

9th-10th GRADES

Reading

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CCSS.ELA-LITERACY.RL.9–10.10 **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. **CCSS.ELA-LITERACY.RI.9–10.10 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.**	Priority: WA.ELA-LITERACY.Reading9th–10th **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.

CCSS.ELA-LITERACY.RL.9–10.10 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.
 	
CCSS.ELA-LITERACY.RI.9–10.10 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.
	WA.ELA-LITERACY.R9th–10th.1 **Students read** self-selected **texts**.
	   a. Identify and select texts they want to read using various strategies.
	   b. Spend time accessing and reading a variety of texts.

Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R9th–10th.2 Students know and use text features.
	   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.

	WA.ELA-LITERACY.9–10.3 Not in 9–10.
	WA.ELA-LITERACY.9–10.4 Not in 9–10.

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CCSS.ELA-LITERACY.RL.9–10.10
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.
 	
CCSS.ELA-LITERACY.RI.9–10.10
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.
 	
CCSS.ELA-LITERACY.RL.9–10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as i**nferences drawn from the text.**
 	
CCSS.ELA-LITERACY.RI.9–10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as **inferences drawn from the text.**
 	
CCSS.ELA-LITERACY.RL.9–10.3
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.
 	
CCSS.ELA-LITERACY.RI.9–10.3
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.
	WA.ELA-LITERACY.R9th–10th.5 **Students comprehend** and interpret **texts** using a variety of strategies.
	  a. Preview the text while reflecting on their purposes for reading.
	  b. Visualize to make sense of the text.
	  c. **Make predictions and inferences and check them against textual evidence**.
	  d. Maintain motivation and reconnect when the flow of reading is interrupted using various strategies.
	  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.**

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CCSS.ELA-LITERACY.RL.9–10.6 **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.
 	
CCSS.ELA-LITERACY.RI.9–10.6 **Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**
 	
CCSS.ELA-LITERACY.RL.9–10.2 **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.
 	
CCSS.ELA-LITERACY.RI.9–10.2 **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.
 	
CCSS.ELA-LITERACY.RL.9–10.3 **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**.
 	
CCSS.ELA-LITERACY.RI.9–10.9 **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**
	WA.ELA-LITERACY.R9th–10th.6 Students analyze texts.
	  a. **Analyze the particular viewpoint presented in a text as a theme or main idea.**
	  b. **Analyze how specific details contribute to a theme or main idea.**
	  c. **Analyze how an author presents and organizes content to create understanding and effects such as mystery, tension, or surprise.**
	  d. Analyze how readers make inferences and interpret symbols by using their previous experiences, knowledge, assumptions, or expectations to create meaning from the text.
	  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.
	  f. **Analyze how two authors who write in the same genre make different choices about structure, language use, or literary techniques.**
	  g. **Analyze how different genres, mediums, and platforms represent similar content differently.**

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
Birmingham Jail"), including how they address related themes and concepts. CCSS.ELA-LITERACY.RL.9–10.5 **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) create such effects as mystery, tension, or surprise.** CCSS.ELA-LITERACY.RI.9–10.3 **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**. CCSS.ELA-LITERACY.RL.9–10.7 **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., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus*).** CCSS.ELA-LITERACY.RI.9–10.7 **Analyze various accounts of a subject told in different mediums (e.g., *a person's life story in both print and multimedia*), determining which details are emphasized in each account.**	
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R9th–10th.7 Students evaluate texts. a. Evaluate how well a text effectively supports the reader to visualize and/or empathize with concepts new to them.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
	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.
CCSS.ELA-LITERACY.RL.9–10.2 **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.** CCSS.ELA-LITERACY.RI.9–10.2 **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.** CCSS.ELA-LITERACY.RI.9–10.9 **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.**	WA.ELA-LITERACY.R9th–10th.8 Students use texts they have read for purposes relevant to them. 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. 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 as mentors for their own multimodal compositions.
CCSS.ELA-LITERACY.RI.9–10.1 **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	WA.ELA-LITERACY.R9th–10th.9 **Students** introduce**, attribute, and** comment on **strong relevant textual evidence to support their analysis,** evaluation, or use **of texts** in discussions, writing, or presentations.
CCSS.ELA-LITERACY.RL.9–10.4 **Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings**; analyze the cumulative impact of	See WA.ELA-LITERACY.L9th–10th.5

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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).	
CCSS.ELA-LITERACY.RI.9–10.4 **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).	See WA.ELA-LITERACY.L9th–10th.5
CCSS.ELA-LITERACY.RL.9–10.9 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).	Not in WA K–12 Learning Standards for ELA (2024).

11ᵗʰ-12th GRADES

Reading

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.11–12.10 **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. **CCSS.ELA-LITERACY.RI.11–12.10** **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.	Priority: WA.ELA-LITERACY.Reading11th–12th **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.
CCSS.ELA-LITERACY.RL.11–12.10 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. CCSS.ELA-LITERACY.RI.11–12.10 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.	WA.ELA-LITERACY.R11th–12th.1 **Students read** a wide range of self-selected **texts**. 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.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.R11th–12th.2 Students know and use text features. 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

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
	as one whole.
	WA.ELA-LITERACY.11–12.3 Not in 11–12.
	WA.ELA-LITERACY.11–12.4 Not in 11–12.

CCSS.ELA-LITERACY.RL.11–12.10
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.
 	
CCSS.ELA-LITERACY.RI.11–12.10
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.
 	
CCSS.ELA-LITERACY.RL.11–12.1
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.
 	
CCSS.ELA-LITERACY.RI.11–12.1
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.
 	
CCSS.ELA-LITERACY.RL.11–12.3
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).**
	WA.ELA-LITERACY.11–12.5 **Students comprehend** and interpret **texts** using a variety of strategies.
	   a. Preview the text while reflecting on their purposes for reading.
	   b. Visualize to make sense of the text.
	   c. **Make connections to prior knowledge and check them against textual evidence**.
	   d. Maintain motivation and reconnect when the flow of reading is interrupted.
	   e. **Describe** what they understand from the topic or story, including **how information or ideas unfold, relate, and develop**.

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CCSS.ELA-LITERACY.RI.11–12.3 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.**	

CCSS.ELA-LITERACY.RL.11–12.6
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).
 	
CCSS.ELA-LITERACY.RI.11–12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
 	
CCSS.ELA-LITERACY.RL.11–12.3
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).
 	
CCSS.ELA-LITERACY.RI.11–12.9
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.
 	
CCSS.ELA-LITERACY.RI.11–12.3
Analyze a complex set of ideas or sequence of events and explain how specific
	WA.ELA-LITERACY.R11th–12th.6 Students analyze texts.
	   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.

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individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RL.11–12.4 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.) CCSS.ELA-LITERACY.RL.11–12.5 **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.**	

CCSS.ELA-LITERACY.RI.11–12.5
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.**
 	
CCSS.ELA-LITERACY.RI.11–12.7
Integrate and **evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem**
	WA.ELA-LITERACY.R11th–12th.7 Students evaluate texts.
	  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.**

CCSS.ELA-LITERACY.RL.11–12.2 **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**	WA.ELA-LITERACY.R11th–12th.8 Students use texts they have read for purposes relevant to them. a. Explore questions, issues, and skills relevant to their contexts using texts.

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one another to produce a complex account; provide an objective **summary of the text.** CCSS.ELA-LITERACY.RI.11–12.2 **Determine** two or more **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 provide a complex analysis; provide an** objective **summary of the text.** CCSS.ELA-LITERACY.RI.11–12.9 **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.	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. 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.
CCSS.ELA-LITERACY.RI.11–12.1 **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.**	WA.ELA-LITERACY.R11th–12th.9 **Students** introduce, **attribute,** and comment on **sufficient relevant textual evidence to support their analysis, evaluation, or use of texts** in discussions, writing, or presentations.
CCSS.ELA-LITERACY.RL.11–12.4 **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.)	See WA.ELA-LITERACY. L11–12.5
CCSS.ELA-LITERACY.RI.11–12.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and**	See WA.ELA-LITERACY. L11–12.5

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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).	
CCSS.ELA-LITERACY.RI.11–12.7 **Integrate** and evaluate **multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**	See Priority: WA.ELA-Literacy.Research11–12
CCSS.ELA-LITERACY.RL.11–12.7 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.)	Not in WA K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.RI.11–12.8 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., *The Federalist*, presidential addresses).	Not in WA K–12 Learning Standards for ELA (2024).

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 Washington (WA) State K–12 Learning Standards for ELA (2011) and the Washington (WA) State K–12 Learning Standards for ELA (2024). 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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Bolded text = alignment* *Bolded text indicates alignment* between the WA ELA (2024) standards and ELA Common Core (2011) standards within the same row.	**Bolded text** = alignment* *Bolded text indicates alignment* 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 WA K–12 Learning Standards for ELA (2011) standards are repeated in a single crosswalk with different relevant portions bolded. This repetition indicates that different parts of a single WA K–12 Learning Standards for ELA (2011) standard align to more than one WA K–12 Learning Standards for ELA (2024) (2024) standard. This reflects the re-structuring of the WA K–12 Learning Standards for ELA (20211) 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 WA K–12 Learning Standards for ELA (2024) (2011) corresponds to the skill described in the WA K–12 Learning Standards for ELA (2024) (2024). However, alignment doesn't necessarily imply that the skills described are identical. Sometimes, a skill described in the WA K–12 Learning Standards for ELA (2024) (2024) is framed differently than the corresponding skill in the WA K–12 Learning Standards for ELA (2024) (2011). Additional context may be needed for educators to fully implement the WA K–12 Learning Standards for ELA (2024) (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 K–12 Learning Standards for ELA (2024) (2024), but these skills are

framed by the WA K–12 Learning Standards for ELA (2024) (2024) in the context of both in-person and digital discussions.

Similarly, many standards in the WA K–12 Learning Standards for ELA (2024) (2024) Writing strand are written to be inclusive of multiple approaches to composition, while some standards in the WA K–12 Learning Standards for ELA (2024) (2011) Writing strand promote only one approach. For example, the WA K–12 Learning Standards for 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 WA K–12 Learning Standards for ELA (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 standards align to the WA K–12 Learning Standards for ELA (2024) standard, more than three approaches to introductions are supported by the WA K–12 Learning Standards for 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 K–12 Learning Standards for ELA (2024) standards assume that educators are always balancing students' independence with guidance and support. While the WA K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA K–12 Learning Standards for ELA (2011) to indicate alignment.

The WA K–12 Learning Standards for 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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.K.7 **Participate in shared research** and writing **projects** (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.ELA-LITERACY.W.K.8 **With guidance and support from adults**, recall information from experiences or **gather information from provided sources to answer a question**.	Priority: WA.ELA-Literacy.ResearchK **Students** ask questions, **seek answers from a variety of sources**, and use their learning.
CCSS.ELA-LITERACY.RL.K.7 **With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).** CCSS.ELA-LITERACY.RI.K.7 **With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).** CCSS.ELA-LITERACY.RL.K.6 **With prompting and support, name the author and illustrator of a story and define the role of each in telling the story**. CCSS.ELA-LITERACY.RI.K.6 **Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text**.	Priority: WA.ELA-Literacy.MediaLiteracyK **Students identify the** effects and **parts of media messages and people who provide information.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RMLK.1 Students ask questions about a provided topic or things that make them curious.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.K.7 **Participate in shared research** and writing **projects** (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.ELA-LITERACY.W.K.8 **With guidance and support from adults,** recall information from experiences or **gather information from provided sources to answer a question**. CCSS.ELA-LITERACY.RL.K.5 **Recognize common types of texts (e.g., storybooks, poems).**	WA.ELA-LITERACY.RMLK.2 **Students seek answers from provided information sources**. a. Discuss where they might find answers to their questions. b. **Identify a variety of print and digital information sources** and where to find them, including libraries. c. Observe adults using digital search tools. d. Talk with adults or peers about the topic.
CCSS.ELA-LITERACY.W.K.8 **With guidance and support from adults,** recall information from experiences or **gather information** from provided sources **to answer a question.**	WA.ELA-LITERACY.RMLK.3 **Students identify relevant information** from their searches.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RMLK.4 Students use and/or share new learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RMLK.5 Students identify the effects of media messages. a. Identify how media messages make them feel.
	WA.ELA-LITERACY.RMLK.6 Not in K.
CCSS.ELA-LITERACY.RL.K.7 **With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).** CCSS.ELA-LITERACY.RI.K.7 **With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**	WA.ELA-LITERACY.RMLK.7 Students identify characteristics of different parts of media messages. a. Identify facts and opinions within media messages. b. Identify what's realistic and what's pretend within media messages. c. **Identify images within media messages**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.RL.K.6 **With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**
 	
CCSS.ELA-LITERACY.RI.K.6 **Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**
	WA.ELA-LITERACY.RMLK.8 **Students identify people who provide information.**
	   a. **Identify who decided what to include in a particular information source.**
	   b. Identify people who are experts on a particular topic and could provide information about it.

	WA.ELA-LITERACY.RMLK.9 Not in K.

1st Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.1.7 **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). CCSS.ELA-LITERACY.W.1.8 **With guidance and support from adults**, recall information from experiences or **gather information from provided sources to answer a question.** CCSS.ELA-LITERACY.RI.1.5 **Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**	Priority: WA.ELA-Literacy.Research1 **Students** ask questions, **seek answers from a variety of sources**, and use their learning.
CCSS.ELA-LITERACY.RI.1.6 **Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**	Priority: WA.ELA-Literacy.MediaLiteracy1 **Students identify the** effects, purposes, and **parts of media messages** as well as people who provide information.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML1st.1 Students ask questions about a provided topic or things that make them curious.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.1.7 **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).**
 	
CCSS.ELA-LITERACY.W.1.8 **With guidance and support from adults,** recall information from experiences or **gather information from provided sources to answer a question.**
 	
CCSS.ELA-LITERACY.RL.1.5 **Explain major differences between books that tell stories and books that give information,** drawing on a wide reading of a range of text types.
	WA.ELA-LITERACY.RML1st.2 **Students seek answers from provided information sources.**
	  a. Discuss where they might find answers to their questions.
	  b. **Identify a variety of print and digital information sources** and where to find them, including libraries.
	  c. Contribute suggestions when adults use digital search tools.
	  d. Talk with adults or peers about the topic.

CCSS.ELA-LITERACY.RI.1.5 **Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.** CCSS.ELA-LITERACY.W.1.8 **With guidance and support from adults,** recall information from experiences or **gather information from provided sources to answer a question.**	WA.ELA-LITERACY.RML1st.3 **Students gather relevant information using a variety of strategies**.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML1st.4 Students use and/or share new learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML1st.5 Students identify the effects of media messages. a. Identify how media messages make them feel.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML1st.6 Students identify the purposes of media messages. a. Identify media messages that are selling something and media messages that are just for fun.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	WA.ELA-LITERACY.RML1st.7 Students identify characteristics of different parts of media messages.
	  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 WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML1st.8 Students identify people who provide information.
	  a. Identify who decided what to include in a particular information source.
	  b. Identify people who are experts on a particular topic and could provide information about it.

	WA.ELA-LITERACY.RML1.9 Not in 1st grade

2nd Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.2.7 **Participate in shared research** and writing **projects** (e.g., read a number of books on a single topic to produce a report; record science observations). CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or **gather information from** provided **sources to answer a question**. CCSS.ELA-LITERACY.RI.2.5 **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**.	Priority: WA.ELA-Literacy.Research2 **Students** ask questions, **seek answers using a variety of sources and tools**, and use their learning.
CCSS.ELA-LITERACY.RI.2.6 **Identify the main purpose of a text**, including what the author wants to answer, explain, or describe. CCSS.ELA-LITERACY.RI.2.9 **Compare and contrast the most important points presented by two texts on the same topic**.	Priority: WA.ELA-Literacy.MediaLiteracy2 **Students identify the** effects, **purposes, and parts of media messages**; people who provide information; and options for engaging with media messages.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML2nd.1 Students ask questions about things that make them curious.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.2.7 **Participate in shared research** and writing **projects (e.g., read a number of books on a single topic to produce a report; record science observations).**
 	
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or **gather information from** provided **sources to answer a question**.
	WA.ELA-LITERACY.RML2nd.2 **Students seek answers from information sources**.
	  a. Generate ideas for where they might find information based on what they and/or others know about the topic.
	  b. Identify a variety of print and digital information sources and where to find them, including libraries.
	  c. Contribute suggestions when adults use digital search tools.
	  d. Talk with adults or peers about the topic.

CCSS.ELA-LITERACY.RI.2.5 **Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently**. CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or **gather information from** provided **sources to answer a question.**	WA.ELA-LITERACY.RML2nd.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML2nd.4 Students use and/or share new learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML2nd.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do.
CCSS.ELA-LITERACY.RI.2.6 **Identify the main purpose of a text**, including what the author wants to answer, explain, or describe.	WA.ELA-LITERACY.RML2nd.6 **Students identify the purposes of media messages**. a. Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.2.9 **Compare and contrast the most important points presented by two texts on the same topic**.	WA.ELA-LITERACY.RML2nd.7 Students compare different parts of media messages. a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. **Compare and contrast information on the same topic in two or more media messages from different sources**. c. Describe how changing an image can change the meaning of a media message.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML2nd.8 Students identify people who provide information. a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.
	WA.ELA-LITERACY.RML2.9 Not in 2nd.

