# 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 E
(2011)

WA K-12 Learning Standards for ELA	WA K-12 Learning Standards for
(2011)	ELA (2024)
Bolded text = alignment*	Bolded text = alignment*
Bolded text indicates alignment between the	Bolded text indicates alignment between
WA ELA (2024) standards and ELA Common	the WA ELA (2024) standards and ELA
Core (2011) standards within the same row.	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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WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA				
(2011)	(2024)				
CCSS.ELA-LITERACY.L.K.1	Priority: WA.ELA-Literacy.LanguageK				
Demonstrate command of the conventions	Students develop command of the English				
of standard English grammar and usage	language to speak and write clearly, and to				
when writing or speaking.	comprehend more fully when reading,				
	listening, or viewing.				
CCSS.ELA-LITERACY.L.K.2					
Demonstrate command of the conventions					
of standard English capitalization,					
punctuation, and spelling when writing.					
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.LK.1 Students notice when				
ELA (2011); new in WA State K–12 Learning	and why language is used differently at				
Standards for ELA (2024).	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	WA.ELA-LITERACY.LK.3 Students produce				
Produce and expand complete sentences	and expand complete sentences in group				
in shared language activities.	and individual activities in the context of				
	conversations and writing about				
CCSS.ELA-LITERACY.L.K.2.B	experiences, events, and kindergarten				
Recognize and name end punctuation.	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	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.K.6	WA.ELA-LITERACY.LK.4 Students use words
Use words and phrases acquired through	and phrases acquired through
conversations, reading and being read to,	conversations, reading, and being read to.
and responding to texts.	a. Determine or clarify the meaning of
	new and multiple-meaning words
CCSS.ELA-LITERACY.L.K.4	and phrases.
Determine or clarify the meaning of	b. Understand and <b>use high frequency</b>
unknown and multiple-meaning words	nouns, verbs, and prepositions.
and phrases based on kindergarten	c. Understand and use question
reading and content.	words.
	d. Form regular plural nouns orally by
CCSS.ELA-LITERACY.L.K.4.A	adding /s/ or /es/.
Identify new meanings for familiar words	e. Capitalize the pronoun <i>I</i> .
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.	
Ose frequently occurring nouris 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	WA K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.L.K.5	WA.ELA-LITERACY.LK.5 Students explore
With guidance and support from adults*,	word relationships and distinguish shades
explore word relationships and nuances in	of meaning in the context of kindergarten
word meanings.	conversations and reading about experiences,
	events, and ideas.
CCSS.ELA-LITERACY.L.K.4.B	a. Use the most frequently occurring
Use the most frequently occurring	affixes as a clue to the meaning of
inflections and affixes (e.g., -ed, -s, re-, un-	an unknown word.
, pre-, -ful, -less) as a clue to the meaning	b. Identify real-life connections
of an unknown word.	between words and their use by
	sorting common objects into
CCSS.ELA-LITERACY.L.K.5.C	categories to gain a sense of the
Identify real-life connections between	concepts the categories represent.
words and their use (e.g., note places at	c. Demonstrate understanding of
school that are colorful).	frequently occurring verbs and
	adjectives by relating them to their
CCSS.ELA-LITERACY.L.K.5.A	opposites.
Sort common objects into categories (e.g.,	d. Distinguish shades of meaning
shapes, foods) to gain a sense of the	among verbs describing the same
concepts the categories represent.	general action.
CCSS.ELA-LITERACY.L.K.5.B	
Demonstrate understanding of frequently	
occurring verbs and adjectives by relating	
them to their opposites (antonyms).	
them to then opposites (untonyins).	
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.	
<u>CCSS.ELA-LITERACY.L.K.3</u> (L.K.3 begins in	
grade 2)	
CCSS.ELA-LITERACY.L.K.2.C	See WA.ELA-LITERACY.RK.2d
Write a letter or letters for most consonant	WA.ELA-LITERACY.RK.2e
and short-vowel <b>sounds</b> (phonemes).	<u></u>
CCSS.ELA-LITERACY.L.K.2.D	See <u>WA.ELA-LITERACY.RK.2d</u>
<b>Spell simple words</b> phonetically, drawing on	WA.ELA-LITERACY.RK.2e
knowledge of sound-letter relationships.	
CCSS.ELA-LITERACY.L.K.1.A	See <u>WA.ELA-LITERACY.RK.2d</u>
Print many upper- and lowercase letters.	WA.ELA-LITERACY.RK.2e
rint many upper- and lowercase letters.	WALLA-LIIENAUT.KN.28

\* 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

Language

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.1.1	Priority: WA.ELA-Literacy.Language1st
Demonstrate command of the conventions	Students develop command of the English
of standard English grammar and usage	language to speak and write clearly, and to
when writing or speaking.	comprehend more fully when reading,
	listening, or viewing.
CCSS.ELA-LITERACY.L.1.2	
Demonstrate command of the conventions	
of standard English capitalization,	
punctuation, and spelling when writing.	
Not in ELA CCSS (2011); new in WA ELA	WA.ELA-LITERACY.L1st.1 Students notice
(2024).	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	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.1.1.J	WA.ELA-LITERACY.L1st.3 Students produce
Produce and expand complete simple and	and expand sentences in group and
compound declarative, interrogative,	individual activities in the context of
imperative, and exclamatory sentences in	conversations and <b>writing</b> about experiences,
response to prompts.	events, and first grade content.
	a. Expand simple sentences by adding
CCSS.ELA-LITERACY.L.1.1.C	information or details that clarify the
Use singular and plural nouns with	message.
matching verbs in basic sentences (e.g., He	b. Use the matching verb form for
hops; We hop).	singular and plural nouns in basic
	sentences.
CCSS.ELA-LITERACY.L.1.1.E	c. Use verbs to convey a sense of past,
Use verbs to convey a sense of past,	present, and future.
present, and future (e.g., Yesterday I	d. Capitalize the first word in a
walked home; Today I walk home;	sentence, dates, and proper nouns.
Tomorrow I will walk home).	e. Use commas in dates and to
	separate single words in a series.
CCSS.ELA-LITERACY.L.1.2	f. Use periods, exclamation points,
Demonstrate command of the conventions	and question marks to show the
of standard English capitalization,	difference between a statement,
punctuation, and spelling when writing.	exclamation, and question.
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.	

#### CCSS.ELA-LITERACY.L.1.4

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.

#### CCSS.ELA-LITERACY.L.1.6

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).

#### CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

#### CCSS.ELA-LITERACY.L.1.1.D

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

CCSS.ELA-LITERACY.L.1.5

common spelling patterns and for frequently occurring irregular words.

With guidance and support from adults\*,

#### WA.ELA-LITERACY.L1st.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. Use common, proper, and possessive nouns.
- c. Use personal, possessive, and indefinite pronouns.
- d. Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.
- e. Spell simple and frequently occurring irregular words by using common and/or irregular spelling patterns.
- f. Use 's with nouns to show possession.

WA.ELA-LITERACY.L1st.5 Students explore

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	of meaning in the context of first grade
relationships and nuances in word	conversations and reading about experiences,
meanings.	events, and ideas.
	a. Use frequently occurring root
CCSS.ELA-LITERACY.L.1.5.C	words as a clue to the meaning of an
Identify real-life connections between	unknown word.
words and their use (e.g., note places at	b. Use the most frequently occurring
home that are cozy).	affixes as a clue to the meaning of
	an unknown word.
CCSS.ELA-LITERACY.L.1.4.C	c. Sort and define words by category
Identify frequently occurring root words	according to their use and by one
(e.g., look) and their inflectional forms	or more key attributes.
(e.g., looks, looked, looking).	d. Use sentence-level context as a clue
	to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.1.4.B	e. Distinguish shades of meaning
Use frequently occurring affixes as a clue	among verbs differing in manner
to the meaning of a word.	and adjectives differing in intensity
	by defining or choosing them or by
CCSS.ELA-LITERACY.L.1.5.A	acting out the meanings.
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.	

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	See WA.ELA-LITERACY.R1st.2a
Print all upper- and lowercase letters.	
CCSS.ELA-LITERACY.L.1.2.E	See WA.ELA-LITERACY.R1st.2a
Spell untaught words phonetically,	
drawing on phonemic awareness and	
spelling conventions.	
CCSS.ELA-LITERACY.L.2.2.D	See WA.ELA-LITERACY.R1st.2a
Generalize learned spelling patterns when	
writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$	
boil).	