3rd Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.7 **Conduct short research projects that build knowledge about a topic.** CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or **gather information from print and digital sources**; take brief notes on sources and sort evidence into provided categories. CCSS.ELA-LITERACY.RI.3.5 **Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**	Priority: WA.ELA-Literacy.Research3 **Students** ask questions, **seek answers using relevant tools and techniques to select and access sources**, and use their learning.
CCSS.ELA-LITERACY.RI.3.9 **Compare and contrast the most important points and key details presented in two texts on the same topic.**	Priority: WA.ELA-Literacy.MediaLiteracy3 **Students identify** the effects, purposes, and **parts of media messages**; people who provide information; and options for engaging with media messages.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML3rd.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.
CCSS.ELA-LITERACY.W.3.7 **Conduct short research projects that build knowledge about a topic.** CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or **gather information from print and digital sources**; take brief notes on sources and sort evidence into provided categories.	WA.ELA-LITERACY.RML3rd.2 **Students seek answers from information sources.** a. Generate ideas for where they might find information based on what they and/or others know about the topic. b. Select and access a **variety of relevant print and digital information sources**, including by navigating libraries. c. Use different technologies and different search terms to generate different results when using teacher-moderated digital search tools.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
	d. Talk with adults or peers with relevant experience or knowledge.
CCSS.ELA-LITERACY.RI.3.5 **Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.** CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or **gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**	WA.ELA-LITERACY.RML3rd.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML3rd.4 Students use and/or share new learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML3rd.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML3rd.6 Students identify the purposes of media messages and how those purposes are achieved. a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.3.9 **Compare and contrast the most important points and key details presented in two texts on the same topic.**	WA.ELA-LITERACY.RML3rd.7 Students compare different parts of media messages. a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. **Compare and contrast information on the same topic in two or more media messages from different sources**. c. Describe how changing an image or the words used to describe an image can change the meaning of a media message.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML3rd.8 Students identify people who provide information. a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML3rd.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a.

4th Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.7 **Conduct short research projects that build knowledge through investigation of different aspects of a topic.** CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or **gather relevant information from print and digital sources**; take notes, categorize information, and provide a list of sources. CCSS.ELA-LITERACY.RI.4.9 **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** CCSS.ELA-LITERACY.W.4.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	Priority: WA.ELA-Literacy.Research4 **Students** ask and revise questions, **seek answers using relevant tools and techniques to select and access sources**, and use their learning.
CCSS.ELA-LITERACY.RI.4.6 **Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	Priority: WA.ELA-Literacy.MediaLiteracy4 **Students think critically about** the effects, purposes, and **parts of media messages**; the people responsible for information sources; and how they will engage with media messages.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML4th.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.7 **Conduct short research projects that build knowledge through investigation of different aspects of a topic.** CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or **gather relevant information from print and digital sources**; take notes, categorize information, and provide a list of sources. CCSS.ELA-LITERACY.RI.4.9 **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	WA.ELA-LITERACY.RML4th.2 **Students seek answers from information sources.** a. Generate ideas for where they might find information based on what they and/or others know about the topic. b. Select and access a **variety of relevant print and digital information sources**, including by navigating libraries. c. Use different technologies and different search terms to generate different results when using digital search tools. d. Talk with adults or peers with relevant experience or knowledge.
CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or **gather relevant information from print and digital sources; take notes, categorize information**, and provide a list of sources. CCSS.ELA-LITERACY.W.4.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	WA.ELA-LITERACY.RML4th.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML4th.4 Students use and/or share new learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML4th.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML4th.6 Students identify the purposes of media messages and how those purposes are achieved. a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.
CCSS.ELA-LITERACY.RI.4.6 **Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	WA.ELA-LITERACY.RML4th.7 Students compare different parts of media messages. a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. **Compare what multiple sources have to say about information that can be verified as true or false in a media message**. c. Describe how changing an image or the words used to describe an image can change the meaning of a media message.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML4th.8 Students identify people who create information sources and choices they make. a. Identify individuals and/or organizations responsible for the content of information sources. b. Identify different ways to be an expert about a particular topic. c. Identify some of the choices those responsible for information sources make about what to include or exclude.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML4th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a.

5th Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.7 **Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.** CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or **gather relevant information from print and digital sources**; summarize or paraphrase information in notes and finished work, and provide a list of sources. CCSS.ELA-LITERACY.RI.5.7 **Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.** CCSS.ELA-LITERACY.RI.5.9 **Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.** CCSS.ELA-LITERACY.W.5.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	Priority: WA.ELA-Literacy.Research5 **Students** ask questions, **seek answers using relevant tools and techniques to select and access sources**, and use their learning.
CCSS.ELA-LITERACY.RI.5.6 **Analyze multiple accounts of the same event or topic**, noting important similarities and differences in the point of view they represent.	Priority: WA.ELA-Literacy.MediaLiteracy5 **Students think critically about** the effects, purposes, and **parts of media messages**; the people responsible for information sources; and how they will engage with media messages.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML5th.1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 	
CCSS.ELA-LITERACY.W.5.8
Recall relevant information from experiences or **gather relevant information from print and digital sources**; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 	
CCSS.ELA-LITERACY.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 	
CCSS.ELA-LITERACY.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	WA.ELA-LITERACY.RML5th.2 **Students seek answers from information sources.**
	  a. Generate ideas for where they might find information based on what they and/or others know about the topic.
	  b. **Select and access a variety of relevant print and digital information sources**, including by navigating libraries.
	  c. Use digital search tools effectively, broadening and narrowing search terms as needed.
	  d. Talk with adults or peers with relevant experience or knowledge.

CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or **gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work**, and provide a list of sources. CCSS.ELA-LITERACY.W.5.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	WA.ELA-LITERACY.RMLth5.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML5th.4 Students use and/or share new learning.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML5th.5 Students identify the effects of media messages. a. Identify how media messages make them feel and what these emotions may make them want to say or do. b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML5th.6 Students identify the purposes of media messages and how those purposes are achieved. a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.
CCSS.ELA-LITERACY.RI.5.6 **Analyze multiple accounts of the same event or topic**, noting important similarities and differences in the point of view they represent.	WA.ELA-LITERACY.RML5th.7 Students compare different parts of media messages. a. Determine whether statements in media messages express an opinion or can be verified as true or false. b. **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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML5th.8 Students identify people who create information sources and choices they make.
	   a. Identify individuals and/or organizations responsible for the content of information sources.
	   b. Identify different ways to be an expert about a particular topic.
	   c. Identify some of the choices those responsible for information sources make about what to include or exclude.

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML5th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a.

6th Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.7 **Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.** CCSS.ELA-LITERACY.W.6.8 **Gather relevant information from multiple print and digital sources**; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.RI.6.7 **Integrate information presented in different media or formats** (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CCSS.ELA-LITERACY.W.6.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	Priority: WA.ELA-Literacy.Research6 **Students ask a variety of questions, seek answers using relevant tools and techniques to select and access sources**, and use their learning.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
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.6.9 **Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).** CCSS.ELA-LITERACY.RI.6.8 **Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by** reasons and **evidence from claims that are not.** CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, **distinguishing claims that are supported by** reasons and **evidence from claims that are not.** CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; **assess the credibility of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Priority: WA.ELA-Literacy.MediaLiteracy6 **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.
CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and **refocusing the inquiry when appropriate.**	WA.ELA-LITERACY.RML6th.1 **Students ask questions**, **refining and asking new questions as understanding of the topic evolves**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.7 **Conduct short research projects to answer a question, drawing on several sources** and refocusing the inquiry when appropriate. CCSS.ELA-LITERACY.W.6.8 **Gather relevant information from multiple print and digital sources**; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.RI.6.7 **Integrate information presented in different media or formats** (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	WA.ELA-LITERACY.RML6th.2 **Students seek answers from information sources.** a. Generate ideas for how to start searching based on prior knowledge. b. **Select and access a variety of relevant print and digital information sources**, including by navigating libraries. c. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed. d. Identify people with relevant information to share.
CCSS.ELA-LITERACY.W.6.8 **Gather relevant information from multiple print and digital sources**; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.W.6.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	WA.ELA-LITERACY.RML6th.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML6th.4 Students synthesize new learning to use and/or share.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML6th.5 Students identify how personal perspectives and dispositions affect people's reactions to media messages. a. Identify how emotional responses to media messages affect reactions. b. Identify how different levels of trust affect reactions to media messages.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

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.**
	WA.ELA-LITERACY.RML6th.6 **Students identify the purposes of media messages and how those purposes are achieved.**
	  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.

CCSS.ELA-LITERACY.RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
 	
CCSS.ELA-LITERACY.RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 	
CCSS.ELA-LITERACY.SL.6.3
Delineate a speaker's argument and specific claims, **distinguishing claims that are supported by** reasons and **evidence from claims that are not.**
	WA.ELA-LITERACY.RML6th.7 Students evaluate different parts of media messages when looking for information that's accurate.
	  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.**

CCSS.ELA-LITERACY.W.6.8
Gather relevant information from multiple print and digital sources; **assess the credibility of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	WA.ELA-LITERACY.RML6th.8 **Students evaluate the credibility of information sources.**
	  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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML6th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. a.

7th Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.7 **Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.** CCSS.ELA-LITERACY.W.7.8 **Gather relevant information from multiple print and digital sources, using search terms effectively**; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.7.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	Priority: WA.ELA-Literacy.Research7 **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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.7.6 **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. CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the credibility and accuracy of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.7.9 **Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence** or advancing different interpretations of facts. CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, **assessing whether** the reasoning is sound and **the evidence is relevant and sufficient to support the claims.** CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's argument and specific claims, **evaluating** the soundness of the reasoning and **the relevance and sufficiency of the evidence.**	Priority: WA.ELA-Literacy.MediaLiteracy7 **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.
CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and **generating additional related, focused questions for further research and investigation.**	WA.ELA-LITERACY.RML7th.1 **Students ask different types of questions, refining and asking new questions as understanding of the topic evolves**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.7.7 **Conduct short research projects to answer a question, drawing on several sources** and generating additional related, focused questions for further research and investigation.
 	
CCSS.ELA-LITERACY.W.7.8 **Gather relevant information from multiple print and digital sources, using search terms effectively**; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	WA.ELA-LITERACY.RML7th.2 **Students seek answers from information sources.**
	  a. Generate ideas for how to start searching based on prior knowledge.
	  b. **Select and access a variety of relevant print and digital information sources**, including by navigating libraries.
	  c. Use digital tools effectively based on an understanding of the technologies that deliver results, **adapting search terms as needed** and using technology appropriately.
	  d. Identify people with relevant information to share.

CCSS.ELA-LITERACY.W.7.8 **Gather relevant information from multiple print and digital sources**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.7.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	WA.ELA-LITERACY.RML7th.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML7th.4 Students synthesize new learning to use and/or share.

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML7th.5 Students describe how personal perspectives and dispositions affect people's reactions to media messages.
	  a. Describe how emotional responses to media messages affect reactions.
	  b. Identify how different levels of openness to considering new ideas affect reactions to media messages.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.7.6 **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.	WA.ELA-LITERACY.RML7th.6 **Students explain the purposes of media messages** and the techniques used to create them. a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.
CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the** credibility and **accuracy of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.7.9 **Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence** or advancing different interpretations of facts. CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, **assessing whether** the reasoning is sound and **the evidence is relevant and sufficient to support the claims.** CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's argument and specific claims, **evaluating** the soundness of the reasoning and **the relevance and sufficiency of the evidence.**	WA.ELA-LITERACY.RML7th.7 **Students evaluate different parts of media messages when looking for information that's accurate**, including content generated by technology**.** 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.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the credibility** and accuracy **of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	WA.ELA-LITERACY.RML7th.8 **Students evaluate the credibility of information sources**, including content-generating technology.
	   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.

Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML7th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. a.

8th Grade

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.7 **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.** CCSS.ELA-LITERACY.W.8.8 **Gather relevant information from multiple print and digital sources**, **using search terms effectively**; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.8.7 **Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea**. CCSS.ELA-LITERACY.W.8.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	Priority: WA.ELA-Literacy.Research8 **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.
CCSS.ELA-LITERACY.RI.8.6 **Determine an author's** point of view or **purpose in a text** and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Priority: WA.ELA-Literacy.MediaLiteracy8 **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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.2 **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation**. CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the credibility and accuracy of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.8.9 **Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation**. CCSS.ELA-LITERACY.RI.8.8 Delineate and **evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced**. CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced**.	
CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (**including a self-generated question**), drawing on several sources and	WA.ELA-LITERACY.RML8th.1 **Students ask different types of questions**, refining and asking new questions as understanding of the topic evolves.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
generating additional related, focused questions that allow for multiple avenues of exploration.	
CCSS.ELA-LITERACY.W.8.7 **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. CCSS.ELA-LITERACY.W.8.8 **Gather relevant information from multiple print and digital sources**, **using search terms effectively**; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.8.7 **Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea**.	WA.ELA-LITERACY.RML8th.2 **Students seek answers from information sources**. a. Generate ideas for how to start searching based on prior knowledge. b. **Select and access a variety of relevant print and digital information sources**, including by navigating libraries. c. Use digital tools effectively based on an understanding of the technologies that deliver results, **adapting search terms as needed** and using technology appropriately. d. Identify people with relevant information to share.
CCSS.ELA-LITERACY.W.8.8 **Gather relevant information from multiple print and digital sources**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.8.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	WA.ELA-LITERACY.RML8th.3 **Students gather relevant information using a variety of strategies.**
Not in ELA CCSS (2011); new in WA ELA (2024)	WA.ELA-LITERACY.RML8th.4 Students synthesize new learning to use and/or share.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML8th.5 Students explain how personal perspectives and dispositions affect people's reactions to media messages. a. Explain how emotional responses to media messages affect reactions. b. Identify how different criteria for determining what is true affect reactions to and interpretations of media messages.
CCSS.ELA-LITERACY.RI.8.6 **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. **CCSS.ELA-LITERACY.SL.8.2** **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**	WA.ELA-LITERACY.RML8th.6 **Students explain the purposes of media messages** and the techniques used to create them. a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the** credibility and **accuracy of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 	
CCSS.ELA-LITERACY.RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 	
CCSS.ELA-LITERACY.RI.8.8
Delineate and **evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced**.
 	
CCSS.ELA-LITERACY.SL.8.3
Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced**.
	WA.ELA-LITERACY.RML8th.7 **Students evaluate different parts of media messages when looking for information that's accurate**, **logical**, and/or fair, including content generated by technology.
	  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**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; **assess the credibility** and accuracy **of each source**; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.RI.8.6 **Determine an author's point of view** or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	WA.ELA-LITERACY.RML8th.8 **Students evaluate the credibility of information sources**, including content-generating technology. 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. d. **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.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RML8th.9 Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. a.

9th–10th Grades

Research & Media Literacy

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9–10.7 **Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** CCSS.ELA-LITERACY.W.9–10.8 **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.SL.9–10.2 **Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally)** evaluating the credibility and accuracy of each source. CCSS.ELA-LITERACY.W.9–10.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	Priority: WA.ELA-Literacy.Research9–10 **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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.9–10.6 **Determine an author's** point of view or **purpose in a text and analyze how an author uses rhetoric to advance that** point of view or **purpose**. CCSS.ELA-LITERACY.SL.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) **evaluating the credibility and accuracy of each source**. CCSS.ELA-LITERACY.RI.9–10.8 Delineate and **evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning**. CCSS.ELA-LITERACY.SL.9–10.3 **Evaluate a speaker's** point of view, **reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.** CCSS.ELA-LITERACY.W.9–10.8 **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Priority: WA.ELA-Literacy.MediaLiteracy9th–10th **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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9–10.7 Conduct short as well as more sustained research projects to answer a question (**including a self-generated question**) or solve a problem; **narrow or broaden the inquiry when appropriate**; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WA.ELA-LITERACY.RML9th–10th.1 **Students ask different types of questions**, **refining and asking new questions as understanding of the topic evolves**.
CCSS.ELA-LITERACY.W.9–10.7 **Conduct short as well as more sustained research projects to answer a question** (including a self-generated question) **or solve a problem**; narrow or broaden the inquiry when appropriate; **synthesize multiple sources on the subject**, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.9–10.8 **Gather relevant information from multiple authoritative print and digital sources**, **using advanced searches effectively**; **assess the usefulness of each source in answering the research question**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.SL.9–10.2 **Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally)** evaluating the credibility and accuracy of each source.	WA.ELA-LITERACY. RML9th–10th.2 **Students seek answers from information sources**. a. Generate ideas for how to initiate their search based on prior knowledge. b. **Select and access print and digital information sources most relevant to the discipline and context of the inquiry**. c. Use digital tools effectively, **adapting search terms** as needed and using technology appropriately. d. Identify people with relevant information to share.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9–10.8 **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.9–10.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	WA.ELA-LITERACY. RML9th–10th.3 **Students gather relevant information using a variety of strategies.**
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY. RML9th–10th.4 Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY. RML9th–10th.5 Students explain how personal perspectives and dispositions affect people's reactions to media messages. a. Explain how emotional responses to media messages affect reactions. b. Explain how relevant cognitive biases affect reactions to and interpretations of media messages.
CCSS.ELA-LITERACY.RI.9–10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	WA.ELA-LITERACY. RML9th–10th.6 **Students analyze the purposes of media messages and the techniques used to create them.** a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.SL.9–10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) **evaluating the credibility and accuracy of each source**.
 	
CCSS.ELA-LITERACY.RI.9–10.8
Delineate and **evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning**.
 	
**CCSS.ELA-LITERACY.SL.9–10.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**
	WA.ELA-LITERACY. RML9th–10th.7 **Students evaluate components of media messages in the context of a need for information that's accurate**, **logical**, and/or fair, including content generated by technology.
	  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**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9–10.8 **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.SL.9–10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) **evaluating the credibility** and accuracy **of each source**. CCSS.ELA-LITERACY.RI.9–10.6 **Determine an author's point of view** or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. CCSS.ELA-LITERACY.SL.9–10.3 **Evaluate a speaker's point of view**, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	WA.ELA-LITERACY. RML9th–10th.8 **Students evaluate the credibility of information sources**, including content-generating technology. a. Identify those responsible for the content of an information source. b. Evaluate the expertise of those responsible for information sources. c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources. d. **Determine whether a perspective or stance relevant to the topic is exhibited in an information source** and, if so, to what extent it has been affected by bias.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY. RML9th–10th.9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals. a.

11th–12th Grades

Research & Media Literacy

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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11–12.9 **Draw evidence from literary or informational texts** to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.RI.11–12.6 **Determine an author's** point of view or **purpose in a text** in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, **evaluating the credibility and accuracy of each source** and noting any discrepancies among the data. CCSS.ELA-LITERACY.SL.11–12.3 **Evaluate a speaker's** point of view, **reasoning, and use of evidence and rhetoric**, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-LITERACY.W.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **assess the strengths and limitations of each source** in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Priority: WA.ELA-Literacy.MediaLiteracy11th–12th **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.

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

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

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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, **evaluating the** credibility and **accuracy of each source** and noting any discrepancies among the data. **CCSS.ELA-LITERACY.SL.11–12.3 Evaluate a speaker's** point of view, **reasoning, and use of evidence and rhetoric,** assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	WA.ELA-LITERACY. RML11th–12th.7 **Students evaluate components of media messages in the context of a need for information that's accurate**, **logical**, and/or fair, including content generated by technology. 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. 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. d. **Evaluate the strength of claims in media messages**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **assess the strengths and limitations of each source** in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CCSS.ELA-LITERACY.SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, **evaluating the credibility** and accuracy **of each source** and noting any discrepancies among the data. CCSS.ELA-LITERACY.RI.11–12.6 **Determine an author's point of view** or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.SL.11–12.3 **Evaluate a speaker's point of view**, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	WA.ELA-LITERACY. RML11th–12th.8 **Students evaluate the credibility of information sources**, including content-generating technology. a. Identify those responsible for the content of an information source. b. Evaluate the expertise of those responsible for information sources. c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources. d. **Determine whether a perspective or stance relevant to the topic is exhibited in an information source** and, if so, to what extent it has been affected by bias.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY. RML11th–12th.9 Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals. a.

Draft SLDF Standards Crosswalk

Speaking, Listening, and Digital Forums Crosswalk

Purpose of this crosswalk

This crosswalk is a draft showing alignment* between the reading standards in the Washington (WA) State K–12 Learning Standards for ELA (2011) and the Washington (WA) State K–12 Learning Standards for ELA (2024). This crosswalk can be used to understand how the Washington (WA) State K–12 Learning Standards for ELA (2011) were updated, amended, revised, and reorganized.

The Washington (WA) State K–12 Learning Standards for ELA (2011) **(2024) have not yet been formally adopted. This crosswalk is a draft only.**

Title

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Bolded text = alignment* Bolded text indicates alignment between the WA State K–12 Learning Standards for ELA (2024) standards and WA State K–12 Learning Standards for ELA (2011) standards within the same row	**Bolded text** = alignment* Bolded text indicates alignment between the WA State K–12 Learning Standards for ELA (2024) standards and WA State K–12 Learning Standards for ELA (2011) standards within the same row.
	Plain text = new in WA State K–12 Learning Standards for ELA (2024).

Note: Many WA State K–12 Learning Standards for ELA (2011) standards are repeated in a single crosswalk with different relevant portions bolded. This repetition indicates that different parts of a single WA State K–12 Learning Standards for ELA (2011) standard align to more than one WA State K–12 Learning Standards for ELA (2024) standard. This reflects the re-structuring of the WA State K–12 Learning Standards for ELA (2011) 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 WA State K–12 Learning Standards for ELA (2011) corresponds to the skill described in the WA State K–12 Learning Standards for ELA (2024). However, alignment doesn't necessarily imply that the skills described are identical. Sometimes, a skill described in WA State K–12 Learning Standards for ELA (2024) is framed differently than the corresponding skill in the WA State K–12 Learning Standards for ELA (2011). Additional context may be needed for educators to fully implement the WA State K–12 Learning Standards for ELA (2024).

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For example, many skills related to civil discussion described in the Speaking and Listening strand of the WA State K–12 Learning Standards for ELA (2011)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 State K–12 Learning Standards for ELA (2024) in the context of both in-person and digital discussions.

Similarly, many standards in the WA State K–12 Learning Standards for ELA (2024) Writing strand are written to be inclusive of multiple approaches to composition, while some standards in the WA State K–12 Learning Standards for ELA (2011) Writing strand promote only one approach. For example, the WA State K–12 Learning Standards for 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 WA State K–12 Learning Standards for ELA (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 WA State K–12 Learning Standards for ELA (2011) standards align to the WA State K–12 Learning Standards for ELA (2024) standard, more than three approaches to introductions are supported by the WA State K–12 Learning Standards for 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 State K–12 Learning Standards for ELA (2024) standards assume that educators are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA(2011) to indicate alignment.

The WA State K–12 Learning Standards for 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 collaborative and independent. For example, the creation of this document is the result of collaborations between multiple

professionals, including 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

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.K.1 **Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**	WA.ELA-LITERACY.SpeakingListeningDigitalForumsK **Students** comprehend, **engage in**, and learn from **collaborative discussions**, presentations, and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through teacher-moderated digital forums.
CCSS.ELA-LITERACY.SL.K.1.A **Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).** CCSS.ELA-LITERACY.SL.K.1.B **Continue a conversation through multiple exchanges**. CCSS.ELA-LITERACY.SL.K.3 **Ask and answer questions in order to seek help, get information, or clarify something that is not understood**.	WA.ELA-LITERACY.SLDFK.1 **Students listen, respond respectfully, and contribute during discussions**. a. **Identify expectations and roles within the community**, changing them when needed. b. Answer questions about what was said in previous conversations to **continue the discussion**. c. **Ask questions about the topic and others' observations and opinions**. d. Draw on experience, observation, and prior learning to answer questions. e. Restate what they heard others say to build common understanding, **asking and answering questions to clarify something they didn't understand**. f. Connect statements to others' contributions to build community and propel conversation. g. Identify points of agreement or disagreement. h. Ask questions to explore why someone else may relate or think differently. i. Identify opinions or understandings that have changed. j. Review memorable and/or important moments or ideas.
	WA.ELA-LITERACY.SLDFK.2 Starts in 3rd.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDFK.3 Students collaborate on projects and tasks.
	  a. Identify expectations and roles, changing them when needed.
	  b. Connect the project to their interests, experiences, and/or community needs.
	  c. Review progress and discuss what needs to happen next.

CCSS.ELA-LITERACY.SL.K.6
Speak audibly and **express thoughts, feelings, and ideas clearly**.
 	
CCSS.ELA-LITERACY.SL.K.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
 	
CCSS.ELA-LITERACY.SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.
	WA.ELA-LITERACY.SLDFK.4 **Students express experience, positions, ideas, findings,** and creative work.
	  a. Identify topics from the situation, experience, imagination, reading, group research (see RMLK.4), media, conversations, and/or products from WK.1.
	  b. Develop content by considering what they want to communicate within the situation.
	  c. **Use images, media, and artifacts in presentations to clarify content**.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDFK.5 Students determine how to present themselves and their ideas.
	  a. Express voice by building on strengths and personality.
	  b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
	  c. Determine which language and/or languages support their purpose.
	  d. Determine what they want or do not want to share and why.

CCSS.ELA-LITERACY.SL.K.6 **Speak audibly** and express thoughts, feelings, and ideas clearly.	WA.ELA-LITERACY.SLDFK.6 Students use an audible voice, gesture, and pacing to illuminate the content.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.K.2 **Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**	See WA.ELA-LITERACY.RK.5h

1st Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.1.1 **Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**	WA.ELA-LITERACY.SpeakingListeningDigitalForums1st **Students** comprehend, **engage in**, and learn from **collaborative discussions,** presentations, and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through teacher-moderated digital forums.
CCSS.ELA-LITERACY.SL.1.1 **Participate in collaborative conversations with diverse partners** about grade 1 topics and texts **with peers and adults in small and larger groups.** CCSS.ELA-LITERACY.SL.1.1.A **Follow agreed-upon rules for discussions** (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.1.C **Ask questions to clear up any confusion about the topics and texts under discussion.** CCSS.ELA-LITERACY.SL.1.3 **Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** CCSS.ELA-LITERACY.SL.1.1.B **Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**	WA.ELA-LITERACY.SLDF1st.1 **Students listen, respond respectfully, and contribute during discussions.** a. **Identify expectations and roles within the community**, changing them when needed. b. Review previous conversations when continuing a discussion. c. **Ask questions about the topic and others' observations and opinions.** d. Draw on experience, observation, and prior learning to answer questions. e. Restate what they heard others say to build common understanding, **asking and answering questions to clarify something they didn't understand**. f. **Connect statements to others' contributions to build community and propel conversation**. g. Identify points of agreement or disagreement. h. **Ask questions** to explore why someone else may relate or think differently**.** i. Identify opinions or understandings that have changed. j. Review memorable and/or important moments or ideas they heard.
	WA.ELA-LITERACY.SLDF1st.2 Starts in 3rd.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF1st.3 Students collaborate on projects and tasks. a. Identify expectations, roles, and timelines, changing them when needed. b. Connect the project to their interests, experiences, and/or community needs. c. Review progress and discuss what needs to happen next.
CCSS.ELA-LITERACY.SL.1.4 **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** CCSS.ELA-LITERACY.SL.1.5 **Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**	WA.ELA-LITERACY.SLDF1st.4 **Students express experience, positions, ideas, findings,** and creative work. a. Identify topics from the situation, experience, imagination, reading, group research (see RML1st.4), media, conversations, and/or products from W1st.1. b. Develop content by considering what they want to communicate within the situation. c. **Use images, media, and artifacts in presentations to clarify content** and support the audience's engagement.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF1st.5 Students determine how to present themselves and their ideas. a. Express voice by building on strengths and personality. b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose. d. Determine what they want or do not want to share and why.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF1st.6 Students use an audible voice, gesture, and pacing to illuminate the content.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.1.6 **Produce complete sentences when appropriate to task and situation.** (See grade 1 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L1st.3
CCSS.ELA-LITERACY.SL.1.2 **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**	See WA.ELA-LITERACY.R1st.5h

2nd Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.2.1 **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**	WA.ELA-LITERACY.SpeakingListeningDigitalForums2nd **Students** comprehend**, engage in,** and learn **from collaborative discussions**, presentations, and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through teacher-moderated digital forums.

CCSS.ELA-LITERACY.SL.2.1
Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 	
CCSS.ELA-LITERACY.SL.2.1.A
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 	
CCSS.ELA-LITERACY.SL.2.3
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 	
CCSS.ELA-LITERACY.SL.2.1.C
Ask for clarification and further explanation as needed about the topics and texts under discussion.
 	
CCSS.ELA-LITERACY.SL.2.1.B
Build on others' talk in conversations by linking their comments to the remarks of others.
	WA.ELA-LITERACY.SLDF2nd.1 **Students listen, respond respectfully, and contribute during discussions.**
	  a. **Discuss expectations and roles within the community**, changing them when needed.
	  b. Review previous conversations when continuing a discussion.
	  c. **Ask questions about the topic and others' observations and opinions.**
	  d. Draw on experience, observation, and prior learning to contribute.
	  e. Explain what they understood from other's contributions and **ask for clarification or more information to build common understanding.**
	  f. **Connect statements to others' contributions to build community and propel conversation**.
	  g. Identify points of agreement or disagreement.
	  h. Ask questions to explore why someone else may relate or think differently.
	  i. Identify opinions or understandings that have changed.
	  j. Retell memorable and/or important moments or ideas.

	WA.ELA-LITERACY.SLDF2nd.2 Starts in 3rd.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA ELA (2024).	WA.ELA-LITERACY.SLDF2nd.3 Students collaborate on projects or tasks. a. Discuss expectations, roles, and timelines, changing them when needed. b. Connect the project to their interests, experiences, and/or community needs. c. Review progress and discuss what needs to happen next.
CCSS.ELA-LITERACY.SL.2.4 **Tell a story or recount an experience with appropriate facts and relevant, descriptive details**, speaking audibly in coherent sentences. CCSS.ELA-LITERACY.SL.2.5 **Create audio recordings of stories or poems**; **add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**	WA.ELA-LITERACY.SLDF2nd.4 **Students present experience, positions, ideas, findings,** and creative work. a. Identify topics from the situation, experience, imagination, reading, research (see RML2nd.4) media, conversations, and/or products from W2nd.1. b. Develop content by considering what they want to communicate within the situation and what the audience already knows. c. **Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.**
	WA.ELA-LITERACY.SLDF2nd.5 Students determine how to present themselves and their ideas. a. Express voice by building on strengths, experiences, and personality. b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose. d. Determine what they want or do not want to share and why.
CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, **speaking audibly** in coherent sentences.	WA.ELA-LITERACY.SLDF2nd.6 **Students use an audible voice**, gesture, and pacing to illuminate the content and engage the audience.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.2.2 **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**	See WA.ELA-LITERACY.R2nd.5j
CCSS.ELA-LITERACY.SL.2.6 **Produce complete sentences when appropriate to task and situation** in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L2nd.3

3rd Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.3.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts**, building on others' ideas and expressing their own clearly.	WA.ELA-LITERACY.SpeakingListeningDigitalForums3rd **Students** comprehend, **engage in**, and learn from **collaborative discussions**, presentations, and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through teacher-moderated digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.SL.3.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, **building on others' ideas** and expressing their own clearly.
 	
CCSS.ELA-LITERACY.SL.3.1.B
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 	
CCSS.ELA-LITERACY.SL.3.1.A
Come to discussions prepared, having read or studied required material; **explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
 	
CCSS.ELA-LITERACY.SL.3.1.D
Explain their own ideas and understanding in light of the discussion.
 	
CCSS.ELA-LITERACY.SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 	
CCSS.ELA-LITERACY.SL.3.1.C
Ask questions to check understanding of information presented, stay on topic, and **link their comments to the remarks of others**.
	WA.ELA-LITERACY.SLDF3rd.1 **Students listen, respond respectfully, and contribute during discussions.**
	  a. **Discuss expectations and roles within the community**, changing them when needed.
	  b. Review previous conversations when continuing a discussion.
	  c. **Ask questions about the topic and others' observations and opinions.**
	  d. **Draw on experience, prior knowledge, and/or research to contribute.**
	  e. **Explain what they understood from others' contributions** and **ask for clarification or more information to build common understanding.**
	  f. **Connect statements to others' contributions to build community and propel conversation.**
	  g. Identify points of agreement or disagreement.
	  h. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
	  i. Identify when and how opinions or understandings have changed.
	  j. Review memorable and/or important moments or ideas.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.3.1.A **Come to discussions prepared, having read or studied required material**; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	WA.ELA-LITERACY.SLDF3rd.2 **Students prepare for planned discussions by thinking, reading, and/or researching the topic.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF3rd.3 Students collaborate on projects or tasks.
	  a. Discuss expectations, roles, and timelines, changing them when needed.
	  b. Connect the project or prompt to their interests, experiences, and/or community needs.
	  c. Prepare for meetings by completing portions of the project as agreed.
	  d. Review progress and discuss what needs to happen next.

CCSS.ELA-LITERACY.SL.3.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 	
CCSS.ELA-LITERACY.SL.3.5
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; **add visual displays when appropriate to emphasize or enhance certain facts or details.**
	WA.ELA-LITERACY.SLDF3rd.4 **Students present experience, positions, ideas, findings,** and creative work such that listeners are engaged and/or can follow the line of reasoning.
	  a. Identify topics from the situation, experience, imagination, reading, research (see RML3rd.4) media, conversations, and/or products from W3rd.1.
	  b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
	  c. **Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.**

Not in WA State K–12 Learning Standards for (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF3rd.4 Students determine how to present themselves and their ideas.
	  a. Express voice by building on strengths, experiences, and personality.
	  b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
	c. Determine which language and/or languages support their purpose. d. Determine what they want or do not want to share and why.
CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an **understandable pace**.	WA.ELA-LITERACY.SLDF3rd.5 Students use an audible voice, gesture, and **pacing** to illuminate the content and engage the audience.
CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that **demonstrate fluid reading at an understandable pace**; add visual displays when appropriate to emphasize or enhance certain facts or details.	See WA.ELA-LITERACY.L3.2
CCSS.ELA-LITERACY.SL.3.6 **Speak in** complete **sentences when appropriate to task and situation** in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L3.3
CCSS.ELA-LITERACY.SL.3.2 **Determine** the main ideas and supporting **details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	See WA.ELA-LITERACY.R3rd.5h

4th Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.4.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 4 topics and texts*,** building on others' ideas and expressing their own clearly.	WA.ELA-LITERACY.SpeakingListeningDigitalForums4th **Students** comprehend, **engage in**, and learn **from collaborative discussions, presentations**, and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through teacher-moderated digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* **building on others' ideas and expressing their own clearly.**
 	
CCSS.ELA-LITERACY.SL.4.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.
 	