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## 2nd Grade

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

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WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA	
(2011)	(2024)	
CCSS.ELA-LITERACY.L.2.1.F	WA.ELA-LITERACY.L2nd.3 Students produce	
Produce, expand, and rearrange complete	and expand sentences in group and	
simple and compound sentences (e.g., The	individual activities in the context of	
boy watched the movie; The little boy	conversations and writing about experiences,	
watched the movie; The action movie was	events, and second grade content.	
watched by the little boy).	a. Produce, expand, and rearrange	
	complete simple and compound	
CCSS.ELA-LITERACY.L.2.1.E	sentences.	
Use adjectives and adverbs, and choose	b. Give more detail or be more specific	
between them depending on what is to be	by using adjectives and adverbs.	
modified.	c. Use the matching verb form for	
	singular and plural nouns in basic	
CCSS.ELA-LITERACY.L.2.6	sentences.	
Use words and phrases acquired through	d. Form and use the past tense of	
conversations, reading and being read to, and		
responding to texts, including using	verbs.	
adjectives and adverbs to describe	e. Capitalize holidays and the names	
(e.g., When other kids are happy that	of people, places, and products.	
makes me happy).	f. Use commas in greetings and the	
	closing of cards, letters, and emails.	
CCSS.ELA-LITERACY.L.2.1.D	g. Use periods, exclamation points, and	
Form and use the past tense of frequently	question marks to end statements,	
occurring irregular verbs (e.g., sat, hid,	exclamations, and questions.	
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 K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.2.4	WA.ELA-LITERACY.L2nd.4 Students
Determine or clarify the meaning of	determine the meaning of and use words
unknown and multiple-meaning words	and phrases acquired through
and phrases based on grade 2 reading and	conversations, reading, and being read to.
content, choosing flexibly from an array of	a. Determine or clarify the meaning of
strategies.	new and multiple-meaning words
	and phrases.
CCSS.ELA-LITERACY.L.2.4.E	b. Generalize learned spelling
Use glossaries and beginning dictionaries,	patterns.
both print and digital, to determine or	c. Use collective nouns and irregular
clarify the meaning of words and phrases.	plural nouns.
	d. <b>Use reflexive pronouns.</b>
CCSS.ELA-LITERACY.L.2.2.D	e. Understand and use high frequency
Generalize learning spelling patterns when writing words (e.g., <i>cage</i> → <i>badge; boy</i> →	adjectives, prepositions, conjunctions, and determiners.
boil).	f. Use apostrophes to form
	contractions and possessives.
CCSS.ELA-LITERACY.L.2.1.A	contractions and possessives.
Use collective nouns (e.g., group).	
(9-, 9	
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, <b>including using</b>	
adjectives and adverbs to describe (e.g., When other kids are happy that	
makes me happy).	
makes me nappy).	
CCSS.ELA-LITERACY.L.2.2.C	
Use an anostronbe to form contractions	

Use an apostrophe to form contractions and frequently occurring possessives.

WA K-12 Learning Standards for ELA	WA K–12 Learning Standards for ELA	
(2011)	(2024)	
CCSS.ELA-LITERACY.L.2.5	WA.ELA-LITERACY.L2nd.5 Students explore	
Demonstrate understanding of word	word relationships and distinguish shades	
relationships and nuances in word	of meaning in the context of second grade	
meanings.	conversations and reading.	
-		
Use adjectives and adverbs, and choose		
between them depending on what is to be		
modified.		
<u>CCSS.ELA-LITERACY.L.2.1.D</u> Form and use the past tense of frequently	See WA.ELA-LITERACY.R2nd.4f	
occurring irregular verbs (e.g., sat, hid,	See MALLA-LITEINACT.IVEIIU.41	
told).		

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

## 3rd Grade

La	ng	ua	ge

WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA	
(2011)	(2024)	
CCSS.ELA-LITERACY.L.3.3	Priority: WA.ELA-Literacy.Language3rd	
Use knowledge of language and its	Students demonstrate command of the	
conventions when writing, speaking,	English language to speak and write clearly,	
reading, or listening.	and to comprehend more fully when	
	reading, listening, or viewing.	
CCSS.ELA-LITERACY.L.3.1	<b></b>	
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.		
CCSS.ELA-LITERACY.L.3.3.B	WA.ELA-LITERACY.L3rd.1 Students notice	
Recognize and observe differences	when and why language is used differently	
between the conventions of spoken and	according to the setting.	
written standard English.	a. Compare formal and informal uses of	
	language and the contexts in which	
CCSS.ELA-LITERACY.L.3.5.A	they occur.	
Distinguish the literal and nonliteral	b. Distinguish literal, figurative and	
meanings of words and phrases in context	colloquial meanings of words and	
(e.g., take steps).	phrases.	
CCSS.ELA-LITERACY.L.3.1.A	WA.ELA-LITERACY.L3rd.2 Students read and	
Explain the function of nouns, pronouns,	recite grade-level poetry and prose orally	
verbs, adjectives, and adverbs in general	with purpose, understanding, and accuracy,	
and their functions in particular sentences.		
	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	WA K–12 Learning Standards for ELA	
(2011)	(2024)	
CCSS.ELA-LITERACY.L.3.1.I	WA.ELA-LITERACY.L3rd.3 Students produce	
Produce simple, compound, and complex	and expand <b>sentences</b> in group and	
sentences.	individual activities in the context of	
	conversations and writing about experiences,	
CCSS.ELA-LITERACY.L.3.1.H	events, and third grade content.	
Use coordinating and subordinating	a. Produce, expand, and combine	
conjunctions.	simple, compound, and complex	
	sentences using coordinating and	
CCSS.ELA-LITERACY.L.3.1.G	subordinating conjunctions with	
Form and use comparative and superlative	appropriate punctuation.	
adjectives and adverbs, and choose	b. Give more detail or enhance	
between them depending on what is to be	descriptions by using comparative	
modified.	and superlative adjectives and	
	adverbs.	
CCSS.ELA-LITERACY.L.3.1.E	c. Form and use simple verb tenses	
Form and use the simple (e.g., I walked; I	with subject-verb and pronoun-	
walk; I will walk) verb tenses.	antecedent agreement.	
	d. Capitalize the appropriate words in	
CCSS.ELA-LITERACY.L.3.1.F	titles.	
Ensure subject-verb and pronoun-	e. Use commas in addresses.	
antecedent agreement.	f. Use commas and quotation marks	
	in dialogue.	
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.		
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.		
CCSS.ELA-LITERACY.L.3.4	WA.ELA-LITERACY.L3rd.4 Students	
Determine or clarify the meaning of	determine the meaning of and use words	
unknown and multiple-meaning words	and phrases acquired through	
and phrases based on grade 3 reading and	<b>d conversations, reading,</b> and being read to.	
content, choosing flexibly from a range of	a. Determine or clarify the meaning of	
strategies.	new and multiple-meaning words	
	and phrases.	

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.L.3.6</u> 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).	<ul> <li>b. Identify and use abstract and concrete nouns and the words that describe them.</li> <li>c. Use conventional spelling patterns and generalizations.</li> </ul>
<u>CCSS.ELA-LITERACY.L.3.4.D</u> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
<u>CCSS.ELA-LITERACY.L.3.5.A</u> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
<u>CCSS.ELA-LITERACY.L.3.1.C</u> Use abstract nouns (e.g., childhood).	
<u>CCSS.ELA-LITERACY.L.3.3.A</u> <b>Choose words and phrases for effect.</b>	
<u>CCSS.ELA-LITERACY.L.3.4.B</u> 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).	
<u>CCSS.ELA-LITERACY.L.3.4.C</u> 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	

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	WA.ELA-LITERACY.L3rd.5 Students explore
Demonstrate understanding of figurative	word relationships and distinguish shades
language, word relationships, and nuances	of meaning in the context of third grade
in word meanings.	conversations and reading.
	a. Use root words, prefixes, and
CCSS.ELA-LITERACY.L.3.4.A	suffixes as clues to the meaning of
Use sentence-level context as a clue to the	an unknown word.
meaning of a word or phrase.	b. Use sentence-level context as a clue
	to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.3.5.C	c. Distinguish shades of meaning
Distinguish shades of meaning among	among words that describe states
related words that describe states of mind	of mind or degrees of certainty.
or degrees of certainty (e.g., knew,	
believed, suspected, heard, wondered). CCSS.ELA-LITERACY.L.3.1.B	
	See <u>WA.ELA-LITERACY.L2nd.4b</u> **
Form and use regular and irregular plural nouns.	
CCSS.ELA-LITERACY.L.3.2.D	See <u>WA.ELA-LITERACY.L2nd.4e</u> **
Form and use possessives.	
CCSS.ELA-LITERACY.L.3.2.G	See <u>WA.ELA-LITERACY.W3rd.9b</u>
Consult reference materials, including	
beginning dictionaries, as needed to check	
and correct spellings.	
CCSS.ELA-LITERACY.L.3.5.B	See WA.ELA-LITERACY.L2nd.1b**
Identify real-life connections between	
words and their use (e.g., describe people	
who are friendly or helpful).	

Language	
WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.4.3	Priority: WA.ELA-Literacy.Language4th
Use knowledge of language and its	Students demonstrate command of the
conventions when writing, speaking,	English language to speak and write clearly,
reading, or listening.	and to comprehend more fully when
	reading, listening, or viewing.
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.	
CCSS.ELA-LITERACY.L.4.3.C	WA.ELA-LITERACY.4th.1 Students identify
Differentiate between contexts that call	and discuss when and why language is used
for formal English (e.g., presenting ideas)	differently according to the setting.
and situations where informal discourse is	a. Differentiate between contexts and
appropriate (e.g., small-group discussion).	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	WA.ELA-LITERACY.4th.2 Students read and
ELA (2011); new in WA State K–12 Learning	recite grade-level poetry and prose orally
Standards for ELA (2024).	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)
(2011) 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	<ul> <li>WA K-12 Learning Standards for ELA (2024)</li> <li>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.</li> <li>a. Produce, expand, and combine simple, compound, and complex sentences, including the use of prepositional phrases.</li> <li>b. Order adjectives within sentences according to conventional patterns.</li> <li>c. Form and use modal auxiliaries to convey various conditions.</li> <li>d. Capitalize the appropriate words in titles.</li> <li>e. Use commas in addresses.</li> <li>f. Use commas and quotation marks to mark dialogue, direct speech, and quotations.</li> </ul>
walking; I am walking; I will be walking) verb tenses.	
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	
<u>CCSS.ELA-LITERACY.L.4.2.B</u> 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.	