CCSS.ELA-LITERACY.SL.4.1.A
Come to discussions prepared, having read or studied required material; **explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
 	
CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 	
CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	WA.ELA-LITERACY.SLDF4th.1 **Students listen, respond respectfully, and contribute during discussions.**
	  a. Reflect on who is present in a conversation and what they know about their interests, strengths, and skills.
	  b. **Discuss expectations and roles within the community**, changing them when needed.
	  c. Review previous conversations when continuing a discussion.
	  d. **Draw on experience, prior knowledge, and/or research to contribute.**
	  e. **Explain what they understood from others' contributions and ask for clarification or more information to build common understanding.**
	  f. **Connect statements to others' contributions to build community and propel conversation.**
	  g. Summarize points of agreement or disagreement.
	  h. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
	  i. Explain when, how, and why opinions or understandings have changed.
	  j. **Review memorable and/or important moments or ideas**.

CCSS.ELA-LITERACY.SL.4.1.A **Come to discussions prepared, having read or studied required material**; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	WA.ELA-LITERACY.SLDF4th.2 **Students prepare for planned discussions by thinking, reading, and/or researching the topic.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF4th.3 Students collaborate on projects or tasks.
	
	  a. Discuss expectations, roles, and timelines, changing them when needed.
	  b. Connect the project or prompt to their interests, experiences, and/or community needs.
	  c. Prepare for meetings by completing portions of the project as agreed.
	  d. Review progress and discuss what needs to happen next.

CCSS.ELA-LITERACY.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 	
CCSS.ELA-LITERACY.SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
	WA.ELA-LITERACY.SLDF4th.4 **Students present reports,** speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning.
	
	  a. Identify topics from the situation, experience, imagination, reading, research (see RML4thth.4) media, conversations, and/or products from W4th.1.
	  b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
	  c. **Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF4th.5 Students determine how to present themselves and their ideas. a. Express voice by building on strengths, experiences, and personality. b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose. d. Determine what they want or do not want to share and why.
CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; **speak clearly at an understandable pace**.	WA.ELA-LITERACY.SLDF4th.6 **Students use** an audible voice, gesture, and **pacing** to illuminate the content and engage the audience.
CCSS.ELA-LITERACY.SL.4.6 **Differentiate between contexts that call for formal English** (e.g., presenting ideas) **and situations where informal discourse is appropriate** (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	See WA.ELA-LITERACY.L4.1
CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Not in WA State K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Not in WA State K–12 Learning Standards for ELA (2024).

5th Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.5.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,*** building on others' ideas and expressing their own clearly.	WA.ELA-LITERACY.SpeakingListeningDigitalForums5th **Students** comprehend, **engage in,** and learn from **collaborative discussions,** presentations, and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through teacher-moderated digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* **building on others' ideas and expressing their own clearly.**
 	
CCSS.ELA-LITERACY.SL.5.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.
 	
CCSS.ELA-LITERACY.SL.5.1.A
Come to discussions prepared, having read or studied required material; **explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
 	
CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 	
CCSS.ELA-LITERACY.SL.5.1.D
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	WA.ELA-LITERACY.SLDF5.1 **Students listen, respond respectfully, and contribute during discussions.**
	  a. Reflect on who is present in a conversation and what they know about their interests, strengths, and skills.
	  b. **Discuss expectations and roles within the community**, changing them when needed.
	  c. **Draw on experience, prior knowledge, and/or research to contribute.**
	  d. Explain what they understood from others' contributions and ask for clarification or more information to build common understanding.
	  e. **Connect statements to others' contributions to build community and propel conversation.**
	  f. Summarize points of agreement or disagreement.
	  g. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
	  h. Explain when, how, and why opinions or understandings have changed.
	  i. **Review memorable and/or important moments or ideas**.

CCSS.ELA-LITERACY.SL.5.1.A **Come to discussions prepared, having read or studied required material**; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	WA.ELA-LITERACY.SLDF5.2 **Students prepare for planned discussions by thinking, reading, and/or researching the topic.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

	WA.ELA-LITERACY.SLDF5.3 Students collaborate on projects or tasks.
	  a. Discuss expectations, roles, and timelines, changing them when needed.
	  b. Connect the project or prompt to their interests, experiences, and/or community needs.
	  c. Prepare for meetings by completing portions of the project as agreed.
	  d. Review progress and discuss what needs to happen next.

CCSS.ELA-LITERACY.SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 	
CCSS.ELA-LITERACY.SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	WA.ELA-LITERACY.SLDF5.4 **Students present reports,** speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning.
	  a. Identify topics from the situation, experience, imagination, reading, research (see RML5th.4), media, conversations, and/or products from W5th.1.
	  b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
	  c. **Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF5.5 Students determine how to present themselves and their ideas. a. Express voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose. d. Determine what they want or do not want to share and why.
CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; **speak clearly at an understandable pace**.	WA.ELA-LITERACY.SLDF5.6 **Students use** an audible voice, gesture, and **pacing** to illuminate the content and engage the audience.
CCSS.ELA-LITERACY.SL.5.2 **Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	See WA.ELA-LITERACY.R5th.5h
CCSS.ELA-LITERACY.SL.5.6 **Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.** (See grade 5 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L5.1
CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Not in WA State K–12 Learning Standards for ELA (2024).

6th Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.6.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,** building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.6.4 **Present claims and findings**, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	WA.ELA-LITERACY.SpeakingListeningDigitalForums6th **Students** comprehend, **engage in**, and learn from **collaborative discussions, presentations,** and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, **building on others' ideas and expressing their own clearly**.
 	
CCSS.ELA-LITERACY.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 	
CCSS.ELA-LITERACY.SL.6.1.A
Come to discussions prepared, having read or studied required material; **explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**
 	
CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 	
CCSS.ELA-LITERACY.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	WA.ELA-LITERACY.SLDF6th.1 **Students listen, respond respectfully, and contribute during discussions.**
	  a. Reflect on who is present in a conversation and how they relate to each other.
	  b. **Discuss expectations and roles within the community**, changing them when needed.
	  c. Review previous conversations when continuing a discussion.
	  d. **Draw on** experience, prior knowledge, and/or **research to contribute.**
	  e. **Explain what they understood from others' contributions** and ask for clarification or more information to build common understanding.
	  f. **Connect statements to others' contributions to build community and propel conversation.**
	  g. Summarize points of agreement or disagreement.
	  h. Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended.
	  i. Explain when, how, and why opinions or understandings have changed.
	  j. **Review memorable and/or important moments or ideas.**

CCSS.ELA-LITERACY.SL.6.1.A **Come to discussions prepared, having read or studied required material**; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	WA.ELA-LITERACY.SLDF6th.3 **Students prepare for planned discussions by thinking, reading, and/or researching the topic.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF6th.3 Students collaborate on projects or tasks.
	  a. Discuss expectations, roles, and timelines, changing them when needed.
	  b. Connect the project or prompt to their interests, experiences, and/or community needs.
	  c. Prepare for meetings by completing portions of the project as agreed.
	  d. Review progress and discuss what needs to happen next.

CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
 	
CCSS.ELA-LITERACY.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	WA.ELA-LITERACY.SLDF6th.4 **Students present reports, speeches,** and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.
	  a. Identify topics from the situation, experience, imagination, reading, research (see RML6th.4) media, conversations, and/or products from W6.1.
	  b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
	  c. **Use images, media, and artifacts in presentations to clarify content and support the audience's engagement**.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

	WA.ELA-LITERACY.SLDF6th.5 Students determine how to present themselves and their ideas.
	
	   a. Craft voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs.
	   b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
	   c. Determine which language and/or languages support their purpose.
	   d. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.

CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; **use** appropriate eye contact**, adequate volume, and clear pronunciation.**	WA.ELA-LITERACY.SLDF6th.6 **Students use voice**, gesture, and pacing to illuminate the content and engage the audience.
CCSS.ELA-LITERACY.SL.6.2 **Interpret information presented in diverse media and formats (e.g., visually, quantitatively,** orally) **and explain how it contributes to a topic, text, or issue under study.**	See WA.ELA-LITERACY.R6th.2a
CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, **distinguishing claims that are supported by** reasons and **evidence from claims that are not.**	See WA.ELA-LITERACY.RML6th.7.d

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.6.6 **Adapt speech to a variety of contexts and tasks,** demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	See WA.ELA-LITERACY.L6.1

7th Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.7.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues,** building on others' ideas and expressing their own clearly.	WA.ELA-LITERACY.SpeakingListeningDigitalForums7th **Students** comprehend, **engage in**, and learn from **collaborative discussions, presentations** and public speaking in a variety of genres **in the context of grade-level content, in person** and/or through digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.7.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners** on grade 7 topics, texts, and issues, **building on others' ideas and expressing their own clearly**. CCSS.ELA-LITERACY.SL.7.1.B **Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed**. CCSS.ELA-LITERACY.SL.7.1.C **Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas** that bring the discussion back on topic as needed. CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; **explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion**. CCSS.ELA-LITERACY.SL.7.1.D **Acknowledge new information expressed by others and, when warranted, modify their own views.**	WA.ELA-LITERACY.SLDF7th.1 **Students listen respectfully, respond thoughtfully, and contribute to well-reasoned exchanges.** a. Reflect on who is present in the conversation and how they relate to each other. b. **Establish expectations and roles within the community**, changing them when needed. c. **Ask and answer questions that clarify or verify a speaker's point or perspective.** d. Share their interpretation of others' contributions to build common understanding. e. **Present and interpret textual evidence, research (see RML7.4),** experience, and/or prior knowledge**,** attributing evidence and ideas. f. **Develop common understanding by connecting to prior statements and others' contributions.** g. Identify points of agreement and/or disagreement. h. Identify evidence or experience that contradicts conclusions. i. **Explain changes in opinions and understanding.** j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended. k. Summarize conclusions, questions, and complications from the discussion.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.7.1.A **Come to discussions prepared, having read or researched material under study**; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	WA.ELA-LITERACY.SLDF7th.2 **Prepare for planned discussions by thinking, reading, and/or researching the topic.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF7th.3 Students collaborate effectively on projects and tasks. a. Establish expectations and roles, changing them when needed. b. Connect the project or prompt to their interests, perspectives, experiences, and/or community needs. c. Determine the process or steps needed to complete the project. d. Prepare for meetings by completing portions of the project as agreed. e. Summarize progress, identifying gaps and adjusting future goals as needed.
CCSS.ELA-LITERACY.SL.7.4 **Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples**; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.7.5 **Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**	WA.ELA-LITERACY.SLDF7th.4 **Students present reports, speeches,** and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. a. Identify topics from the situation, experience, imagination, reading, research (see RML7.4) media, conversations, and/or products from W7.1. b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. c. **Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF7th.5 Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose and voice. d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. e. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.
CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; **use** appropriate eye contact, **adequate volume, and clear pronunciation.**	WA.ELA-LITERACY.SLDF7th.6 **Students use voice**, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.
CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	See WA.ELA-LITERACY.R7th.8c

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's argument and specific claims, **evaluating the** soundness of the reasoning and the **relevance and sufficiency of the evidence.**	See WA.ELA-LITERACY.RML7th.7.d
CCSS.ELA-LITERACY.SL.7.6 **Adapt speech to a variety of contexts and tasks**, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expect.	See WA.ELA-LITERACY.L7.1

8th Grade

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues,** building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.8.4 **Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details**; use appropriate eye contact, adequate volume, and clear pronunciation.	WA.ELA-LITERACY.SpeakingListeningDigitalForums8th **Students comprehend, engage in, and learn from collaborative discussions, presentations and public speaking in a variety of genres in the context of grade-level content, in person** and/or through digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners** on grade 8 topics, texts, and issues, **building on others' ideas and expressing their own clearly.** CCSS.ELA-LITERACY.SL.8.1.B **Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.** CCSS.ELA-LITERACY.SL.8.1.C **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.** CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; **explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.** CCSS.ELA-LITERACY.SL.8.1.D **Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**	WA.ELA-LITERACY.SLDF8th.1 **Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges.** a. Reflect on who is present in the conversation and how they relate to each other. b. **Establish expectations and roles within the community**, changing them when needed. c. **Ask and answer questions that clarify or verify a speaker's point or perspective.** d. Share their interpretation of others' contributions to build common understanding. e. **Present and interpret textual evidence, research (see RML8.4),** experience, and/or prior knowledge, attributing evidence and ideas. f. **Develop arguments and/or common understanding by connecting to prior statements and others' contributions.** g. Summarize points of agreement and/or disagreement. h. Challenge ideas and conclusions based on contradictory evidence or experience. i. **Analyze changes in opinion and understanding.** j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended. k. Summarize conclusions, questions, and complications from the discussion.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.1.A **Come to discussions prepared, having read or researched material under study**; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	WA.ELA-LITERACY.SLDF8th.2 **Prepare for planned discussions by thinking, reading, and/or researching the topic.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF8th.3 Students collaborate effectively on projects and tasks.
	  a. Establish expectations and roles, changing them when needed.
	  b. Connect the project or prompt to their interests, perspectives, experiences, and/or community needs.
	  c. Determine the process or steps needed to complete the project.
	  d. Prepare for meetings by completing portions of the project as agreed.
	  e. Summarize progress made, identifying gaps and adjusting future goals as needed.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 	
CCSS.ELA-LITERACY.SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	WA.ELA-LITERACY.SLDF8th.4 **Students present reports, speeches,** and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.
	  a. Identify topics from the situation, experience, imagination, reading, research (see RML8th.4), media, conversations, and/or products from W8th.1.
	  b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
	  c. **Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF8th.5 Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose and voice. d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. e. Determine how to present themselves and their ideas in digital forums given the potential impact on future goals and opportunities.
CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; **use appropriate eye contact, adequate volume, and clear pronunciation.**	WA.ELA-LITERACY.SLDF8th.7 **Students use voice**, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.
CCSS.ELA-LITERACY.SL.8.2 **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**	See WA.ELA-LITERACY.RML8th.6

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, **evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**	See WA.ELA-LITERACY.RML8th.7.d
CCSS.ELA-LITERACY.SL.8.6 **Adapt speech to a variety of contexts and tasks,** demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L8th.1

9th–10th Grades

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.9-10.1 **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.4 **Present information, findings, and supporting evidence** clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	WA.ELA-LITERACY.SpeakingListeningDigitalForums9th-10th **Students** comprehend, **engage in,** and learn from **discussions, collaboration, presentations,** and public speaking in a variety of genres **in the context of grade-level content, in person** and/or digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.9-10.1 **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners** on grades 9–10 topics, texts, and issues, **building on others' ideas and expressing their own clearly and persuasively.**	WA.ELA-LITERACY.SLDF9th-10th.1 **Students listen respectfully, respond thoughtfully, and contribute meaningfully and effectively to well-reasoned exchanges.**
	a. Reflect on who is present in the conversation and how they relate to each other.
CCSS.ELA-LITERACY.SL.9-10.1.B **Work with peers to set rules for collegial discussions and decision-**making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), **clear goals and deadlines, and individual roles as needed.**	b. **Establish expectations and roles within the community**, changing them when needed.
	c. **Ask and answer questions that clarify, expand on, or verify a speaker's point or perspective.**
CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; **explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**	d. Share their interpretation of others' contributions to build common understanding.
	e. **Present and interpret textual evidence, research (see RML9th-10th.4), experience, and/or prior knowledge to construct claims and counterarguments,** attributing evidence and ideas.
	f. **Develop arguments and/or common understanding by connecting to prior statements and others' contributions.**
CCSS.ELA-LITERACY.SL.9-10.1.C **Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**	g. **Summarize points of agreement and/or disagreement.**
	h. **Challenge ideas and conclusions based on contradictory evidence or experience.**
	i. **Analyze changes in opinion and understanding.**
CCSS.ELA-LITERACY.SL.9-10.1.D **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**	j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended.
	k. Summarize conclusions, questions, and complications from the discussion.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.9-10.1.A **Come to discussions prepared, having read and researched material under study**; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	WA.ELA-LITERACY.SLDF9th-10th.2 **Students prepare for planned discussions by thinking, reading, and/or researching the topic.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF9th-10th.3 Students collaborate effectively on projects and tasks. a. Establish expectations and roles, changing them when needed. b. Connect the project or prompt to interests, perspectives, experiences, and/or community needs. c. Determine the process or steps needed to complete the project. d. Prepare for meetings by completing portions of the project as agreed. e. Summarize progress made, identifying gaps and adjusting future goals as needed.
CCSS.ELA-LITERACY.SL.9-10.4 **Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.** CCSS.ELA-LITERACY.SL.9-10.5 **Make strategic use of digital media** (e.g., textual, graphical, audio, visual, and interactive elements) **in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**	WA.ELA-LITERACY.SLDF9th-10th.4 **Students present reports, speeches,** and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. a. Identify topics from the situation, experience, imagination, reading, research (see RML9th-10th.4), media, conversations, and/or products from W9th-10th.1. b. **Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.** c. **Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF9th-10th.5 Students determine how to present themselves and their ideas.
	
	   a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs.
	   b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas.
	   c. Determine which language and/or languages support their purpose and voice.
	   d. Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.
	   e. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF9th-10th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.
CCSS.ELA-LITERACY.SL.9-10.2 **Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	See WA.ELA-LITERACY.RML9th-10th.2 WA.ELA-LITERACY.RML9th-10th.7 WA.ELA-LITERACY.RML9th-10th.8
CCSS.ELA-LITERACY.SL.9-10.3 **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	See WA.ELA-LITERACY.RML9th-10th.7d WA.ELA-LITERACY.RML9th-10th.8d

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.9-10.6 **Adapt speech to a variety of contexts and tasks,** demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L9th-10th.1

11th–12th Grades

Speaking, Listening & Digital Forums

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11-12.1 **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues**, building on others' ideas and expressing their own clearly and persuasively.	WA.ELA-LITERACY.SpeakingListeningDigitalForums11th-12th **Students** comprehend, **engage in,** and learn from **discussions, collaboration, presentations,** and public speaking **in a variety of genres in the context of grade-level content, in person** and/or digital forums.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11-12.1 **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners** on grades 11-12 topics, texts, and issues, **building on others' ideas and expressing their own clearly and persuasively.** CCSS.ELA-LITERACY.SL.11-12.1.B **Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.** CCSS.ELA-LITERACY.SL.11-12.1.C **Propel conversations by posing and responding to questions that probe reasoning and evidence**; ensure a hearing for a full range of positions on a topic or issue; **clarify, verify, or challenge ideas and conclusions**; and promote divergent and creative perspectives. CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; **explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.** CCSS.ELA-LITERACY.SL.11-12.1.D **Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue**; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	WA.ELA-LITERACY.SLDF11th-12th.1 **Students listen respectfully, respond thoughtfully, and contribute meaningfully to well-reasoned exchanges.** a. Reflect on who is present in the conversation and how they relate to each other. b. **Establish expectations and roles within the community**, changing them when needed. c. **Ask and answer questions that clarify, expand on, or verify a speaker's point or perspective.** d. Share their interpretation of others' contributions to build common understanding. e. **Present and interpret textual evidence, research (see RML11-12.4), experience, and/or prior knowledge to construct claims and counterarguments**, attributing evidence and ideas. f. **Develop arguments and/or common understanding by connecting to prior statements and others' contributions.** g. Summarize points of agreement and/or disagreement. h. **Challenge ideas and conclusions based on contradictory evidence or experience.** i. Analyze changes in opinion and understanding. j. Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended. k. **Summarize conclusions, questions, and complications from the discussion.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11-12.1.A **Come to discussions prepared, having read and researched material under study**; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	WA.ELA-LITERACY.SLDF11th-12th.2 **Students prepare for planned discussions by thinking, reading, and/or researching the topic.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF11th-12th.3 Students collaborate effectively on projects and tasks. a. Establish expectations and roles, changing them when needed. b. Connect the project or prompt to their personal and/or community interests, perspectives, experiences, and/or needs. c. Determine the process or steps needed to complete the project. d. Prepare for meetings by completing portions of the project as agreed. e. Summarize progress made, identifying gaps and adjusting future goals as needed.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11-12.4 **Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.** CCSS.ELA-LITERACY.SL.11-12.5 **Make strategic use of digital media** (e.g., textual, graphical, audio, visual, and interactive elements) **in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**	WA.ELA-LITERACY.SLDF11th-12th.4 **Students present experience, positions, ideas, findings,** and creative work **in a variety of genres such that listeners can** empathize and **follow the line of reasoning.** a. Identify topics from the situation, experience, imagination, reading, media, research (see RML11-12.4), conversations, and/or products from W11-12.1. b. **Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.** c. **Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF11th-12th.5 Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose, voice, and style. d. Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. e. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.SLDF11th-12th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.
CCSS.ELA-LITERACY.SL.11-12.2 **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**	See WA.ELA-LITERACY.RML11th-12th.2 WA.ELA-LITERACY.RML11th-12th.7 WA.ELA-LITERACY.RML11th-12th.8

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11-12.3 **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,** links among ideas, word choice, points of emphasis, and tone used.	See WA.ELA-LITERACY.RML11th-12th.7d WA.ELA-LITERACY.RML11th-12th.8d
CCSS.ELA-LITERACY.SL.11-12.6 **Adapt speech to a variety of contexts and tasks,** demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L11th-12th.1

Draft Writing Standards Crosswalk

Writing 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.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Bolded text = alignment* *Bolded text indicates alignment* between the WA State K–12 Learning Standards for ELA (2024) standards and WA State K–12 Learning Standards for ELA (2011) standards within the same row.	**Bolded text** = alignment* *Bolded text indicates alignment* between the WA State K–12 Learning Standards for ELA (2024) standards and WA State K–12 Learning Standards for ELA (2011) standards within the same row.
	Plain text = new in WA State K–12 Learning Standards for 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 State K–12 Learning Standards for ELA (2024) standard. This reflects the re-structuring of the WA State K–12 Learning Standards for ELA (2011) 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 WA State K–12 Learning Standards for ELA (2011) corresponds to the skill described in the WA State K–12 Learning Standards for 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 WA State K–12 Learning Standards for ELA (2011). Additional context may be needed for educators to fully implement the WA State K–12 Learning Standards for ELA (2024).

For example, many skills related to civil discussion described in the Speaking and Listening strand of the WA State K–12 Learning Standards for ELA (2011)are aligned to skills described in

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the Speaking Listening, and Digital Forums strand of the WA State K–12 Learning Standards for ELA (2024), but these skills are framed by the WA State K–12 Learning Standards for ELA (2024) in the context of both in-person and digital discussions.

Similarly, many standards in the WA State K–12 Learning Standards for ELA (2024) Writing strand are written to be inclusive of multiple approaches to composition, while some standards in the WA State K–12 Learning Standards for ELA (2011) Writing strand promote only one approach. For example, the WA State K–12 Learning Standards for 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 WA State K–12 Learning Standards for ELA (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 WA State K–12 Learning Standards for ELA (2011) standards align to the WA State K–12 Learning Standards for ELA (2024) standard, more than three approaches to introductions are supported by the WA State K–12 Learning Standards for 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 State K–12 Learning Standards for ELA (2024) standards assume that educators are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

The WA State K–12 Learning Standards for 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

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in **WA State K–12 Learning Standards for ELA** (2011); new in **WA State K–12 Learning Standards for ELA** (2024).	Priority: WA.ELA-LITERACY.WritingK Students compose multimodal texts through drawing, visually representing, dictating, and writing in a variety of genres in the context of grade level content.
Not in **WA State K–12 Learning Standards for ELA** (2011); new in **WA State K–12 Learning Standards for ELA** (2024).	WA.ELA-LITERACY.WK.1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from WK.1 must be taken through the writing process in WK.2 – WK.10.]

CCSS.ELA-LITERACY.W.K.2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 	
CCSS.ELA-LITERACY.W.K.1
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).
 	
CCSS.ELA-LITERACY.W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, **tell about the events in the order in which they occurred, and provide a reaction to what happened.**
	WA.ELA-LITERACY.WK.2 **Students compose multimodal texts** in a variety of genres to communicate with others.
	  a. Describe experiences, ideas, and imaginings.
	  b. **Inform others about their observations and explanations of the world.**
	  c. **Express their opinions and/or preferences.**
	  d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
	  e. **Tell the story of a single event or several loosely linked events.**

CCSS.ELA-LITERACY.W.K.7
Participate in shared research and **writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**
	WA.ELA-LITERACY.WK.3 **Students** plan and **complete writing projects**.
	  a. Connect the prompt to their interests, perspectives, and/or experiences.
	  b. Determine the process or steps needed to complete the project.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.K.8
With guidance and support from adults,* recall information from experiences or **gather information from provided sources to answer a question.**
 	
CCSS.ELA-LITERACY.W.K.5
With guidance and support from adults, respond to questions and suggestions **from peers** and add details to strengthen writing as needed.
	WA.ELA-LITERACY.WK.4 Students generate and gather ideas, including appropriate use of tools.
	  a. Identify topics and ideas from experience, imagination, reading, group research (see RMLK.4), media, conversations, products from WK.1, and/or desire to communicate.
	  b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
	  c. **Answer questions** about what the writer knows that the audience does not.
	  d. **Choose facts from group research** (see RMLK.4), images, and/or other media that illustrate and support their ideas.

CCSS.ELA-LITERACY.W.K.2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and **supply some information about the topic.**
 	
CCSS.ELA-LITERACY.W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events**, tell about the events in the order in which they occurred, and provide a reaction to what happened.**
	ELA-LITERACY.WK.5 Students draft content.
	  a. **State some information about the topic.**
	  b. **Tell events in stories in order and react to what happened.**
	  c. Illustrate and/or approximate some text features and/or formatting they notice in mentor texts.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they **name what they are writing about** and supply some information about the topic. CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they **tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)**.	WA.ELA-LITERACY.WK.6 Students compose introductions. a. **Name topics.**
	WA.ELA-LITERACY.WK.7 Starts in 1st grade.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.WK.8 Students discuss their compositions with others.
	   a. Re-read to determine whether the draft says what they want it to say.
	   b. Describe what their composition means and/or represents to an adult or peer.
	   c. Ask an adult or peer to describe their perceived meaning of the composition.

CCSS.ELA-LITERACY.W.K.5 **With guidance and support from adults,** respond to questions and suggestions from peers and **add details to strengthen writing as needed.**	WA.ELA-LITERACY.WK.9 Students revise their compositions. a. **Add** or change words or **details to better communicate and represent meaning.**
CCSS.ELA-LITERACY.W.K.6 **With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**	WA.ELA-LITERACY.WK.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms for known and trusted audiences.
CCSS.ELA-LITERACY.W.1.7 **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).**	See WA.ELA-LITERACY.RMLK.1-4

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.K.8 **With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**	See WA.ELA-LITERACY.RMLK.2

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1st Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	Priority: WA.ELA-LITERACY.Writing1st Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres in the context of grade-level content.
Not in **WA State K–12 Learning Standards for ELA** (2011); new in **WA State K–12 Learning Standards for ELA** (2024).	WA.ELA-LITERACY.W1st.1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W1st.1 must be taken through W1st.2 – W1st.10).]

CCSS.ELA-LITERACY.W.1.1 **Write opinion pieces** in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
 	
CCSS.ELA-LITERACY.W.1.2 **Write informative/explanatory texts** in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 	
CCSS.ELA-LITERACY.W.1.3 **Write narratives in which they recount two or more appropriately sequenced events,** include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	WA.ELA-LITERACY.W1st.2 **Students compose** multimodal **texts** in a variety of genres to communicate with others.
	  a. Describe experiences, ideas, and imaginings.
	  b. **Inform others about their observations and explanations of the world.**
	  c. **Express their opinions** and/or preferences.
	  d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
	  e. **Tell the story of two or more events.**

CCSS.ELA-LITERACY.W.1.7 **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).**	WA.ELA-LITERACY.W1st.3 **Students** plan and **complete writing projects**.
	  a. Connect the prompt to their interests, perspectives, and/or experiences.
	  b. Determine the process or steps needed to complete the project.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.1.8
With guidance and support from adults, recall information from experiences or **gather information from provided sources to answer a question.**
 	
CCSS.ELA-LITERACY.W.1.5
With guidance and support from adults*, focus on a topic, **respond to questions** and suggestions **from peers,** and add details to strengthen writing as needed.
	WA.ELA-LITERACY.W1st.4 Students generate and gather ideas, including appropriate use of tools.
	  a. Identify topics and ideas from experience, imagination, reading, research (see RML1st.4), media, conversations, products from W1st.1, and/or desire to communicate.
	  b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
	  c. **Answer questions** about what the writer knows that the audience does not.
	  d. **Choose facts from group research** (see RML1st.4), images, and/or other media that illustrate and support their ideas.

CCSS.ELA-LITERACY.W.1.2
Write informative/explanatory texts in which they name a topic, **supply some facts about the topic,** and provide some sense of closure.
 	
CCSS.ELA-LITERACY.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, **supply a reason for the opinion**, and provide some sense of closure.
 	
CCSS.ELA-LITERACY.W.1.3
Write narratives in which they **recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order,** and provide some sense of closure.
	ELA-LITERACY.W1.5 Students draft content within the genre.
	  a. **State some information about topics.**
	  b. **State a reason for an opinion.**
	  c. **Tell events in stories in order, using details and temporal words to signal order.**
	  d. Illustrate and/or approximate some text features and/or formatting they notice in mentor texts.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.1.1
Write opinion pieces in which they **introduce the topic or name the book they are writing about, state an opinion,** supply a reason for the opinion, and **provide some sense of closure.**
 	
CCSS.ELA-LITERACY.W.1.2
Write informative/explanatory texts in which they **name a topic**, supply some facts about the topic, and **provide some sense of closure**.
 	
CCSS.ELA-LITERACY.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and **provide some sense of closure.**
	WA.ELA-LITERACY.W1st.6 Students compose introductions and conclusions.
	   a. **Name topics to introduce them.**
	   b. **State opinions to introduce them.**
	   c. **Provide a sense of closure for stories, informational texts, and opinions.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W1st.7 Students organize content using the genre's structure.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W1st.8 Students discuss their compositions with others.
	   a. Reread to determine whether the draft says what they want it to say.
	   b. Describe what their composition means and/or represents to an adult or peer.
	   c. Ask an adult or peer to describe their perceived meaning of the composition.

CCSS.ELA-LITERACY.W.1.5 **With guidance and support from adults,** focus on a topic, respond to questions and suggestions from peers, and **add details to strengthen writing as needed.**	WA.ELA-LITERACY.W1st.9 Students revise and edit their compositions. a. **Add** or change **details or words to better communicate and represent meaning.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
	b. Edit for conventions and consistency of text features. (Demonstrate command of Language standards K–1).
CCSS.ELA-LITERACY.W.1.6 **With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	WA.ELA-LITERACY.W1st.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms for known and trusted audiences.
CCSS.ELA-LITERACY.W.1.7 **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).	See WA.ELA-LITERACY.RML1st.1-4
CCSS.ELA-LITERACY.W.1.8 **With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**	See WA.ELA-LITERACY.RML1st.2

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2nd Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in **WA State K–12 Learning Standards for ELA** (2011); new in **WA State K–12 Learning Standards for ELA** (2024).	Priority: WA.ELA-LITERACY.Writing2nd Students compose multimodal texts in a variety of genres in the context of grade-level content.
Not in **WA State K–12 Learning Standards for ELA** (2011); new in **WA State K–12 Learning Standards for ELA** (2024).	WA.ELA-LITERACY.W2nd.1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W2nd.1 must be taken through W2nd.2 – W2nd.10.]
CCSS.ELA-LITERACY.W.2.2 **Write informative/explanatory texts** in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.1 **Write opinion pieces** in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.3 **Write narratives** in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	WA.ELA-LITERACY.W2nd.2 **Students compose** multimodal **texts** in a variety of genres to communicate with others. a. Describe experiences, ideas, and imaginings. b. **Inform others about their observations and explanations of the world.** c. **Express their opinions** and/or preferences. d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities. e. **Tell stories and narratives.**
CCSS.ELA-LITERACY.W.2.7 **Participate in shared** research and **writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**	WA.ELA-LITERACY.W2nd.3 **Students** plan and **complete writing projects.** a. Connect the prompt to their interests, perspectives, and/or experiences. b. Determine the process or steps needed to complete the project.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or **gather information from provided sources to answer a question.**	WA.ELA-LITERACY.W2nd.4 Students generate and gather ideas, including appropriate use of tools. a. Identify topics and ideas from experience, imagination, reading, research (see RML2nd.4), media, conversations, products from W2nd.1, and/or desire to communicate. b. Determine which features and/or genre conventions to follow or adapt from mentor texts. c. Answer questions about what the writer knows that the audience does not. d. **Choose facts from research** (see RML2nd.4), images, and/or other media that illustrate and support their ideas.
CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, **use facts and definitions to develop points,** and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, **supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons**, and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.3 Write narratives in which they **recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order,** and provide a sense of closure.	WA.ELA-LITERACY.W2nd.5 Students draft content within the genre to develop ideas and express voice. a. **Use facts and definitions to develop points.** b. **Support an opinion with reasons, using linking words to connect them.** c. **Tell events in stories in order, using temporal words to signal order and details to elaborate a single event string of events and describe actions, thoughts, and feelings.** d. Approximate some text features and/or formatting by the placement of drawings, titles, labels, blank space, and/or other features noticed in mentor texts. e. Identify who deserves credit when using information from a source.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.2.2
Write informative/explanatory texts in which they **introduce a topic**, use facts and definitions to develop points, and **provide a concluding statement or section.**
 	
CCSS.ELA-LITERACY.W.2.1
Write opinion pieces in which they **introduce the topic or book they are writing about**, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and **provide a concluding statement or section.**
 	
CCSS.ELA-LITERACY.W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and **provide a sense of closure.**
	WA.ELA-LITERACY.W2nd.6 Students compose introductions and conclusions within the genre.
	   a. **Introduce topics.**
	   b. **Provide a sense of closure for stories.**
	   c. **Provide a concluding statement or section for informational texts and opinions.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W2nd.7 Students organize content by using or adapting the genre's structure.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W2nd.8 Students discuss their compositions with others.
	   a. Re-read to determine whether the draft says what they want it to say.
	   b. Describe what their composition means and/or represents to an adult or peer.
	   c. Ask an adult or peer to describe their perceived meaning of the composition.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.2.5 **With guidance and support from adults* and peers, focus on a topic and strengthen writing as needed by revising and editing.**	WA.ELA-LITERACY.W2nd.9 **Students revise and edit their compositions.**
	    a. Use what they learned from re-reading and feedback to **add details, change words, and/or provide focus.**
	    b. **Edit for conventions** and consistency of text features. (Demonstrate command of Language standards K–2.)