#### 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 gradeappropriate 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. CCSS.ELA-LITERACY.L.4.5

**Demonstrate understanding of figurative** 

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.

WA.ELA-LITERACY.4th.5 Students

demonstrate understanding of figurative

e. Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling.

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

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WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA	
(2011)	(2024)	
CCSS.ELA-LITERACY.L.5.3	Priority: WA.ELA-Literacy.Language5th	
Use knowledge of language and its	Students demonstrate command of the	
conventions when writing, speaking,	English language to speak and write clearly,	
reading, or listening.	and to comprehend more fully when	
	reading, listening, or viewing.	
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.		
CCSS.ELA-LITERACY.L.5.3.B	WA.ELA-LITERACY.L5th.1 Students identify	
Compare and contrast the varieties of	and discuss when and why language is used	
English (e.g., dialects, registers) used in	differently according to the setting.	
stories, dramas, or poems.	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	WA.ELA-LITERACY.L5th.2 Students read and	
Explain the function of conjunctions,	recite grade-level poetry and prose orally	
prepositions, and interjections in general	with purpose, understanding, and accuracy,	
and their function in particular sentences.	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	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.5.3.A	WA.ELA-LITERACY.L5th.3 Students produce,
Expand, combine, and reduce sentences	expand, combine, and reduce sentences in
for meaning, reader/listener interest, and	group and individual activities in the context
style.	of conversations and writing about
	experiences, events, and fifth grade content.
CCSS.ELA-LITERACY.L.5.1.B	a. Form and use the perfect verb
Form and use the perfect (e.g., I had	tenses, ensuring subject-verb and
walked; I have walked; I will have walked)	pronoun-antecedent agreement.
verb tenses.	b. Form and use different verb tenses
	and modal auxiliaries to convey
CCSS.ELA-LITERACY.L.5.1.C	various times, sequences, states,
Use verb tense to convey various times,	and conditions.
sequences, states, and conditions.	c. Use underlining, quotation marks,
	italics, and capital letters
CCSS.ELA-LITERACY.L.5.1.D	appropriately when attributing the
Recognize and correct inappropriate shifts	works of others.
in verb tense.	d. Use commas appropriately.
CCSS.ELA-LITERACY.L.5.2.D	
Use underlining, quotation marks, or	
italics to indicate titles of works.	
italies 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 K-12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.5.4	WA.ELA-LITERACY.L5th.4 Students
Determine or clarify the meaning of	determine the meaning of and use words
unknown and multiple-meaning words	and phrases acquired through
and phrases based on grade 5 reading and	conversations, reading, and being read to.
content, choosing flexibly from a range of	a. Determine or clarify the meaning of
strategies.	new and multiple-meaning words
	and phrases.
CCSS.ELA-LITERACY.L.5.6	b. Identify and <b>use corelating</b>
Acquire and use accurately grade-	conjunctions.
appropriate general academic and	c. Use frequently confused words
domain-specific words and phrases,	correctly, including homonyms.
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 K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)	
CCSS.ELA-LITERACY.L.5.5.A	WA.ELA-LITERACY.L5th.5 Students	
Interpret figurative language, including	demonstrate understanding of figurative	
similes and metaphors, in context.	language, explore word relationships and	
	distinguish shades of meaning in the	
CCSS.ELA-LITERACY.L.5.5	context of fifth grade conversations and	
Demonstrate understanding of figurative	reading about experiences, events, and ideas.	
language, word relationships, and nuances	a. Use grade-appropriate Greek and	
in word meanings.	Latin root words and affixes as	
	clues to the meaning of an	
CCSS.ELA-LITERACY.L.5.4.B	unknown word.	
Use common, grade-appropriate Greek	b. Compare words to their synonyms	
and Latin affixes and roots as clues to the	and antonyms to better understand	
meaning of a word (e.g., photograph,	nuances in their meanings.	
photosynthesis).	c. Recognize, interpret, and explain	
	the meaning of similes, metaphors,	
CCSS.ELA-LITERACY.L.5.5.B	adages, idioms, and proverbs.	
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.		
CCSS.ELA-LITERACY.L.5.2.E	See WA.ELA-LITERACY.W5th.9b	
Spell grade-appropriate words correctly,		
consulting references as needed.		
CCSS.ELA-LITERACY.L.5.4.A	See WA.ELA-LITERACY.L3rd.5b**	
Use context (e.g., cause/effect		
relationships and comparisons in text) as a		
clue to the meaning of a word or phrase.		

Lang	uage

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

WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.6.3.B	
Maintain consistency in style and tone.	
CCSS.ELA-LITERACY.L.6.4	WA.ELA-LITERACY.L6th.4 Students
Determine or clarify the meaning of	determine the meaning of and use new
unknown and multiple-meaning words	and multiple-meaning words and phrases
and phrases based on grade 6 reading and	acquired through conversations, reading,
content, choosing flexibly from a range of	and being read to.
strategies.	a. Use context as a clue to the
	meaning of a word of phrase.
CCSS.ELA-LITERACY.L.6.6	b. Identify and use pronouns
Acquire and use accurately grade-	accurately.
appropriate general academic and	c. Use resources to verify or define
domain-specific words and phrases; gather	the meaning of a word or phrase.
vocabulary knowledge when considering a word or phrase important to	
comprehension or expression.	
comprehension of 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.	
<u>CCSS.ELA-LITERACY.L.6.1.D</u> <b>Recognize and correct vague pronouns</b>	
(i.e., ones with unclear or ambiguous	
antecedents).	

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	WA.ELA-LITERACY.L6th.5 Students
Demonstrate understanding of figurative	demonstrate understanding of figurative
language, word relationships, and nuances in word meanings.	language, explore word relationships and distinguish shades of meaning in the
in word meanings.	context of sixth grade conversations and
CCSS.ELA-LITERACY.L.6.5.B	reading about experiences, events, and ideas.
Use the relationship between particular	a. Use grade-appropriate Greek and
words (e.g., cause/effect, part/whole,	Latin root words and affixes as
item/category) to better understand each	clues to the meaning of an
of the words.	b. Distinguish among the use and
CCSS.ELA-LITERACY.L.6.4.B	connotations of words with similar
Use common, grade-appropriate Greek or	denotations.
Latin affixes and roots as clues to the	c. Recognize, interpret, and explain
meaning of a word (e.g., audience,	figures of speech.
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 K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.7.3.A	See WA.ELA-LITERACY.L6th.3a**
Choose language that expresses ideas	
precisely and concisely, recognizing and	
eliminating wordiness and redundancy.	
CCSS.ELA-LITERACY.L.6.2.B	Not in WA State K–12 Learning Standards for
Spell correctly.	ELA (2024).

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WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.7.3	Priority: WA.ELA-Literacy.Language7th
Use knowledge of language and its	Students demonstrate command of the
conventions when writing, speaking,	English language to speak and write clearly,
reading, or listening.	and to comprehend more fully when
	reading, listening, or viewing.
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.	
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.L7th.1 Students identify
ELA (2011); new in WA State K–12 Learning	and discuss when and why language is used
Standards for ELA (2024).	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	WA.ELA-LITERACY.L7th.2 Students read and
ELA (2011); new in WA State K–12 Learning	recite grade-level speeches, poetry and prose
Standards for ELA (2024).	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	WA.ELA-LITERACY.L7th.3 Students vary
Explain the function of phrases and clauses	sentence patterns for meaning, clarity, and
in general and their function in specific	style in group and individual activities in the
sentences.	context of conversations and writing about
	experiences, events, and seventh grade
CCSS.ELA-LITERACY.L.7.1.B	content.
Choose among simple, compound,	a. Identify, use, and explain the
complex, and compound-complex	function of different kinds of
sentences to signal differing relationships	phrases and clauses.
among ideas.	b. Communicate the relationship
	among ideas through syntax and
CCSS.ELA-LITERACY.L.7.1.C	punctuation.
Place phrases and clauses within a	
sentence, recognizing and correcting	
misplaced and dangling modifiers.	

WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.7.4	WA.ELA-LITERACY.L7th.4 Students
Determine or clarify the meaning of	determine the meaning of and use new
unknown and multiple-meaning words	and multiple-meaning words and phrases
and phrases based on grade 7 reading and	acquired through conversations, reading,
content, choosing flexibly from a range of	and viewing.
strategies.	a. Use context as a clue to the
	meaning of a word of phrase.
CCSS.ELA-LITERACY.L.7.6	b. Identify and use pronouns
Acquire and use accurately grade-	accurately.
appropriate general academic and domain-specific words and phrases; gather	c. Use resources to verify or define the meaning of a word or phrase.
vocabulary knowledge when considering a	the meaning of a word of phrase.
word or phrase important to	
comprehension or expression.	
comprehension of 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).	
or in a ulcuonary).	

WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.7.5	WA.ELA-LITERACY.L7th.5 Students
Demonstrate understanding of figurative	demonstrate understanding of figurative
language, word relationships, and nuances	language, explore word relationships and
in word meanings.	distinguish shades of meaning in the
	context of seventh grade conversations and
CCSS.ELA-LITERACY.L.7.4.B	reading about experiences, events, and ideas.
Use common, grade-appropriate Greek or	a. Use grade-appropriate Greek and
Latin affixes and roots as clues to the	Latin root words and affixes as
meaning of a word (e.g., belligerent,	clues to the meaning of an unknown word.
bellicose, rebel).	
CCSS.ELA-LITERACY.L.7.5.B	b. Distinguish among the use and definitions of related words that
Use the relationship between particular	express ideas more or less precisely
words (e.g., synonym/antonym, analogy)	and concisely.
to better understand each of the words.	c. Recognize, interpret, and explain
	figures of speech, including literary,
CCSS.ELA-LITERACY.L.7.5.C	biblical, and mythological allusions.
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.	
CCSS.ELA-LITERACY.L.7.3.A	See <u>WA.ELA-LITERACY.W7th.2a</u>
Choose language that expresses ideas	
precisely and concisely, recognizing and	
eliminating wordiness and redundancy.	
CCSS.ELA-LITERACY.L.7.2.A	See <u>WA.ELA-LITERACY.L5th.3d</u> **
Use a comma to separate coordinate	
adjectives (e.g., It was a fascinating,	
enjoyable movie but not He wore an old[,] green shirt).	
<u>CCSS.ELA-LITERACY.L.7.2.B</u>	Not in WA State K–12 Learning Standards for
Spell correctly.	-
spen conectly.	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	WA K–12 Learning Standards for ELA	
(2011)	(2024)	
CCSS.ELA-LITERACY.L.8.3	Priority: WA.ELA-Literacy.Language8th	
Use knowledge of language and its	Students demonstrate command of the	
conventions when writing, speaking,	English language to speak and write clearly,	
reading, or listening.	and to comprehend more fully when	
	reading, listening, or viewing.	
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.		
CCSS.ELA-LITERACY.L.8.3.A	WA.ELA-LITERACY.L8th.1 Students identify	
Use verbs in the active and passive voice	and discuss when and why language is used	
and in the conditional and subjunctive mood to achieve particular effects (e.g.,	differently according to the setting. a. Compare and contrast the varieties of	
emphasizing the actor or the action;	a. Compare and contrast the varieties of English used by different groups	
expressing uncertainty or describing a	based on content, context, and media.	
state contrary to fact).	b. Describe the different uses of active	
state contrary to facty.	and passive voice and in the	
	conditional and subjunctive moods	
	by different language communities <b>to</b>	
	communicate emphasis,	
	uncertainty, agreement, or	
	disagreement.	
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.L8th.2 Students read and	
ELA (2011); new in WA State K–12 Learning	recite grade-level speeches, poetry and prose	
Standards for ELA (2024).	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	WA.ELA-LITERACY.L8th.3 Students connect	
Use punctuation (comma, ellipsis, dash) to	thoughts and ideas through discourse	
indicate a pause or break.	patterns, elaboration, reference, and	
	grammar.	
CCSS.ELA-LITERACY.L.8.2.B	a. Communicate the relationship	
Use an ellipsis to indicate an omission.	among ideas through syntax and	
	punctuation.	
CCSS.ELA-LITERACY.L.8.1.A	b. Use punctuation to indicate a	
Explain the function of verbals (gerunds,	pause, break, or omission.	
participles, infinitives) in general and their		
function in particular sentences.		
CCSS.ELA-LITERACY.L.8.1.B	WA.ELA-LITERACY.L8th.4 Students vary	
Form and use verbs in the active and	sentence patterns for meaning, clarity, and	
passive voice.	style in group and individual activities in the	
	context of conversations and writing about	
CCSS.ELA-LITERACY.L.8.1.C	experiences, events, and eighth grade	
Form and use verbs in the indicative,	content.	
imperative, interrogative, conditional, and	a. Form and use the active and passive	
subjunctive mood.	voices.	
	b. Form and use verbs in the	
CCSS.ELA-LITERACY.L.8.1.D	indicative, imperative,	
Recognize and correct inappropriate shifts	interrogative, conditional, and	
in verb voice and mood.	subjunctive moods.	

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.8.5	WA.ELA-LITERACY.L8th.5 Students
Demonstrate understanding of figurative	demonstrate understanding of figurative
language, word relationships, and nuances	language, explore word relationships and
in word meanings.	distinguish shades of meaning in the
	context of eighth grade conversations and
CCSS.ELA-LITERACY.L.8.5.B	reading about experiences, events, and ideas.
Use the relationship between particular	a. Use grade-appropriate Greek and
words to better understand each of the	Latin root words and affixes as
words.	clues to the meaning of an
	unknown word.
CCSS.ELA-LITERACY.L.8.5.C	b. Distinguish among the use and definitions of related words that
Distinguish among the connotations (associations) of words with similar	
denotations (definitions) (e.g., bullheaded,	express ideas more or less precisely and concisely.
willful, firm, persistent, resolute).	c. Recognize, interpret, and explain
windi, inin, persistent, resolute).	figures of speech in context.
CCSS.ELA-LITERACY.L.8.4.B	ingures of speech in context.
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.	
CCSS.ELA-LITERACY.L.8.4	See <u>WA.ELA-LITERACY.L7th.4</u> **
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.	
CCSS.ELA-LITERACY.L.8.4.A	See WA.ELA-LITERACY.L7th.4a**
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.	

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.8.4.C	See <u>WA.ELA-LITERACY.L7th.4c</u> **
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.8.4.D	See <u>WA.ELA-LITERACY.L7th.4c</u> **
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.8.6	See <u>WA.ELA-LITERACY.L7th.4</u> **
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.8.2.C	Not in WA State K–12 Learning Standards for
Spell correctly.	ELA (2024).

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## 9th–10th Grade

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WA K–12 Learning Standards for ELA	WA K–12 Learning Standards for ELA
(2011)	(2024)
CCSS.ELA-LITERACY.L.9-10.3	Priority: WA.ELA-Literacy.Langauge9th-10th
Apply knowledge of language to	Students demonstrate command of the
understand how language functions in	English language to speak and write
different contexts, to make effective choices	clearly, and to comprehend more fully
for meaning or style, and to comprehend	when reading, listening, or viewing.
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.	
CCSS.ELA-LITERACY.L.9-10.3	WA.ELA-LITERACY.L9th-10th.1 Students
Apply knowledge of language to	identify and discuss when and why
understand how language functions in	language is used differently according to
different contexts, to make effective choices	the setting.
for meaning or style, and to comprehend	a. Compare and contrast how
more fully when reading or listening.	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	WA.ELA-LITERACY.L9th-10th.2 Students read
ELA (2011); new in WA State K–12 Learning	and recite grade-level speeches, poetry, and
Standards for ELA (2024).	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	WA.ELA-LITERACY.L9th-10th.3 Students
Use parallel structure.	connect thoughts and ideas through
-	discourse patterns, elaboration, reference,
	and grammar.
	a. Use parallel structure.
CCSS.ELA-LITERACY.L.9-10.2	WA.ELA-LITERACY.L9th-10th.4 Students vary
Demonstrate command of the conventions	sentence patterns for meaning, clarity, and
of standard English capitalization,	style in group and individual activities in the
punctuation, and spelling when writing.	context of conversations and writing about
	experiences, events, and grade-level content.
CCSS.ELA-LITERACY.L.9-10.1.B	a. Communicate the relationship
Use various types of phrases (noun, verb,	among ideas, including quotations
adjectival, adverbial, participial,	and citations, through syntax and
prepositional, absolute) and clauses	punctuation.
(independent, dependent; noun, relative,	b. Form and use phrases and clauses
adverbial) to convey specific meanings and add variety and interest to writing or	that convey specific meanings, add variety, and increase specificity.
presentations.	c. Form and use the active and passive
	voices.
CCSS.ELA-LITERACY.L.9-10.2.B	d. Use the colon and semicolon
Use a colon to introduce a list or	accurately.
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 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.	WA.ELA-LITERACY.L9th-10th.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the
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,	<ul> <li>context of grade-level conversations and reading about experiences, events, and ideas.</li> <li>a. Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.</li> <li>b. Recognize, interpret, and explain figures of speech in context and analyze their role in communicating</li> </ul>
analytical; advocate, advocacy). <u>CCSS.ELA-LITERACY.L.9-10.5.A</u> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	nuanced meaning.
<u>CCSS.ELA-LITERACY.L.9-10.3.A</u> 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 <u>WA.ELA-LITERACY.W9th-10th.9b</u>
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 <u>WA.ELA-LITERACY.L7th.4</u> **
<u>CCSS.ELA-LITERACY.L.9-10.6</u> 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 <u>WA.ELA-LITERACY.L7th.4</u> **

WA K–12 Learning Standards for ELA (2011)	WA K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.L.9-10.4.A	See <u>WA.ELA-LITERACY.L7th.4a</u> **
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.	
CCSS.ELA-LITERACY.L.9-10.4.C	See <u>WA.ELA-LITERACY.L7th.4c</u> **
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.	
CCSS.ELA-LITERACY.L.9-10.4.D	See WA.ELA-LITERACY.L7th.4c**
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.9-10.2.C	Not in WA State K–12 Learning Standards for
Spell correctly.	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)
(2011) 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	(2024) <u>Priority: WA.ELA-Literacy.Langauge11th-12th</u> Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CCSS.ELA-LITERACY.L.11-12.3</u> 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. <u>CCSS.ELA-LITERACY.L.11-12.1.A</u> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	WA.ELA-LITERACY.L11th-12th.1Studentsidentify and discuss when and whylanguage is used differently according tothe content, context, and setting.a.Describe how language use changesover time.b.Reflect on and make languagedecisions in context based oncommunity language use, evenwhen contested.
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<ul> <li><u>WA.ELA-LITERACY.L11th-12th.2</u> Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.         <ul> <li>a. Reflect the pauses and cadence expressed through layout and punctuation.</li> <li>b. Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.</li> </ul> </li> </ul>