CCSS.ELA-LITERACY.W.2.6 **With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	WA.ELA-LITERACY.W2nd.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms for known and trusted audiences.
CCSS.ELA-LITERACY.W.2.7 **Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**	See WA.ELA-LITERACY.RML2nd.1-4
CCSS.ELA-LITERACY.W.2.8 **Recall information from experiences or gather information from provided sources to answer a question.**	See WA.ELA-LITERACY.RML2nd.2

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3rd Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.4 **With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.3.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing3rd **Students compose** multimodal **texts** in a variety of genres **in the context of grade-level content.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W3rd.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W3rd.1 must be taken through W3rd.2 – W3rd.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.4 **With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.3.3 **Write narratives to develop real or imagined experiences or events** using effective technique, **descriptive details,** and clear event sequences. CCSS.ELA-LITERACY.W.3.2 **Write informative/explanatory texts** to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.3.1 **Write opinion pieces on topics or texts,** supporting a point of view with reasons.	WA.ELA-LITERACY.W3rd.2 **Students compose** multimodal **texts** in a variety of genres to communicate with others. a. **Describe experiences,** ideas, and imaginings, **using** sensory **details.** b. **Inform others about their observations and explanations of the world.** c. **Express their opinions and/or preferences.** d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities. e. **Tell stories and narratives.**
CCSS.ELA-LITERACY.W.3.5 **With guidance and support from peers and adults, develop** and strengthen **writing** as needed **by planning,** revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	WA.ELA-LITERACY.W3rd.3 **Students plan** and complete **writing projects.** a. Connect the prompt to their interests, perspectives, and/or experiences. b. Determine the process or steps needed to complete the project.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or **gather information from print and digital sources;** take brief notes on sources and sort evidence into provided categories.	WA.ELA-LITERACY.W3rd.4 Students generate and gather ideas, including appropriate use of tools. a. Generate topics from experience, imagination, reading, research (see RML3rd.4), media, conversations, products from W3rd.1, and/or desire to communicate. b. Determine which features and/or genre conventions to follow or adapt from mentor texts. c. Answer questions about what the writer knows that the audience does not. d. **Choose material from research** (see RML3rd.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
CCSS.ELA-LITERACY.W.3.4 **With guidance and support from adults*, produce writing in which the development** and organization **are appropriate to task and purpose.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.3.2.B **Develop the topic with facts, definitions, and details.** CCSS.ELA-LITERACY.W.3.1.B **Provide reasons that support the opinion.** CCSS.ELA-LITERACY.W.3.2.C **Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**	ELA-LITERACY.W3rd.5 **Students draft content within the genre to develop ideas,** express voice, **and engage the audience**. a. **Develop points and ideas with facts, definitions,** concrete **details, examples, and/or quotations, using linking words to connect ideas.** b. **Support an opinion with reasons, using linking words.** c. **Develop an event sequence for stories, using details to elaborate a single string of events and describe actions, thoughts, and feelings, using dialogue when appropriate, showing characters' response to events, and using temporal words to signal order.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.1.C **Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.** CCSS.ELA-LITERACY.W.3.3.B **Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.** CCSS.ELA-LITERACY.W.3.3.C **Use temporal words and phrases to signal event order.**	d. Determine which features and/or formatting to follow or adapt from mentor texts such as titles, labels, illustrations, greetings, the formatting of dialogue, etc. e. Identify who deserves credit for information or media used from a source.
CCSS.ELA-LITERACY.W.3.2.A **Introduce a topic** and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-LITERACY.W.3.1.A **Introduce the topic or text they are writing about**, state an opinion, and create an organizational structure that lists reasons. CCSS.ELA-LITERACY.W.3.3.A **Establish a situation and introduce a narrator and/or characters**; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.2.D **Provide a concluding statement or section.** CCSS.ELA-LITERACY.W.3.3.D **Provide a sense of closure.** CCSS.ELA-LITERACY.W.3.1.D **Provide a concluding statement or section.**	WA.ELA-LITERACY.W3rd.6 Students compose introductions and conclusions within the genre to express voice, engage the audience, and support the development of content in the text. a. **Introduce topics and opinions.** b. **Establish a situation for stories and introduce a narrator and/or characters.** c. **Provide a sense of closure for stories.** d. **Compose a concluding statement or section for informational texts and opinions.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.4 **With guidance and support from adults, produce writing in which the** development and **organization are appropriate to task and purpose.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and **create an organizational structure that lists reasons.** CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and **sort evidence into provided categories.** CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; **organize an event sequence that unfolds naturally.**	WA.ELA-LITERACY.W3rd.7 **Students organize content** by using or adapting the genre's structure.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W3rd.8 Students evaluate their drafts. a. Re-read to determine whether the draft says what they want it to say. b. Describe what their composition means and/or represents to an adult or peer. c. Gather feedback and determine whether it improves readers' understanding and/or experience.
CCSS.ELA-LITERACY.W.3.5 **With guidance and support from peers and adults, develop and strengthen writing as needed by** planning, **revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)**	WA.ELA-LITERACY.W3rd.9 **Students revise and edit their compositions.** a. Use what they learned from re-reading and feedback to revise. b. **Edit for conventions and** consistency of text features. **(Demonstrate command of Language standards K–3.)**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.3.6 **With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**	WA.ELA-LITERACY.W3rd.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. a. Identify who might be able to access compositions and how it might make those people feel.
CCSS.ELA-LITERACY.W.3.6 **With guidance and support from adults, use technology** to produce and publish writing (using keyboarding skills) as well as **to interact and collaborate with others.**	See WA.ELA-LITERACY.SpeakingListeningDigitalForums3rd
CCSS.ELA-LITERACY.W.3.7 **Conduct short research projects that build knowledge about a topic.**	See WA.ELA-LITERACY.RML3rd.1-4
CCSS.ELA-LITERACY.W.3.8 **Recall information from experiences or gather information from print and digital sources;** take brief notes on sources and sort evidence into provided categories.	See WA.ELA-LITERACY.RML3rd.2

* The WA State K–12 Learning Standards for ELA (2024) standards assume that educators at all grade levels are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

4th Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.4 **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.4.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing4th **Students compose** multimodal **texts** in a variety of genres **in the context of grade-level content.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W4th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W4th.1 must be taken through W4th.2 – W4th.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.4 **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.4.3 **Write narratives to develop real or imagined experiences or events** using effective technique, **descriptive details**, and clear event sequences. CCSS.ELA-LITERACY.W.4.3.D **Use concrete words and phrases and sensory details to convey experiences and events precisely.** CCSS.ELA-LITERACY.W.4.2 **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** CCSS.ELA-LITERACY.W.4.1 **Write opinion pieces on topics or texts,** supporting a point of view with reasons and information.	WA.ELA-LITERACY.W4th.2 **Students compose** multimodal **texts** in a variety of genres to communicate with others. a. **Describe experiences,** ideas, and imaginings, **including concrete, sensory details.** b. **Inform others about their observations and explanations of the world.** c. **Express their opinions and preferences.** d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities. e. **Tell stories and narratives.**
CCSS.ELA-LITERACY.W.4.5 **With guidance and support from peers and adults*, develop** and strengthen **writing** as needed **by planning,** revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	WA.ELA-LITERACY.W4th.3 **Students plan** and complete **writing projects.** a. Connect the prompt to their interests, perspectives, and/or experiences. b. Determine the process or steps needed to complete the project. c. Adjust focus and timeline when needed.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.4.8
Recall relevant information from experiences or **gather relevant information from print and digital sources;** take notes and categorize information, and provide a list of sources.
	WA.ELA-LITERACY.W4th.4 Students generate and gather ideas, including appropriate use of tools.
	  a. Generate topics from experience, imagination, reading, research (see RML4th.4) media, conversations, products from W4th.1, and/or desire to communicate.
	  b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
	  c. Identify what the writer knows that the audience does not.
	  d. **Choose material from research** (see RML4th.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.

CCSS.ELA-LITERACY.W.4.4
Produce clear and coherent writing in which the development and organization **are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 	
CCSS.ELA-LITERACY.W.4.2.B
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 	
CCSS.ELA-LITERACY.W.4.2.A
Introduce a topic clearly and **group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**
	WA.ELA-LITERACY.W4th.5 **Students draft content within the genre to develop ideas,** express voice**, and engage the audience.**
	  a. **Develop topics with facts, definitions, examples, and/or quotations.**
	  b. **Logically group related information in paragraphs and/or sections.**
	  c. **Support opinions with facts, reasons, and details using linking words, phrases, and clauses.**
	  d. **Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.**
	  e. **Use** text features and/or **formatting** noticed in mentor texts, **such as headings,** titles, labels, **illustrations,** greetings, the formatting of dialogue, etc.
	  f. **Attribute sources** in ways that are consistent with the genre.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and **create an organizational structure in which related ideas are grouped to support the writer's purpose.** CCSS.ELA-LITERACY.W.4.1.B **Provide reasons that are supported by facts and details.** CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, **supporting a point of view with reasons and information.** CCSS.ELA-LITERACY.W.4.3 Write narratives to **develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** CCSS.ELA-LITERACY.W.4.3.B **Use dialogue and description to develop experiences and events or show the responses of characters to situations.** CCSS.ELA-LITERACY.W.4.1.C **Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).** CCSS.ELA-LITERACY.W.4.2.C **Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).** CCSS.ELA-LITERACY.W.4.3.C **Use a variety of transitional words and phrases to manage the sequence of events.**	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and **provide a list of sources.**	
CCSS.ELA-LITERACY.W.4.2.A **Introduce a topic clearly** and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.1.A **Introduce a topic or text clearly**, state an opinion**,** and create an organizational structure in which related ideas are grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.4.3.A **Orient the reader by establishing a situation and introducing a narrator and/or characters;** organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.4.2.E **Provide a concluding statement or section related to the information or explanation presented.** CCSS.ELA-LITERACY.W.4.1.D **Provide a concluding statement or section related to the opinion presented.** CCSS.ELA-LITERACY.W.4.3.E **Provide a conclusion that follows from the narrated experiences or events.**	WA.ELA-LITERACY.W4th.6 Students compose introductions and conclusions within the genre that engage the audience, express voice, and support the development of content in the body of the text. a. **Engage the reader in topics** using a variety of strategies. b. **Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters.** c. **Compose concluding statements or sections that follow from the stories or ideas developed in the text** and allow the reader to reflect on what they read and/or how they feel after reading.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and **group related information in paragraphs and sections;** include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.C **Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).** CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and **create an organizational structure in which related ideas are grouped to support the writer's purpose.** CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and **categorize information**, and provide a list of sources. CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally.**	WA.ELA-LITERACY.W4th.7 **Students organize content** by using or adapting the genre's structure**.**

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W4th.8 Students evaluate drafts.
	  a. Re-read to determine whether the draft says what they want it to say.
	  b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
	  c. Gather feedback and determine whether it improves readers' understanding and/or experience.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, **revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)**
	WA.ELA-LITERACY.W4th.9 **Students revise and edit** using a variety of strategies, including use of appropriate technology.
	  a. Use what they learned from re-reading and feedback to strengthen their compositions.
	  b. **Edit for conventions** and consistency of text features, including attributions. **(Demonstrate command of Language standards K–4.)**

CCSS.ELA-LITERACY.W.4.6 **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing** as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	WA.ELA-LITERACY.W4th.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. a. Identify who might be able to access compositions and how it might make those people feel.
CCSS.ELA-LITERACY.W.4.6 **With some guidance and support from adults, use technology, including the Internet,** to produce and publish writing as well as **to interact and collaborate with others**; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	See WA.ELA-LITERACY.SpeakingListeningDigitalForums4th
CCSS.ELA-LITERACY.W.4.7 **Conduct short research projects that build knowledge through investigation of different aspects of a topic.**	See WA.ELA-LITERACY.RML4th.1-4
CCSS.ELA-LITERACY.W.4.8 **Recall relevant information from experiences or gather relevant information from print and digital sources;** take notes and categorize information, and provide a list of sources.	See WA.ELA-LITERACY.RML4th.2
CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	See WA.ELA-LITERACY.RML4th.3

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5th Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.4 **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.5.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing5th **Students compose** multimodal **texts** in a variety of genres **in the context of grade-level content.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W5th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W5th.1 must be taken through W5th.2 – W5th.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 	
CCSS.ELA-LITERACY.W.5.3.D
Use concrete words and phrases and sensory details to convey experiences and events precisely.
 	
CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 	
CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 	
CCSS.ELA-LITERACY.W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, **descriptive details**, and clear event sequences.
	WA.ELA-LITERACY.W5th.2 **Students compose** multimodal **texts** in a variety of genres to communicate with others.
	  a. **Compose descriptions, including concrete, sensory detai**ls and figurative language.
	  b. **Inform others about their observations and explanations of the world.**
	  c. **Express their opinions and preferences.**
	  d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
	  e. **Tell stories and narratives.**

CCSS.ELA-LITERACY.W.5.8
With guidance and support from peers and adults*, develop and strengthen **writing** as needed **by planning**, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
	WA.ELA-LITERACY.W5th.3 **Students plan** and complete **writing projects**.
	  a. Connect the prompt to personal interests, perspectives, and/or experiences and/or community needs.
	  b. Determine the process or steps needed to complete the project.
	  c. Adjust focus and timeline when needed.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.5.8
Recall relevant information from experiences or **gather relevant information from print and digital sources;** summarize or paraphrase information in notes and finished work, and provide a list of sources.
	WA.ELA-LITERACY.W5th.4 Students generate and gather ideas**,** including appropriate use of tools.
	  a. Generate topics from experience, imagination, reading, research (see RML5th.4), media, conversations, products from W5th.1, and/or desire to communicate.
	  b. Determine which features and/or genre conventions to follow or adapt from mentor texts.
	  c. Identify what the writer knows that the audience does not.
	  d. **Choose material from research** (see RML5th.4), images, and other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.

CCSS.ELA-LITERACY.W.5.4
Produce clear and coherent writing in which the development and organization **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 	
CCSS.ELA-LITERACY.W.5.2.A
Introduce a topic clearly, **provide a general observation and focus**, and group related information logically; **include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**
 	
CCSS.ELA-LITERACY.W.5.2.B
Develop the topic with facts, definitions, concrete details**, quotations, or other information and examples related to the topic.**
	WA.ELA-LITERACY.W5th.5 **Students draft content** within the genre **to develop ideas**, express voice, **and engage the audience.**
	  a. **Establish a general focus.**
	  b. **Develop topics with facts, definitions, examples, and/or quotations.**
	  c. **Supply reasons for opinions that are supported by facts and details.**
	  d. **Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters** as appropriate to the genre.
	  e. **Use evidence from texts to support analysis, reflection, or research.**
	  f. **Use** text features and/or **formatting** noticed in mentor texts **where appropriate, such as headings,** titles, labels, **illustrations**, greetings, the formatting of dialogue, etc.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.1.B **Provide logically ordered reasons that are supported by facts and details.** CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, **supporting a point of view with reasons and information.** CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events **using effective technique, descriptive details, and clear event sequences.** CCSS.ELA-LITERACY.W.5.3.B **Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.** CCSS.ELA-LITERACY.W.5.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research.** CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and **provide a list of sources.**	g. **Attribute sources** in ways that are consistent with the genre.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.5.2.A
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 	
CCSS.ELA-LITERACY.W.5.1.A
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 	
CCSS.ELA-LITERACY.W.5.3.A
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 	
CCSS.ELA-LITERACY.W.5.2.E
Provide a concluding statement or section related to the information or explanation presented.
 	
CCSS.ELA-LITERACY.W.5.1.D
Provide a concluding statement or section related to the opinion presented.
 	
CCSS.ELA-LITERACY.W.5.3.E
Provide a conclusion that follows from the narrated experiences or events.
	WA.ELA-LITERACY.W5th.6 Students compose introductions and conclusions that engage the audience, express voice, and support the development of content in the body of the text.
	  a. Engage the reader by **clearly introducing topics, opinions, or points of view.**
	  b. Engage and **orient the reader to stories by establishing a situation and introducing a narrator and/or characters.**
	  c. **Compose conclusions or concluding statements or sections** that fit within the genre, **follow from the stories or ideas developed in the text**, and allow the reader to reflect on what they read and/or how they feel after reading.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.4 **Produce clear and coherent writing in which the** development and **organization are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and **group related information logicall**y; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and **create an organizational structure in which ideas are logically grouped to support the writer's purpose.** CCSS.ELA-LITERACY.W.5.1.B **Provide logically ordered reasons** that are supported by facts and details. CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally**. CCSS.ELA-LITERACY.W.5.3.C **Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**	WA.ELA-LITERACY.W5th.7 **Students organize content** by using or adapting the genre's structure.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W5th.8 Students evaluate drafts. a. Re-read to determine whether the draft says what they want it to say. b. Re-read to identify differences between what they intend and what the audience would understand from the text itself. c. Gather feedback and determine whether it improves readers' understanding and/or experience.
CCSS.ELA-LITERACY.W.5.5 **With guidance and support from peers and adults,** develop and **strengthen writing as needed by** planning, **revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)**	WA.ELA-LITERACY.W5th.9 **Students revise and edit** using a variety of strategies, including use of appropriate technology. a. Use what they learned from re-reading and feedback to strengthen their compositions. b. **Edit for conventions** and consistency of text features, including attributions. **(Demonstrate command of Language standards K–5.)**
CCSS.ELA-LITERACY.W.5.6 **With some guidance and support from adults, use technology, including the Internet, to** produce and **publish writing** as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	WA.ELA-LITERACY.W5th.10 Students share and **publish compositions** in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing a. Identify who might be able to access compositions and how it might make those people feel.
CCSS.ELA-LITERACY.W.5.6 **With some guidance and support from adults, use technology,** including the Internet, to produce and publish writing as well as **to interact and collaborate with others**; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	See WA.ELA-LITERACY.SpeakingListeningDigitalForums5th

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.7 **Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	See WA.ELA-LITERACY.RML5th.1-4
CCSS.ELA-LITERACY.W.5.8 **Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**	See WA.ELA-LITERACY.RML5th.1-4 WA.ELA-LITERACY.RML5th.2 WA.ELA-LITERACY.R5th.5h WA.ELA-LITERACY.R5th.8c
CCSS.ELA-LITERACY.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Not in WA State K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").	Not in WA State K–12 Learning Standards for ELA (2024).