	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	WA.ELA-LITERACY. L11th-12th.4 Students
Vary syntax for effect, consulting	vary sentence patterns for meaning,
references (e.g., Tufte's Artful Sentences)	<b>clarity, and style</b> in group and individual activities in the context of conversations and
for guidance as needed; apply an	
understanding of syntax to the study of	writing about experiences, events, and grade- level content.
complex texts when reading.	
	a. <b>Communicate the relationship</b>
CCSS.ELA-LITERACY.L.11-12.2.A	among ideas, including quotations
Observe hyphenation conventions.	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	WA.ELA-LITERACY. L11th-12th.5 Students
Demonstrate understanding of figurative	demonstrate understanding of figurative
language, word relationships, and nuances	language, explore word relationships and
in word meanings.	distinguish shades of meaning in the
	context of grade-level grade conversations
CCSS.ELA-LITERACY.L.11-12.4.B	and reading about experiences, events, and
Identify and correctly use patterns of word	ideas.
changes that indicate different meanings	a. Identify and use patterns of word
or parts of speech (e.g., conceive,	change that indicate part of speech
conception, conceivable).	or changes in meaning.
CCSS.ELA-LITERACY.L.11-12.5.A	b. Recognize, interpret, and explain figurative language and rhetorical
Interpret figures of speech (e.g.,	devices in context and analyze their
	role in communicating nuanced
hyperbole, paradox) in context and analyze their role in the text.	
analyze their role in the text.	meaning.
CCSS.ELA-LITERACY.L.11-12.5.B	
Analyze nuances in the meaning of words	
with similar denotations.	
CCSS.ELA-LITERACY.L.11-12.1.B	See <u>WA.ELA-LITERACY.L7th.4c</u> **
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.	

CCSS.ELA-LITERACY.L.11-12.4	See WA.ELA-LITERACY.L7th.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.	
CCSS.ELA-LITERACY.L.11-12.4.A	See WA.ELA-LITERACY.L7th.4a**
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.	
CCSS.ELA-LITERACY.L.11-12.6	See WA.ELA-LITERACY.L7th.4**
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.	
CCSS.ELA-LITERACY.L.11-12.4.C	See <u>WA.ELA-LITERACY.L7th.4c</u> **
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.	
CCSS.ELA-LITERACY.L.11-12.4.D	See <u>WA.ELA-LITERACY.L7th.4c</u> **
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.11-12.2.B	Not in WA ELA (2024).
Spell correctly.	$\frac{1001 \text{ III } \text{ VA LLA } (2024).}{2000  Comparison of the second $
spen correctly.	

\*\* 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).

# 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.

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

#### **Crosswalk key**

**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 <u>W.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.) 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 <u>W2.A</u> 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 Standard, more than three approaches to introductions are supported by the WA State K–12 Learning 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

Reading	
WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.RF.K.4	Priority: WA.ELA-LITERACY.ReadingK
Read emergent-reader texts with purpose	Students read, comprehend, interpret, use,
and understanding.	analyze, and appreciate fiction, poetry,
	nonfiction, and multimodal <b>texts</b> from a
CCSS.ELA-LITERACY.RL.K.10	broad range of genres, cultures, and media
Actively engage in group reading activities	through shared reading and read alouds in
with purpose and understanding.	the context of grade-level content to
	understand themselves, others, and the
CCSS.ELA-LITERACY.RI.K.10	world.
Actively engage in group reading activities	
with purpose and understanding.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RK.1 Students interact with
(2011); new in WA K–12 Learning Standards	and explore texts in a language-rich
for ELA (2024).	environment.
	a. Select texts that interest them and/or
	that are recommended by peers and
	adults.
	<ul> <li>b. Spend time holding, looking at,</li> </ul>
	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	WA.ELA-LITERACY.RK.2 Students know and
Demonstrate understanding of the	apply the basic features of print and how
organization and basic features of print.	it is organized.
	a. Distinguish drawings from letters and
CCSS.ELA-LITERACY.RF.K.1.A	words in a print-rich environment.
Follow words from left to right, top to	b. Follow a text from top to bottom,
bottom, and page by page.	left to right, and page by page.
	c. Identify front and back covers,
CCSS.ELA-LITERACY.RI.K.5	titles, and the title page of printed
Identify the front cover, back cover, and	books.
title page of a book.	d. Recognize, name, and print the
	lowercase and uppercase letters and
CCSS.ELA-LITERACY.RF.K.1.D	the sounds they represent with
Recognize and name all upper- and	automaticity.
lowercase letters of the alphabet.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)	
<u>CCSS.ELA-LITERACY.RF.K.1.B</u> <b>Recognize that spoken words are</b> <b>represented in written language by</b> <b>specific sequences of letters.</b> <u>CCSS.ELA-LITERACY.RF.K.1.C</u>	<ul> <li>e. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>f. Recognize that spoken words are separated by spaces in print.</li> </ul>	
Understand that words are separated by		
spaces in print.		
CCSS.ELA-LITERACY.RF.K.2	WA.ELA-LITERACY.RK.3 Students know and	
Demonstrate understanding of spoken	apply how concepts of sounds, syllables,	
words, syllables, and sounds (phonemes).	words, and silence function in speech	
CCSS.ELA-LITERACY.RF.K.2.B	(phonological awareness). a. Recognize, pronounce, separate,	
Count, pronounce, blend, and segment	a. Recognize, pronounce, separate, blend, and count the syllables in	
syllables in spoken words.	spoken words.	
Summer of the second	b. Recognize, <b>pronounce, isolate,</b>	
CCSS.ELA-LITERACY.RF.K.2.C	blend, and count initial, medial, and	
Blend and segment onsets and rimes of	final sounds (phonemes) in spoken	
single-syllable spoken words.	three-phoneme (consonant-vowel-	
	consonant, or CVC) words.	
CCSS.ELA-LITERACY.RF.K.2.D	c. Blend and segment onsets and	
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in	rhymes of single syllable spoken words.	
three-phoneme (consonant-vowel-	d. Recognize and produce rhyming	
consonant, or CVC) words. (This does not	words.	
include CVCs ending with /l/, /r/, or /x/.)	e. Add, delete, or substitute individual	
	spoken sounds (phonemes) in	
CCSS.ELA-LITERACY.RF.K.2.A	simple words to form new words.	
Recognize and produce rhyming words.	f. Parse individual words within spoken	
	phrases and sentences.	
CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds		
(phonemes) in simple, one-syllable words		
to make new words.		
CCSS.ELA-LITERACY.RF.K.3	WA.ELA-LITERACY.RK.4 Students decode	
Know and apply grade-level phonics and	words with accuracy and fluency using	
word analysis skills in decoding words.	grade-level word analysis skills.	