* The WA State K–12 Learning Standards for ELA (2024) standards assume that educators at all grade levels are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.
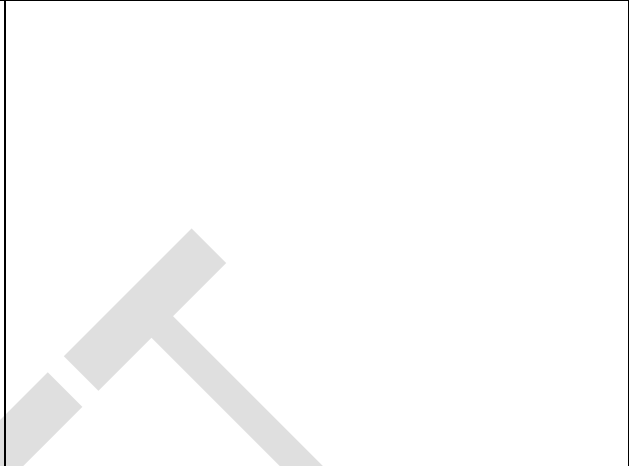
6th Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CCSS.ELA-LITERACY.W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: WA.ELA-LITERACY.Writing6th **Students compose** multimodal **texts** in a variety of genres **in the context of grade-level content.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W6th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W6th.1 must be taken through W6th.2 – W6th.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.6.3.D **Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.** CCSS.ELA-LITERACY.W.6.2 **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.W.6.1 **Write arguments** to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.6.3 **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details**, and well-structured event sequences. CCSS.ELA-LITERACY.W.6.3.B **Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters**.	WA.ELA-LITERACY.W6th.2 **Students compose** multimodal **texts** in a variety of genres to communicate with others. a. **Describe experiences,** ideas, and imaginings, **including concrete, sensory details and figurative language.** b. **Inform others about their observations and explanations of the world.** c. **Persuade others through arguments**, evaluations, and other appeals. d. **Tell stories and narratives**, **using a variety of techniques** and devices consistent with the genre.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W6th.3 Students manage and complete writing projects.
	   a. Analyze the prompt to determine the purpose of the project and how to meet it.
	   b. Connect the project to personal and/or community needs.
	   c. Determine the process or steps and plan the time needed to complete the project.
	   d. Adjust to feedback and shifts in focus and timeline when needed.

CCSS.ELA-LITERACY.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the selection**, organization, and analysis **of relevant content**.
 	
CCSS.ELA-LITERACY.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	WA.ELA-LITERACY.W6th.4 Students generate and gather ideas and material, including appropriate use of tools.
	   a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML6th.4), media, conversations, the communicative situation, products from W6th.1, and/or desire to communicate with a variety of audiences.
	   b. Determine which features and conventions of genres to follow, adapt, or combine from mentor texts.
	   c. **Curate ideas and material, including findings from their research** (see RML6th.4) and media, identifying when and how it's fair to use the creative work of others.

CCSS.ELA-LITERACY.W.6.4 **Produce clear and coherent writing in which the development**, organization, and style **are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.)	WA.ELA-LITERACY.W6th.5 **Students draft content** within the genre **to develop ideas**, **engage the audience**, and express voice. a. **Develop descriptions** to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.2 **Write** informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the selection**, organization, **and analysis of relevant content**. CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events **using** effective technique, **relevant descriptive details**, and well-structured event sequences. CCSS.ELA-LITERACY.W.6.3.B **Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters**. CCSS.ELA-LITERACY.W.6.2.B **Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples**. CCSS.ELA-LITERACY.W.6.1.B **Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; **include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**	b. **Develop analysis of** experience, events, **information, ideas,** and/or texts. c. **Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.** d. **Develop appeals to emotion and reason.** e. **Use evidence from texts to support analysis, reflection, or research.** f. **Select and integrate images, charts, headings, and other text features as** appropriate to the genre and **useful to audience.** g. **Attribute sources** in ways consistent with the genre, using technology appropriately.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.9</u> **Draw evidence from literary or informational texts to support analysis, reflection, and research.** <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.**	
<u>CCSS.ELA-LITERACY.W.6.2.A</u> **Introduce a topic**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.6.1.A</u> **Introduce claim(s)** and organize the reasons and evidence clearly. <u>CCSS.ELA-LITERACY.W.6.3.A</u> **Engage and orient the reader by establishing a context and introducing a narrator and/or characters;** organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.6.2.F</u> **Provide a concluding statement or section that follows from the information or explanation presented.** <u>CCSS.ELA-LITERACY.W.6.1.E</u> **Provide a concluding statement or section that follows from the argument presented.**	<u>WA.ELA-LITERACY.W6th.6</u> **Students craft introductions and conclusions** within genre and purpose **to** engage the audience, establish voice, and **support content in the body of the text.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.3.E **Provide a conclusion that follows from the narrated experiences or events.**	
CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.6.2 **Write** informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the** selection, **organization,** and analysis **of relevant content.** CCSS.ELA-LITERACY.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally and logically.** CCSS.ELA-LITERACY.W.6.4 **Produce clear and coherent writing in which the** development, **organization**, and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.6.2.C **Use appropriate transitions to clarify the relationships among ideas and concepts.** CCSS.ELA-LITERACY.W.6.1.C **Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**	ELA-LITERACY.W6.7 **Students organize content**, using and/or adapting the genre's structure, to lead readers through the student's thinking.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and **organize the reasons and evidence clearly.** CCSS.ELA-LITERACY.W.6.3.C **Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**	

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W6th.8 Students evaluate drafts.
	  a. Re-read to determine whether the draft says what they want it to say.
	  b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.
	  c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.

CCSS.ELA-LITERACY.W.6.5
With some guidance and support from peers and adults*, develop and **strengthen writing as needed by** planning, **revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)**
	WA.ELA-LITERACY.W6th.9 **Students revise and edit** using a variety of strategies, including use of appropriate technology.
	  a. Use what they learned from re-reading and feedback to strengthen their compositions.
	  b. **Edit for conventions** and consistency of text features, including attributions. **[See Language standards 1–6.]**

CCSS.ELA-LITERACY.W.6.6 **Use technology, including the Internet, to** produce and **publish writing** as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	WA.ELA-LITERACY.W6th.10 **Students** share and **publish compositions in person** and/or on digital or non-digital platforms. a. Determine where to publish after considering potential impacts on intended and unintended audiences.
CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.	See WA.ELA-LITERACY.L6th.1-1a

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.6.6 **Use technology, including the Internet, to** produce and publish writing as well as **to interact and collaborate with others**; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	See WA.ELA-LITERACY.SpeakingListeningDigitalForums6th
CCSS.ELA-LITERACY.W.6.7 **Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**	See WA.ELA-LITERACY.RML6th.1-2
CCSS.ELA-LITERACY.W.6.9.A Apply grade 6 Reading standards to literature (e.g., "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").	See WA.ELA-LITERACY.R6th.6e
CCSS.ELA-LITERACY.W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	Not in WA State K–12 Learning Standards for ELA (2024).

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7th Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.7.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing7th **Students compose** multimodal **texts** in a variety of genres for a range of communicative situations **in the context of grade-level content, in which the development, organization, and language use are appropriate to** genre**, task, purpose, and audience.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W7th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W7th.1 must be taken through W7th.2 – W7th.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.7.3 **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details**, and well-structured event sequences. CCSS.ELA-LITERACY.W.7.2 **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.W.7.1 **Write arguments** to support claims with clear reasons and relevant evidence.	WA.ELA-LITERACY.W7th.2 **Students compose** multimodal **texts** within a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions. a. **Describe situations, experience,** ideas, **and imaginings, with sufficient details** for the audience to activate the senses. b. **Explain their observations and analysis of texts, ideas, and the world.** c. **Persuade others through arguments**, evaluations, and other appeals. d. **Tell narratives of stories and events, using techniques** and devices consistent with the genre.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W7th.3 Students manage and complete writing projects. a. Analyze the prompt to determine the purpose of the project and how to meet it. b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. c. Determine the process or steps and plan the time needed to complete the project. d. Adjust to feedback and shifts in focus and timeline when needed.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.2 **Write** informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the selection,** organization, and analysis **of relevant content**. CCSS.ELA-LITERACY.W.7.8 **Gather relevant information from multiple print and digital sources**, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	WA.ELA-LITERACY.W7th.4 Students generate and gather ideas and material, including appropriate use of technology. a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML7.4), media, conversations, the communicative situation, products from W.1, and/or desire to communicate with a variety of audiences. b. Determine which features and conventions of genres to follow, adapt, or combine from mentor texts. c. **Curate ideas and material, including findings from their research** (see RML7th.4) and media, identifying when and how it's fair to use the creative work of others.
CCSS.ELA-LITERACY.W.7.4 **Produce clear and coherent writing in which the development**, organization, and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.6.3 **Write** narratives to develop real or imagined experiences or events **using effective technique, relevant descriptive details**, and well-structured event sequences. CCSS.ELA-LITERACY.W.7.3.B **Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**	WA.ELA-LITERACY.W7th.5 **Students draft content** within the genre and purpose **to develop ideas, engage the audience**, and express voice. a. **Develop descriptions** to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content. b. **Develop analysis of** experience, events, **information, ideas,** and/or texts. c. **Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning**. d. **Acknowledge opposing claims.** e. Develop appeals to emotion and reason. f. **Use evidence from texts to support analysis, reflection, or research.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.3.D **Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.** CCSS.ELA-LITERACY.W.7.2 **Write** informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the** selection, organization, and **analysis of relevant content**. CCSS.ELA-LITERACY.W.7.2.B **Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples**. CCSS.ELA-LITERACY.W.7.1.B **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources** and demonstrating an understanding of the topic or text. CCSS.ELA-LITERACY.W.7.1.A **Introduce claim(s), acknowledge alternate or opposing claims,** and organize the reasons and evidence logically. CCSS.ELA-LITERACY.W.7.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research.**	g. **Select and integrate images, charts, headings, and other text features as** appropriate to the genre and **useful to audience.** h. **Attribute sources** in ways consistent with the genre, using technology appropriately.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; **include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.** CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and **quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.2.A **Introduce a topic clearly, previewing what is to follow**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.7.1.A **Introduce claim(s),** acknowledge alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-LITERACY.W.7.3.A **Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters**; organize an event sequence that unfolds naturally and logically. CCSS.ELA-LITERACY.W.7.2.F **Provide a concluding statement or section that follows from and supports the information or explanation presented.** CCSS.ELA-LITERACY.W.7.1.E **Provide a concluding statement or section that follows from and supports the argument presented.** CCSS.ELA-LITERACY.W.7.3.E **Provide a conclusion that follows from and reflects on the narrated experiences or events.**	WA.ELA-LITERACY.W7th.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.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.7.2.C **Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.** CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and **organize the reasons and evidence logically.** CCSS.ELA-LITERACY.W.7.1.C **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.** CCSS.ELA-LITERACY.W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally and logically.** CCSS.ELA-LITERACY.W.7.3.C **Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**	WA.ELA-LITERACY.W7th.7 **Students organize content,** using and/or adapting the genre's structure, to lead readers through the student's thinking.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.7.5
With some guidance and support from peers and adults*, develop and **strengthen writing as needed by** planning, **revising,** editing, rewriting, or trying a new approach, **focusing on how well purpose and audience have been addressed.** (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
	WA.ELA-LITERACY.W7th.8 Students evaluate drafts.
	  a. **Re-read to determine whether the draft says what they want it to say.**
	  b. **Re-read to identify differences between what they intend and what the audience would understand from the text itself.**
	  c. **Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.**

CCSS.ELA-LITERACY.W.7.5
With some guidance and support from peers and adults, develop and **strengthen writing as needed by** planning, **revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)**
	WA.ELA-LITERACY.W7th.9 **Students revise and edit using a variety of strategies,** including use of appropriate technology.
	  a. Use what they learned from re-reading and feedback to strengthen their compositions.
	  b. **Edit for conventions** and consistency of text features, including attributions. **[See Language standards 1–7.]**

CCSS.ELA-LITERACY.W.7.6 **Use technology, including the Internet, to** produce and **publish writing** and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	WA.ELA-LITERACY.W7th.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms. a. Determine where to publish after considering potential impacts on intended and unintended audiences.
CCSS.ELA-LITERACY.W.7.1.C **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**	See WA.ELA-LITERACY.L7th.3
CCSS.ELA-LITERACY.W.7.2.E **Establish and maintain a formal style**.	See WA.ELA-LITERACY.L7th1-1a
CCSS.ELA-LITERACY.W.7.6 **Use technology, including the Internet,** to produce and publish writing and link to and cite sources as well as **to interact and collaborate with others**, including linking to and citing sources.	See WA.ELA-LITERACY.SpeakingListeningDigitalForums7th

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.7 **Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**	See WA.ELA-LITERACY.RML7th.1-4
CCSS.ELA-LITERACY.W.7.8 **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**	See WA.ELA-LITERACY.RML7th.2 WA.ELA-LITERACY.RML7th.3 WA.ELA-LITERACY.RML7th.7 WA.ELA-LITERACY.RML7th.8 WA.ELA-LITERACY.R7th.8d
CCSS.ELA-LITERACY.W.7.9.B Apply grade 7 Reading standards to literary nonfiction (e.g. "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").	Not in WA State K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.W.7.9.A Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	Not in WA State K–12 Learning Standards for ELA (2024).

* The WA State K–12 Learning Standards for ELA (2024) standards assume that educators at all grade levels are always balancing students' independence with guidance and support. While the WA State K–12 Learning Standards for ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

8th Grade

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.8.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing8th **Students compose** multimodal **texts** in a variety of genres for a range of communicative situations **in the context of grade-level content, in which the development, organization, and language use are appropriate to** genre**, task, purpose, and audience.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W8th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W8th.1 must be taken through W8th.2 – W8th.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 	
CCSS.ELA-LITERACY.W.8.3.B
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 	
CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 	
CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence.
 	
CCSS.ELA-LITERACY.W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	WA.ELA-LITERACY.W8th.2 **Students compose** multimodal **texts** in a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions.
	  a. **Describe** situations, **experience,** ideas, **and imaginings, with sufficient details** for the audience to activate the senses.
	  b. **Explain their observations and analysis of texts, ideas, and the world.**
	  c. **Persuade others through arguments,** evaluations, and other appeals.
	  d. **Tell narratives of stories and events, using techniques** and devices consistent with the genre.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W8th.3 Students manage and complete writing projects.
	  a. Analyze the prompt to determine the purpose of the project and how to meet it.
	  b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.
	  c. Determine the process or steps and plan the time needed to complete the project.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
	d. Adjust to feedback and shifts in focus and timeline when needed.

CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the selection**, organization, and analysis **of relevant content**.
 	
CCSS.ELA-LITERACY.W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	WA.ELA-LITERACY.W8th.4 Students generate and **gather ideas and material**, including appropriate use of technology**.**
	  a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML8th.4), media, conversations, the communicative situation, products from W8th.1, and/or desire to communicate with a variety of audiences.
	  b. Determine which features and conventions of genres to follow, adapt, or combine from mentor texts.
	  c. **Curate ideas and material, including findings from their research** (see RML8th.4) and media, identifying when and how it's fair to use the creative work of others.