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.one letter-sound correspondence by producing the most common 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.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Add, delete, or substitute letters and/or syllables in printed words.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).c. Becode words using letter-sound correspondence and regular spelling patterns.CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.WA.ELA-LITERACY.RK.5 Students comprehend and interpret texts, including shared reading and read alouds, using a variety of strategies.CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.Reflect on their purpose for reading. b. Preview the text by noting author, illustrator, title, topic, genre, and images.CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.c. Visualize to make sense of what is in the text.CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.c. Visualize to make sense of what is in the text.CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.c. Visualize to make sense of what is in the text.CCSS.ELA-LITERACY.RI.K.5	WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)	
one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.by producing the most common sounds for each consonant.CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the 	CCSS.ELA-LITERACY.RF.K.3.A	a. Demonstrate knowledge of one-to-	
producing the primary sound or many of the most frequent sounds for each consonant.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.b. Add, delete, or substitute letters and/or syllables in printed words to form new words.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).c. Add, delete, or substitute letters and/or syllables in printed words to form new words.CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.c. Add, delete, or substitute letters and count the syllables in printed words.CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.c. Add, delete, or substitute letters and count the syllables in printed words.CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.c. Make predictions and check them against what is in the text.CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.d. Make predictions and check them against what is in the text.CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.d. Make predictions and check them against what is in the text.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.d. Sconnect when the flow of reading is interrupted using a variety of		-	
<ul> <li>the most frequent sounds for each consonant.</li> <li>CCSS.ELA-LITERACY.RF.K.3.B</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>CCSS.ELA-LITERACY.RF.K.3.C</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RF.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.64 With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>b. Partice with a text.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.64 With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>			
consonant.with common spellings for the five major vowels.CCSS.ELA-LITERACY.RF.K.3.BAssociate the long and short sounds with the common spellings (graphemes) for the five major vowels.c.Add, delete, or substitute letters and/or syllables in printed words to form new words.CCSS.ELA-LITERACY.RF.K.3.CRead common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).d.Recognize, pronounce, separate, blend, and count the syllables in printed words.CCSS.ELA-LITERACY.RF.K.4e.Decode words using letter-sound correspondence and regular spelling patterns.CCSS.ELA-LITERACY.RF.K.4g.Read conmon high-frequency words by sight.Read emergent-reader texts with purpose and understanding.g.Read connected words in a sentence.CCSS.ELA-LITERACY.RL.K.10Actively engage in group reading activities with purpose and understanding.a.Reflect on their purpose for reading.CCSS.ELA-LITERACY.RL.K.10Actively engage in group reading activities with purpose and understanding.c.Visualize to make sense of what is in the text.CCSS.ELA-LITERACY.RL.K.10C.Visualize to make sense of what is in the text.d.Make predictions and check them against what is in the text.CCSS.ELA-LITERACY.RL.K.66With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.c.Visualize to make sense of what is in the text.Read energent of each in telling the story.f.Read connected words in a sentence.CCSS.ELA-LITERACY.RL.K.10C.Visualize			
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<ul> <li>CCSS.ELA-LITERACY.RF.K.3.B</li> <li>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>CCSS.ELA-LITERACY.RF.K.3.C</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>CCSS.ELA-LITERACY.RF.K.4</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>Read common high-frequency words by sight.</li> <li>Read conment high-frequency words by sight.</li> <li>Read connected words in a sentence.</li> <li>WAELA-LITERACY.RLS Students</li> <li>CCSS.ELA-LITERACY.RLK.10</li> <li>Nake predictions and check them against what is in the text.</li> <li>Use a variety of strategies that encourage and maintain motivation to engage with a text.</li> <li>Re-connect when the flow of reading is interrupted using a variety of</li> </ul>	consonant.	. 5	
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.and/or syllables in printed words to form new words.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).d. Recognize, pronounce, separate, blend, and count the syllables in printed words.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).d. Recognize, pronounce, separate, blend, and count the syllables in printed words.CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.g. Read connected words in a sentence.CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.MA.ELA-LITERACY.RK.5 Students comprehend and interpret texts, including shared reading and read alouds, using a variety of strategies.CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding Reflect on their purpose for reading. b. Preview the text by noting author, illustrator, title, topic, genre, and images.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 Re-connect when the flow of reading is interrupted using a variety of		-	
<ul> <li>the common spellings (graphemes) for the five major vowels.</li> <li>CCSS.ELA-LITERACY.RF.K.3.C</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>CCSS.ELA-LITERACY.RF.K.4</li> <li>CCSS.ELA-LITERACY.RF.K.4</li> <li>Read emergent-reader texts with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.10</li> <li>Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RL.K.6</li> <li>With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>			
<ul> <li>five major vowels.</li> <li>d. Recognize, pronounce, separate, blend, and count the syllables in printed words.</li> <li>e. Decode words using letter-sound correspondence and regular spelling patterns.</li> <li>f. Read common high-frequency words by sight.</li> <li>g. Read conmected words in a sentence.</li> <li>WA.ELA-LITERACY.RE.K.4</li> <li>Read emergent-reader texts with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RLK.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RLK.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RLK.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RLK.10 Actively engage in group reading activities with purpose and understanding.</li> <li>CCSS.ELA-LITERACY.RLK.6 With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>d. Recognize, pronounce, separate, blend, and count the syllables in printed words.</li> <li>e. Decode words using letter-sound correspondence and regular spelling patterns.</li> <li>f. Read conmon high-frequency words by sight.</li> <li>g. Read connected words in a sentence.</li> <li>WA.ELA-LITERACY.RLS.5 Students</li> <li>comprehend and interpret texts, including shared reading and read alouds, using a variety of strategies.</li> <li>c. Visualize to make sense of what is in the text.</li> <li>d. Make predictions and check them against what is in the text.</li> <li>e. Use a variety of strategies that encourage and maintain motivation to engage with a text.</li> <li>f. Re-connect when the flow of reading is interrupted using a variety of</li> </ul>	-		
CCSS.ELA-LITERACY.RF.K.3.CRead common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).e. Decode words using letter-sound correspondence and regular spelling patterns.CCSS.ELA-LITERACY.RF.K.4g. Read common high-frequency words by sight. g. Read connected words in a sentence.CCSS.ELA-LITERACY.RF.K.4WA.ELA-LITERACY.RK.5Read emergent-reader texts with purpose and understanding.WW.ELA-LITERACY.RK.5CCSS.ELA-LITERACY.RLK.10a. Reflect on their purpose for reading.Actively engage in group reading activities with purpose and understanding.b. Preview the text by noting author, illustrator, title, topic, genre, and images.CCSS.ELA-LITERACY.RLK.10c. Visualize to make sense of what is in the text.Actively engage in group reading activities with purpose and understanding.c. Visualize to make sense of what is in the text.CCSS.ELA-LITERACY.RLK.6With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.c. Re-connect when the flow of reading is interrupted using a variety of			
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	the role of each in telling the story.	_	
CCSS.ELA-LITERACY.KI.K.b strategies.			
Name the south on and illustration of a total in the U.S. The U.S. State is a last of the		5	
Name the author and illustrator of a text g. Tell how the visual elements in a		5	
and define the role of each in presentingtext represent and/or add to itsthe ideas or information in a text.meaning.		-	
the ideas or information in a text. meaning.	the lueas or information in a text.	meaning.	

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

#### 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.

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

- 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)
<u>CCSS.ELA-LITERACY.RI.K.9</u> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul> <li><u>WA.ELA-LITERACY.RK.6</u> Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text.</li> <li>a. Reflect on what the text makes them feel, think, and/or want to do.</li> <li>b. Describe the effect of images and specific words on the reader's understanding.</li> <li>c. Identify and compare choices made by authors, illustrators, and creators of multimodal texts to show emotions, places, objects, movement, action, and/or</li> </ul>
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	information. <u>WA.ELA-LITERACY.RK.7</u> 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.	<ul> <li>WA.ELA-LITERACY.RK.8 Students use texts they have read for purposes relevant to them.</li> <li>b. To better understand themselves and others, explore characters' thoughts, and feelings.</li> <li>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.</li> <li>d. Use information or examples from texts for discussions and projects. [See W.K3 and SLDF.3.]</li> <li>e. Use choices made by authors, illustrators, and creators of multimodal texts as ideas for their own multimodal compositions. [See W.K4b.]</li> </ul>
<u>CCSS.ELA-LITERACY.RL.K.4</u> Ask and answer questions about unknown words in a text.	WA.ELA-LITERACY.RK.9 Not in K. 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	See <u>WA.ELA-LITERACY.LK.5</u>
With prompting and support, ask and answer questions about unknown words in	
a text.	
CCSS.ELA-LITERACY.RI.K.3	Not in WA K–12 Learning Standards for ELA
With prompting and support, describe the	(2024).
connection between two individuals, events,	
ideas, or pieces of information in a text.	
CCSS.ELA-LITERACY.RI.K.8	Not in WA K–12 Learning Standards for ELA
With prompting and support, identify the	(2024).
reasons an author gives to support points in a	
text.	

\* 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

Rea	adi	na

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RF.1.4.A	Priority: WA.ELA-LITERACY.Reading1st
Read grade-level text with purpose and	Students read, comprehend, interpret, use,
understanding.	analyze, and appreciate fiction, poetry,
	nonfiction, and multimodal texts from a
CCSS.ELA-LITERACY.RL.1.10	broad range of genres, cultures, and media
With prompting and support*, read prose	through shared reading, read alouds, and
and poetry of appropriate complexity for	independent reading in the context of grade-
grade 1.	level content to understand themselves,
	others, and the world.
CCSS.ELA-LITERACY.RI.1.10	
With prompting and support, read	
informational texts appropriately complex	
<b>for grade 1.</b> Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.R1st.1 Students interact
(2011); new in WA K–12 Learning Standards for ELA	with and explore texts in a language-rich
for ELA (2024).	environment.
101 LLA (2024).	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	WA.ELA-LITERACY.R1st.2 Students know and
Demonstrate understanding of the	apply the basic features of print and how
organization and basic features of print.	it is organized.
	a. Recognize, name, and print the
CCSS.ELA-LITERACY.RF.1.1.A	lowercase and uppercase letters and
Recognize the distinguishing features of a	the sounds they represent with
sentence (e.g., first word, capitalization,	automaticity.
ending punctuation).	b. Recognize and use the
	distinguishing features of a
	sentence (e.g., first word,
	capitalization, ending
	punctuation).

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.1.2	WA.ELA-LITERACY.R1st.3 Students know and
Demonstrate understanding of spoken	apply how concepts of sounds, syllables,
words, syllables, and sounds (phonemes).	words, and silence function in speech
	(phonological awareness).
CCSS.ELA-LITERACY.RF.1.2.C	a. Recognize, separate, blend, and
Isolate and pronounce initial, medial	count the syllables in spoken
vowel, and final sounds (phonemes) in	words.
spoken single-syllable words.	b. Recognize, isolate, blend, and
	count initial, medial, and final
CCSS.ELA-LITERACY.RF.1.2.B	sounds in spoken single-syllable
Orally produce single-syllable words by	words.
blending sounds (phonemes), including	c. Orally produce single-syllable
consonant blends.	words by blending sounds
	(phonemes), including
CCSS.ELA-LITERACY.RF.1.2.D	consonant blends.
Segment spoken single-syllable words into	d. Add, delete, or substitute
their complete sequence of individual	individual sounds (phonemes) in
sounds (phonemes).	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.

<u>CCSS.ELA-LITERACY.RF.1.3.F</u> **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 onesyllable 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	WA.ELA-LITERACY.R1st.5 Students
Read grade-level text with purpose and	comprehend and interpret texts during
understanding.	shared reading, read alouds, and
g.	independent reading, using a variety of
CCSS.ELA-LITERACY.RL.1.10	strategies.
With prompting and support, read prose	a. Reflect on their purpose for reading.
and poetry of appropriate complexity for	b. Preview the text by <b>noting</b> author,
grade 1.	illustrator, title, <b>topic,</b> genre, and images.
CCSS.ELA-LITERACY.RI.1.10	c. Use personal connections and content
With prompting and support, read	knowledge to visualize and make
<b>informational texts</b> appropriately complex	sense of the text.
for grade 1.	d. Make predictions and check them
	against what is in the text.
CCSS.ELA-LITERACY.RI.1.2	e. Use a variety of strategies that
Identify the main topic and retell key	encourage and maintain motivation to
details of a text.	engage with a text.
	f. When the flow of reading is
CCSS.ELA-LITERACY.RI.1.7	interrupted, use a variety of strategies
Use the illustrations and details in a text to	to re-connect.
describe its key ideas.	g. Tell how the visual elements in a
describe his key ideas.	text represent and/or add to its
CCSS.ELA-LITERACY.RL.1.1	meaning.
Ask and answer questions about key	h. Ask and answer questions about
details in a text.	key details in a text.
	i. Describe a story's narrator,
CCSS.ELA-LITERACY.RI.1.1	characters, setting, and major
Ask and answer questions about key	events.
details in a text.	j. Retell familiar stories and/or say
	what they learned from a text,
CCSS.ELA-LITERACY.RL.1.3	including key details.
Describe characters, settings, and major	5 5
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.	
CCSS.ELA-LITERACY.RL.1.4	WA.ELA-LITERACY.R1st.6 Students explain
Identify words and phrases in stories or	how the author, illustrator, and/or creator
Identity words and phrases in stories or	how the author, illustrator, and/or creator

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
poems that suggest feelings or appeal to the senses. <u>CCSS.ELA-LITERACY.RI.1.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <u>CCSS.ELA-LITERACY.RI.1.7</u> Use the illustrations and details in a text to describe its key ideas. <u>CCSS.ELA-LITERACY.RI.1.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <u>CCSS.ELA-LITERACY.RL.1.5</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <u>CCSS.ELA-LITERACY.RI.1.9</u> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul> <li>shape meaning and affect a reader's experience of the text.</li> <li>a. Say what the text makes them feel, think, and/or want to do.</li> <li>b. Explain the impact of images and specific words on the reader's understanding.</li> <li>c. Identify different text features used in two different genres and what they help the reader know or do.</li> <li>d. Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.</li> </ul>
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	<u>WA.ELA-LITERACY.R1st.7</u> Students evaluate texts. a. Say what they may or may not like about an image, story, or text.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<ul> <li><u>WA.ELA-LITERACY.R1st.8</u> Students use texts they have read for purposes relevant to them.</li> <li>a. To better understand themselves and others, explore characters' thoughts, feelings, and motivations.</li> <li>b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts.</li> <li>c. Use information or examples from texts for discussions and projects. [See W1st.3 and SLDF1st.3.]</li> <li>d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions.</li> </ul>
CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words	[See W.1st4b.] See <u>WA.ELA-LITERACY.L1st.5</u>
and phrases in a text. <u>CCSS.ELA-LITERACY.RF.1.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	See <u>WA.ELA-LITERACY.L1st.5d</u>
<u>CCSS.ELA-LITERACY.RF.1.2.A</u> Distinguish long from short vowel sounds in spoken single-syllable words.	Not in WA K–12 Learning Standards for ELA (2024).
<u>CCSS.ELA-LITERACY.RI.1.3</u> 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).
<u>CCSS.ELA-LITERACY.RI.1.8</u> 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," or "with prompting and support," it is always bolded in the WA State K–12 Learning Standards for ELA (2011) to indicate alignment.

## 2nd GRADE

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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	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.
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. Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R2nd.1 Students interact
for ELA (2011); new in WA K–12 Learning Standards for ELA 92024).	<ul> <li>with and explore texts in a language-rich environment.</li> <li>a. Select texts that interest them and/or that are recommended by peers and adults.</li> <li>b. Spend time holding, looking at, reading, and/or listening to texts.</li> <li>c. Make connections, tell stories, and/or explain information based on imagination, images, and/or words they recognize in texts.</li> </ul>
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	<ul> <li><u>WA.ELA-LITERACY.R2nd.2</u> Students know and apply the basic features of print and how it is organized.</li> <li>a. Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity.</li> </ul>

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
	<ul> <li>b. Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation).</li> <li>c. Recognize the distinguishing features of dialogue.</li> </ul>
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R2nd.3 Students know and
for ELA (2011); new in WA K–12 Learning	apply how concepts of sounds, syllables,
Standards for ELA (2024).	words, and silence function in speech
	(phonological awareness).
	a. Recognize, pronounce, separate,
	blend, and count the syllables in
	spoken words.
	<ul> <li>Recognize, pronounce, isolate, blend, and count initial, medial, and final</li> </ul>
	sounds (phonemes) in spoken words.
	<ul> <li>C. Orally produce words by blending sounds (phonemes), including</li> </ul>
	consonant blends.
	<ul> <li>Blend and segment onsets and rimes of two-syllable spoken words</li> </ul>
	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	WA.ELA-LITERACY.R2nd.4 Students decode	
Know and apply grade-level phonics and	words with accuracy and fluency using	
word analysis skills in decoding words.	grade-level word analysis skills.	
	a. Know the letter-sound	
CCSS.ELA-LITERACY.RF.2.3.B	correspondences, including common	
Know spelling-sound correspondences for	consonant digraphs.	
additional common vowel teams.	b. Know spelling-sound	
	correspondences for additional	
CCSS.ELA-LITERACY.RF.2.3.D	common vowel teams.	
Decode words with common prefixes and	c. Add, delete or substitute letters	
suffixes.	and/or syllables in simple words to	
	form and write new words.	
CCSS.ELA-LITERACY.RF.2.3.E	d. Use knowledge that every syllable	
Identify words with inconsistent but	must have a vowel sound to	
common spelling-sound correspondence.	determine the number of syllables in a printed word.	
CCSS.ELA-LITERACY.RF.2.3.C	e. Recognize, pronounce, separate,	
Decode regularly spelled two-syllable	blend, and count the syllables in	
words with long vowels.	printed words.	
	f. Decode words using combined	
CCSS.ELA-LITERACY.RF.2.3.A	knowledge of letter-sound	
Distinguish long and short vowels when	correspondence, regular and	
reading regularly spelled one-syllable	irregular spelling patterns.	
words.	g. Decode multi-syllable words that	
	follow basic patterns by breaking	
CCSS.ELA-LITERACY.RF.2.3.F	words into syllables.	
Recognize and read grade-appropriate	h. Distinguish long and short vowels	
irregularly spelled words.	when reading regularly spelled one-	
	syllable words.	
CCSS.ELA-LITERACY.RF.2.4	i. Decode words with common roots,	
Read with sufficient accuracy and fluency	prefixes, and suffixes.	
to support comprehension.	j. Identify words with inconsistent but	
	common spelling-sound	
CCSS.ELA-LITERACY.RF.2.4.B	correspondences.	
Read grade-level text orally with accuracy,	k. Read high-frequency words by sight	
appropriate rate, and expression on	with increased automaticity.	
successive readings.	<ol> <li>Read paragraphs within a text with increasing a group of the second seco</li></ol>	
	increasing accuracy and fluency.	
CCSS.ELA-LITERACY.RF.2.4.A	WA.ELA-LITERACY.R2nd.5 Students	
Read grade-level text with purpose and	comprehend and interpret texts using a	
understanding.	variety of strategies.	

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.2.10	<ul> <li>a. Reflect on their purpose for reading.</li> <li>b. Preview the text by topic, genre, and</li> </ul>
By the end of the year, read and comprehend literature, including stories	images. c. Visualize to make sense of what is in the
and poetry, in the grades 2-3 text complexity	text.
band proficiently, with scaffolding as needed	d. Use prior knowledge to make predictions
at the high end of the range.	and check them against what is in the text.
CCSS.ELA-LITERACY.RI.2.10	e. Use a variety of strategies that encourage
By the end of year, read and comprehend	and maintain motivation to engage with a
informational texts, including	text.
history/social studies, science, and	f. Re-connect when the flow of reading is
technical texts, in the grades 2-3 text	interrupted using a variety of strategies.
complexity band proficiently, with scaffolding	g. Explain how the visual elements in a
as needed at the high end of the range.	text represent and/or add to its meaning.
CCSS.ELA-LITERACY.RI.2.2	h. Ask and answer questions about a text,
Identify the main topic of a multi-	including key details and how points
paragraph text as well as the focus of	are supported by reasons.
specific paragraphs within the text.	i. Describe a story's setting, major
	events, narrators, and characters,
CCSS.ELA-LITERACY.RL.2.7	including how they respond to major
Use information gained from the	events and challenges.
illustrations and words in a print or digital	j. Retell stories and/or say what they learned from a text.
text to demonstrate understanding of its characters, setting, or plot.	learned from a text.
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.	

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	WA.ELA-LITERACY.R2nd.6 Students describe
Describe how words and phrases (e.g.,	how the author, illustrator, and/or creator
regular beats, alliteration, rhymes,	shape meaning and affect a reader's
repeated lines) supply rhythm and	experience of the text.
meaning in a story, poem, or song.	a. Reflect on what the text makes them feel,
······································	think, and/or want to do.
CCSS.ELA-LITERACY.RL.2.7	b. Describe the impact of images and
Use information gained from the	specific words on the reader's
illustrations and words in a print or digital	understanding.
text to demonstrate understanding of its	c. Identify text features used in-a genre
characters, setting, or plot.	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.	d. Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic.
CCSS.ELA-LITERACY.RL.2.9Compare 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.2.9Compare and contrast the most important points presented by two texts on the same topic.	
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning	WA.ELA-LITERACY.R2nd.7 Students evaluate texts.
Standards for ELA (2024).	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.	<ul> <li>WA.ELA-LITERACY.R2nd.8 Students use texts they have read for purposes relevant to them.</li> <li>a. To better understand themselves and others, explore characters' thoughts, feelings, and motivations.</li> <li>b. To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in the texts.</li> <li>c. Use information or examples from texts for discussions and projects. [See W2nd.3 and SLDF2nd.3.]</li> <li>d. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W2nd.4b.]</li> </ul>
CCSS.ELA-LITERACY.RI.2.4	See WA.ELA-LITERACY.L2nd.4
Determine the meaning of words and	
phrases in a text relevant to a grade 2	
topic or subject area.	
CCSS.ELA-LITERACY.RF.2.4.C	See <u>WA.ELA-LITERACY.L2nd.5c</u>
Use context to confirm or self-correct word	
recognition and understanding, rereading	
as necessary.	
CCSS.ELA-LITERACY.RI.2.6	Not in WA ELA (2024).
Identify the main purpose of a text, including	
what the author wants to answer, explain, or	
describe.	
CCSS.ELA-LITERACY.RI.2.8	Not in WA ELA (2024).
Describe how reasons support specific points	
the author makes in a text.	