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 	
CCSS.ELA-LITERACY.W.8.3.D
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 	
CCSS.ELA-LITERACY.W.8.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
	WA.ELA-LITERACY.W8th.5 **Students draft content** within the genre and purpose **to develop ideas, engage the audience**, and express voice.
	  a. **Develop descriptions** to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content.
	  b. **Develop analysis of experience, events, information, ideas, and/or texts.**
	  c. **Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.**
	  d. Develop appeals to emotion and reason.
	  e. **Use evidence from texts to support analysis, reflection, or research.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.3.B **Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.** CCSS.ELA-LITERACY.W.8.2.B **Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.** CCSS.ELA-LITERACY.W.8.1.B **Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.** CCSS.ELA-LITERACY.W.8.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research.** CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; **include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**	f. **Select and integrate images, charts, headings, and other text features as** appropriate to the genre and **useful to audience**. g. Attribute sources in ways consistent with the genre, using technology appropriately.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.2.A **Introduce a topic clearly, previewing what is to follow;** organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	WA.ELA-LITERACY.W8th.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.
CCSS.ELA-LITERACY.W.8.1.A **Introduce claim(s),** acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
CCSS.ELA-LITERACY.W.8.3.A **Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters**; organize an event sequence that unfolds naturally and logically.	
CCSS.ELA-LITERACY.W.8.1.E **Provide a concluding statement or section that follows from and supports the argument presented.**	
CCSS.ELA-LITERACY.W.8.2.F **Provide a concluding statement or section that follows from and supports the information or explanation presented.**	
CCSS.ELA-LITERACY.W.8.3.E **Provide a conclusion that follows from and reflects on the narrated experiences or events.**	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.4 **Produce clear and coherent writing in which the** development, **organization,** and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; **organize ideas, concepts, and information into broader categories**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and **organize the reasons and evidence logically.** CCSS.ELA-LITERACY.W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; **organize an event sequence that unfolds naturally and logically.** CCSS.ELA-LITERACY.W.8.2.C **Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.** CCSS.ELA-LITERACY.W.8.1.C **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**	WA.ELA-LITERACY.W8th.7 **Students organize content,** using and/or adapting the genre's structure, to lead readers through the student's thinking.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.3.C **Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**	
CCSS.ELA-LITERACY.W.8.5 **With some guidance and support from peers and adults,** develop and **strengthen writing as needed by** planning, revising, editing, rewriting, or trying a new approach, **focusing on how well purpose and audience have been addressed.** (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	WA.ELA-LITERACY.W8th.8 Students evaluate drafts. a. **Re-read to determine whether the draft says what they want it to say.** b. **Re-read to identify differences between what they intend and what the audience would understand from the text itself.** c. **Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.**
CCSS.ELA-LITERACY.W.8.5 **With some guidance and support from peers and adults*,** develop and **strengthen writing as needed by** planning, **revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)**	WA.ELA-LITERACY.W8th.9 **Students revise and edit using a variety of strategies**, including use of appropriate technology. a. Use what they learned from re-reading and feedback to strengthen their compositions. b. **Edit for conventions** and consistency of text features, including attributions. **[See Language standards 1–8.]**
CCSS.ELA-LITERACY.W.8.6 **Use technology, including the Internet**, **to** produce and **publish writing** and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	WA.ELA-LITERACY.W8th.10 **Students** share and **publish compositions** in person and/or on digital or non-digital platforms. a. Determine where to publish after considering potential impacts o~~f~~n intended and unintended audiences and the permanence of digital platforms.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.1.C **Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**	See WA.ELA-LITERACY.L8th.3
CCSS.ELA-LITERACY.W.8.6 **Use technology, including the Internet, to** produce and publish writing and present the relationships between information and ideas efficiently as well as **to interact and collaborate with others.**	See WA.ELA-LITERACY.SpeakingListeningDigitalForums8th
CCSS.ELA-LITERACY.W.8.7 **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.**	See WA.ELA-LITERACY.RML8th.1-4
CCSS.ELA-LITERACY.W.8.8 **Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**	See WA.ELA-LITERACY.RML8th.2 WA.ELA-LITERACY.RML8th.3 WA.ELA-LITERACY.RML8th.7 WA.ELA-LITERACY.RML8th.8 WA.ELA-LITERACY.R8th.8d
CCSS.ELA-LITERACY.W.8.9.A Apply *grade 8 Reading standards* to literature (e.g., "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").	Not in WA State K–12 Learning Standards for ELA (2024).

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.9.B Apply *grade 8 Reading standards* to literary nonfiction (e.g., "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").	Not in WA State K–12 Learning Standards for ELA (2024).

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9th–10th Grades

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.9-10.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing9th-10th **Students compose** multimodal **texts** in a variety of genres for a range of communicative situations in the context of grade-level content, **in which the development, organization, and language use are appropriate to** genre**, task, purpose, and audience.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W9th-10th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language and genre, and make personal sense of the world, events, and experiences. [Not all products from W9th-10th.1 must be taken through W9th-10th.2 – W9th-10th.1.]
CCSS.ELA-LITERACY.W.9-10.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.9-10.3.D **Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters**.	WA.ELA-LITERACY.W9th-10th.2 **Students compose multimodal texts within a variety of genres across content areas** to affect an audience's ideas, understanding, perspectives, and/or actions. a. **Describe situations, experience**, ideas, **and imaginings**, with sufficient details for the audience to activate the senses. b. **Explain their observations and analysis of texts, ideas, and the world**. c. **Persuade others through arguments**, evaluations, and other appeals.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.3.B **Use** narrative techniques, such as dialogue, pacing, **description**, reflection, and multiple plot lines, **to develop experiences, events, and/or characters**. CCSS.ELA-LITERACY.W.9-10.2 **Write informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.9-10.1 **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.3 **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details**, and well-structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.C **Use a variety of techniques to sequence events** so that they build on one another to create a coherent whole.	d. **Tell narratives of stories and events, using techniques** and devices consistent with the genre.

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA.ELA-LITERACY.W9th-10th.3 Students manage and complete writing projects.
	  a. Analyze the prompt to determine the purpose of the project and how to meet it.
	  b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.
	  c. Determine the process or steps and plan the time needed to complete the project.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
	d. Adjust to feedback and shifts in focus and timeline when needed.
CCSS.ELA-LITERACY.W.9-10.8 **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.	WA.ELA-LITERACY.W9th-10th.4 Students generate and gather ideas and material, including appropriate use of technology. a. Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML9th-10th.4), media, conversations, the communicative situation, products from W9th-10th.1, and/or desire to communicate with a variety of audiences. b. Determine which features and conventions of genres to follow, adapt, combine, or break from mentor texts. c. **Curate ideas and material, including findings from their research** (see RML9th-10th.4) and media, determining when and how it's fair and legal to use media created by others.
CCSS.ELA-LITERACY.W.9-10.4 **Produce clear and coherent writing in which the development,** organization, and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.9-10.3.B **Use** narrative techniques, such as dialogue, pacing, **description**, reflection, and multiple plot lines, **to develop experiences, events, and/or characters.**	WA.ELA-LITERACY.W9th-10th.5 **Students draft content within the genre and purpose to develop ideas, engage the audience**, and express voice. a. **Develop descriptions to activate and build on the audience's prior learning** and opinions, and to help the audience to imagine and empathize with the content. b. **Develop analysis of** experience, events, **information, ideas, and/or texts.** c. **Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.** d. Develop appeals to emotion, reason, and status.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.3.D **Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** CCSS.ELA-LITERACY.W.9-10.2.D **Use precise language and domain-specific vocabulary to manage the complexity of the topic.** CCSS.ELA-LITERACY.W.9-10.2 **Write** informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately **through the effective** selection, organization, and **analysis of content.** CCSS.ELA-LITERACY.W.9-10.2.B **Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.** CCSS.ELA-LITERACY.W.9-10.1.B **Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.** CCSS.ELA-LITERACY.W.9-10.9 **Draw evidence from literary or informational texts to support analysis**, reflection, and research.	e. **Present** experience and **counterexample to** further or **challenge a claim,** solution, or motive. f. Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration. g. **Use evidence from texts to support analysis, reflection, or research.** h. **Select and integrate images, charts, headings, and other text features as** appropriate to the genre and **useful to audience.** i. **Attribute sources** in ways consistent with the genre, using technology appropriately.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; **include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; **integrate information into the text** selectively to maintain the flow of ideas, avoiding plagiarism and **following a standard format for citation.**	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.2.A **Introduce a topic**; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.9-10.2.F **Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).** CCSS.ELA-LITERACY.W.9-10.1.A **Introduce precise claim(s),** distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.9-10.1.E **Provide a concluding statement or section that follows from and supports the argument presented.** CCSS.ELA-LITERACY.W.9-10.3.A **Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters**; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.E **Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	WA.ELA-LITERACY.W9th-10th.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.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.4 **Produce clear and coherent writing in which the** development, **organization**, and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	WA.ELA-LITERACY.W.9th-10th.7 **Students organize content**, using, adapting, and/or breaking the genre's structure, to lead readers through the student's thinking.
CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately **through the effective** selection, **organization**, and analysis of content.	
CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; **organize complex ideas, concepts, and information to make important connections and distinctions**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
CCSS.ELA-LITERACY.W.9-10.2.C **Use appropriate and varied transitions to link the major sections of the text**, create cohesion, and clarify the relationships among complex ideas and concepts.	
CCSS.ELA-LITERACY.W.9-10.1.C **Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims**.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and **create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.** CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; **integrate information into the text selectively to maintain the flow of ideas,** avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events.** CCSS.ELA-LITERACY.W.9-10.3.C **Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**	
CCSS.ELA-LITERACY.W.9-10.5 Develop and **strengthen writing as needed by** planning, revising, editing, rewriting, or trying a new approach, **focusing on addressing what is most significant for a specific purpose and audience.** (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	WA.ELA-LITERACY.W9th-10th.8 Students evaluate drafts. a. **Re-read to determine whether the draft says what they want it to say.** b. **Re-read to identify differences between what they intend and what the audience would understand from the text itself.** c. **Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.**

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.5 Develop and **strengthen writing as needed by** planning, **revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)**	WA.ELA-LITERACY.W9th-10th.9 **Students revise and edit using a variety of strategies,** including use of appropriate technology. a. Use what they learned from re-reading and feedback to strengthen their compositions. b. **Edit for conventions** and consistency of text features, **including attributions. [See Language standards 1-9-10.]**
CCSS.ELA-LITERACY.W.9-10.6 **Use technology, including the Internet**, to produce, **publish, and update individual or shared writing products**, **taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**	WA.ELA-LITERACY.W9th-10th.10 **Students** share and **publish compositions** in person and/or **on digital or non-digital platforms.** a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. b. Monitor and **update published works when appropriate.**
CCSS.ELA-LITERACY.W.9-10.1.D **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing**.	See WA.ELA-LITERACY.L9th-10th.1
CCSS.ELA-LITERACY.W.9-10.2.E **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	See WA.ELA-LITERACY.L9th-10th.1
CCSS.ELA-LITERACY.W.9-10.7 **Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	See WA.ELA-LITERACY.RML9th-10th.1 WA.ELA-LITERACY.RML9th-10th.2 WA.ELA-LITERACY.RML9th-10th.3

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.9-10.1.C **Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**	See WA.ELA-LITERACY.L9th-10th.4
CCSS.ELA-LITERACY.W.9-10.2.C **Use appropriate and varied transitions to link the major sections of the text**, **create cohesion, and clarify the relationships among complex ideas and concepts.**	See WA.ELA-LITERACY.L9th-10th.4
CCSS.ELA-LITERACY.W.9-10.8 **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	See WA.ELA-LITERACY.RML9th-10th.2 WA.ELA-LITERACY.RML9th-10th.3
CCSS.ELA-LITERACY.W.9-10.9.A Apply grades 9–10 Reading standards to literature (e.g., "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]").	Not in WA State K–12 Learning Standards for ELA (2024).
CCSS.ELA-LITERACY.W.9-10.9.B Apply grades 9–10 Reading standards to literary nonfiction (e.g., "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").	Not in WA State K–12 Learning Standards for ELA (2024).

11th–12th Grades

Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.11-12.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	Priority: WA.ELA-LITERACY.Writing11th-12th **Students compose multimodal texts** in a variety of genres for a range of communicative situations in the context of grade-level content, **in which the development, organization, and language use are appropriate to** genre, **task, purpose, and audience.**
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	WA ELA-LITERACY.W11th-12th.1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language and genre, and make personal sense of the world, events, and experiences. [Not all products from W11th-12th.1 must be taken through W11th-12th.2–W11th-12th.10.]

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.11-12.3.D **Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** CCSS.ELA-LITERACY.W.11-12.3.B **Use** narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, **to develop experiences, events, and/or characters.** CCSS.ELA-LITERACY.W.11-12.2 **Write informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.1 **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.3 **Write narratives to develop real or imagined experiences or events using effective technique**, well-chosen details, and well-structured event sequences.	WA ELA-LITERACY.W11th-12th.2 **Students compose** multimodal **texts** within a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions. a. **Describe situations, experience,** ideas, **and imaginings**, **with sufficient details** for the audience to activate the senses. b. **Explain their observations and analysis of complex texts, substantive ideas, and the world.** c. **Persuade others through arguments** or evaluations on substantive topics or texts and other appeals. d. **Tell narratives of stories and events, using techniques** and devices consistent with the genre.

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Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	ELA-LITERACY. W11th-12th.3 Students manage and complete writing projects. 　　a. Analyze the prompt and communicative situation to determine the purpose of the project and how to meet it. 　　b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. 　　c. Determine the process or steps and plan the time needed to complete the project. 　　d. Adjust to feedback and shifts in focus and timeline when needed.
CCSS.ELA-LITERACY.W.11-12.8 **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	ELA-LITERACY.W11th-12th.4 Students generate and gather ideas and material, including appropriate use of technology. 　　a. Generate topics and material from experience, imagination, reading, research (see RML11th-12th.4), media, conversations, the communicative situation, products from W11th-12th.1, and/or desire to communicate a particular message to an audience. 　　b. Determine which features and conventions of genres to follow, adapt, or combine from mentor texts. 　　c. **Curate ideas and material, including findings from their research** (see RML11th-12th.4) and media, determining when and how it's fair and legal to use media created by others.
CCSS.ELA-LITERACY.W.11-12.4 **Produce clear and coherent writing in which the development**, organization, **and style are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.)	WA.ELA-LITERACY.W11th-12th.5 **Students draft content within the** genre**, purpose,** and discipline **to develop ideas, engage the audience, and express voice.**

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CCSS.ELA-LITERACY.W.11-12.3.D **Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** CCSS.ELA-LITERACY.W.11-12.2.D **Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.** CCSS.ELA-LITERACY.W.11-12.2.B **Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.** CCSS.ELA-LITERACY.W.11-12.1.B **Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.** CCSS.ELA-LITERACY.W.11-12.3.B **Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.** CCSS.ELA-LITERACY.W.11-12.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research.**	a. **Develop descriptions to activate and build on the audience´s prior learning and opinions, and to help the audience to imagine and empathize with the content**. b. Develop analysis of experience, events, information, ideas, and/or texts. c. **Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning**. d. Develop appeals to emotion, reason, status, and authority. e. **Present experience and counterexample to further or challenge a claim,** solution, or motive. f. **Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration.** g. **Use evidence from texts to support analysis, reflection, or research.** h. **Select and integrate images, charts, headings, and other text features as** appropriate to the genre and **useful to audience.** i. **Attribute sources** in ways consistent with the genre and discipline, using technology appropriately.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; **include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and **following a standard format for citation.**	

CCSS.ELA-LITERACY.W.11-12.2.A **Introduce a topic**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WA.ELA-LITERACY.W11th-12th.6 **Students craft introductions and conclusions within** genre, **purpose,** and discipline **to engage the audience,** establish voice**, and support content in the body of the text.**
CCSS.ELA-LITERACY.W.11-12.1.A **Introduce precise, knowledgeable claim(s),** establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
CCSS.ELA-LITERACY.W.11-12.3.A **Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters**; create a smooth progression of experiences or events.	
CCSS.ELA-LITERACY.W.11-12.2.F **Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**	
CCSS.ELA-LITERACY.W.11-12.1.E **Provide a concluding statement or section that follows from and supports the argument presented.**	
CCSS.ELA-LITERACY.W.11-12.3.E **Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
CCSS.ELA-LITERACY.W.11-12.4 **Produce clear and coherent writing in**	ELA-LITERACY.W.11th-12th.7 **Students organize content,** using, adapting, and/or

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
which the development, **organization**, and style **are appropriate to task, purpose, and audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; **organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole**; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.11-12.2.C **Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts**. CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and **create an organization that logically sequences claim(s), counterclaims, reasons, and evidence**. CCSS.ELA-LITERACY.W.11-12.1.C **Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**	breaking the genre's structure, to lead readers through the student's thinking.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events.** CCSS.ELA-LITERACY.W.11-12.3.C **Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).** CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; **integrate information into the text selectively to maintain the flow of ideas**, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
CCSS.ELA-LITERACY.W.11-12.5 Develop and **strengthen writing as needed by** planning, revising, editing, rewriting, or trying a new approach, **focusing on addressing what is most significant for a specific purpose and audience.** (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	WA.ELA-LITERACY.W11th-12th.8 Students evaluate drafts. a. **Re-read to determine whether the draft says what they want it to say.** b. **Re-read to identify differences between what they intend and what the audience would understand from the text itself.** c. **Gather feedback and determine whether it supports their intentions and/or** improves readers' understanding.

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.5 Develop and **strengthen writing as needed by** planning, **revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)**	WA.ELA-LITERACY.W11th-12th.9 **Students revise and edit using a variety of strategies**, including use of appropriate technology. a. Use what they learned from re-reading and feedback to strengthen their compositions. b. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–5.]
CCSS.ELA-LITERACY.W.11-12.6 **Use technology, including the Internet, to** produce, **publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	WA.ELA-LITERACY.W11th-12th.10 **Students** share and **publish compositions** in person and/or **on digital or non-digital platforms**. a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. b. Monitor and update published works when appropriate.
CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	See WA.ELA-LITERACY. L11th-12th.4
CCSS.ELA-LITERACY.W.11-12.1.D **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	See WA.ELA-LITERACY.L11th-12th.1
CCSS.ELA-LITERACY.W.11-12.2.C **Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**	See WA.ELA-LITERACY. L11th-12th.4

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.2.E **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	See WA.ELA-LITERACY.L11th-12th.1
CCSS.ELA-LITERACY.W.11-12.7 **Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	See WA.ELA-LITERACY.RML11th-12th.1 WA.ELA-LITERACY.RML11th-12th.2 WA.ELA-LITERACY.RML11th-12th.3 WA.ELA-LITERACY.RML11th-12th.4
CCSS.ELA-LITERACY.W.11-12.8 **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas**, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	See WA.ELA-LITERACY.RML11th-12th.2 WA.ELA-LITERACY.RML11th-12th.3 WA.ELA-LITERACY.RML11th-12th.4
CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	Not in **WA State K–12 Learning Standards for ELA** (2024).

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	Not in **WA State K–12 Learning Standards for ELA** (2024).