## **3rd GRADE**

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WA State K–12 Learning Standards for	WA State K 12 Learning Standards for	
, and the second s	WA State K–12 Learning Standards for	
ELA	ELA	
CCSS.ELA-LITERACY.RF.3.4.A	Priority: WA.ELA-LITERACY.Reading3rd	
Read grade-level text with purpose and	Students read, comprehend, interpret, use,	
understanding.	analyze, and appreciate fiction, poetry,	
	nonfiction, and multimodal texts from a	
CCSS.ELA-LITERACY.RL.3.10	broad range of genres, cultures, and media	
By the end of the year, read and	in the context of grade-level content to	
comprehend literature, including stories,	understand themselves, others, and the	
dramas, and poetry, at the high end of the	world.	
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.		
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R3rd.1 Students interact	
for ELA (2011); new in WA K–12 Learning	with and explore texts in a language-rich	
Standards for ELA (2024).	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	WA.ELA-LITERACY.R3rd.2 Students know and	
Refer to parts of stories, dramas, and	apply the basic features of print and how it is	
poems when writing or speaking about a	organized.	
<b>text</b> , using terms such as chapter, scene, and	a. Recognize the distinguishing features	
stanza; describe how each successive part	of a paragraph (e.g., indentation,	
builds on earlier sections.	capitalization, spacing, punctuation).	
	b. <b>Recognize the distinguishing visual</b>	
	features of fiction and poetry.	
	reatines of netion 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	WA.ELA-LITERACY.R3rd.4 Students decode
Know and apply grade-level phonics and	words with accuracy and fluency using
word analysis skills in decoding words.	grade-level word analysis skills.
	a. Use combined knowledge of all
CCSS.ELA-LITERACY.RF.3.3.C	letter-sound correspondences,
Decode multisyllable words.	syllable patterns, and morphology
CCSS.ELA-LITERACY.RF.3.3.D	to read multisyllabic words accurately in context and out of
Read grade-appropriate irregularly spelled	context.
words.	b. Decode, identify, and know the
	meaning of the most common
CCSS.ELA-LITERACY.RF.3.3.B	prefixes and suffixes.
Decode words with common Latin suffixes.	c. Decode and recognize homonyms
becode words with common Eath surfaces.	and other frequently confused words
CCSS.ELA-LITERACY.RF.3.3.A	correctly.
Identify and know the meaning of the	d. Read paragraphs within a text with
most common prefixes and derivational	increasing accuracy and fluency.
suffixes.	, and grant of a start of
CCSS.ELA-LITERACY.RF.3.4	
Read with sufficient accuracy and fluency	
to support comprehension.	
CCSS.ELA-LITERACY.RF.3.4.A	WA.ELA-LITERACY.R3rd.5 Students
Read grade-level text with purpose and	comprehend and interpret texts using a
understanding.	variety of strategies.
	a. Reflect on their purpose for reading.
CCSS.ELA-LITERACY.RL.3.10	b. Preview the text by noting author,
By the end of the year, read and	illustrator, topic, genre, images, and
comprehend literature, including stories,	text structures.
dramas, and poetry, at the high end of the	c. Use personal connections and content
grades 2–3 text complexity band	knowledge to visualize and make
independently and proficiently.	sense of the text.
	d. Make predictions and check them
CCSS.ELA-LITERACY.RI.3.10	against what's in the text.
By the end of the year, read and	e. Use a variety of strategies that
comprehend informational texts, including	encourage and maintain motivation to
history/social studies, science, and	engage with a text.

### 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.

# WA State K–12 Learning Standards for ELA

- 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.
- 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	WA.ELA-LITERACY.R3rd.6 Students describe
Explain how specific aspects of a text's	how the author, illustrator, and/or creator
illustrations contribute to what is	shape meaning and affect a reader's
conveyed by the words in a story (e.g.,	experience of the text.
create mood, emphasize aspects of a	a. Describe what the text makes them
character or setting).	feel, think, and/or want to do and why.
CCSS.ELA-LITERACY.RI.3.7	b. Explain the impact of images and
Use information gained from illustrations	specific words on the reader's
(e.g., maps, photographs) and the words in	understanding.
a text to demonstrate understanding of	c. Describe text features used in a
the text (e.g., where, when, why, and how	genre and explain what they help
key events occur).	the reader do or know.
	d. Compare and contrast the ideas,
CCSS.ELA-LITERACY.RI.3.9	characters, settings, and plots of
Compare and contrast the most important	stories written by the same or
points and key details presented in two	different authors.
texts on the same topic.	
CCSS.ELA-LITERACY.RL.3.6	WA.ELA-LITERACY.R3rd.7 Students evaluate
Distinguish their own point of view from	texts.
that of the narrator or those of the	a. Explain what they may or may not like
characters.	about a topic, character, or event and
	why.
CCSS.ELA-LITERACY.RI.3.6	b. Explain how the author, narrator,
Distinguish their own point of view from	and/or a character's point of view is
that of the author of a text.	the same as or different from their
	own.
CCSS.ELA-LITERACY.RL.3.2	WA.ELA-LITERACY.R3rd.8 Students use texts
Recount stories, including fables, folktales,	they have read for purposes relevant to
and myths from diverse cultures; <b>determine</b>	them.
the central message, lesson, or moral and	a. To better understand themselves and
explain how it is conveyed through key	others, explore characters' thoughts
details in the text.	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; <b>recount</b> <b>the key details</b> and explain how they support the main idea.	<ul> <li>they would think, feel, or do in situations similar to those in texts.</li> <li>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.</li> <li>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.</li> <li>e. Use information or examples from texts for discussions and projects. [See W3rd.3 and SLDF3rd.3.]</li> <li>f. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W3rd.4b.]</li> </ul>
<u>CCSS.ELA-LITERACY.RF.3.4.B</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	See <u>WA.ELA-LITERACY.L3rd.2</u>
<u>CCSS.ELA-LITERACY.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	See <u>WA.ELA-LITERACY.L3rd.1b</u> and <u>WA.ELA-LITERACY.L3rd.5</u>
<u>CCSS.ELA-LITERACY.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	See <u>WA.ELA-LITERACY.L3rd.4</u>
<u>CCSS.ELA-LITERACY.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	See <u>WA.ELA-LITERACY.RML3rd.3</u>

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

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WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RF.4.4.A	Priority: WA.ELA-LITERACY.Reading4th
Read grade-level text with purpose and	Students read, comprehend, interpret, use,
understanding.	analyze, and appreciate fiction, poetry,
	nonfiction, and multimodal texts from a
CCSS.ELA-LITERACY.RL.4.10	broad range of genres, cultures, and media
By the end of the year, read and	in the context of grade-level content to
comprehend literature, including stories,	understand themselves, others, and the
dramas, and poetry, in the grades 4–5 text	world.
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.	
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R4th.1 Interact with and
for ELA (2011); new in WA K–12 Learning	explore texts in a language-rich environment.
Standards for ELA (2024).	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	WA.ELA-LITERACY.R4th.2 Students know and
Explain major differences between poems,	apply the basic features of print and how it is
drama, and prose, and refer to the	organized.
structural elements of poems (e.g., verse,	a. Recognize the distinguishing visual
rhythm, meter) and drama (e.g., casts of	features of fiction, poetry, and plays.
characters, settings, descriptions, dialogue,	-
stage directions) when writing or speaking	
about a text.	

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R4th.3 Students apply
for ELA (2011); new in WA K–12 Learning	concepts of how sounds, syllables, words, and
Standards for ELA (2024).	silence function in speech (phonological
	awareness) with automaticity.
CCSS.ELA-LITERACY.RF.4.3	WA.ELA-LITERACY.R4th.4 Students decode
Know and apply grade-level phonics and	words with accuracy and fluency using
word analysis skills in decoding words.	grade-level word analysis skills.
	a. Use combined knowledge of all
CCSS.ELA-LITERACY.RF.4.3.A	letter-sound correspondences,
Use combined knowledge of all letter-	syllable patterns, and morphology
sound correspondences, syllabication	to read multisyllabic words
patterns, and morphology (e.g., roots and	accurately in context and out of
affixes) to read accurately unfamiliar	context.
multisyllabic words in context and out of	
context.	
CCSS.ELA-LITERACY.RF.4.4	
Read with sufficient accuracy and fluency	
to support comprehension.	
CCSS.ELA-LITERACY.RF.4.4.A	WA.ELA-LITERACY.R4th.5 Students
Read grade-level text with purpose and	comprehend and interpret texts using a
understanding.	variety of strategies.
	a. Reflect on their purpose for reading.
CCSS.ELA-LITERACY.RL.4.10	b. Preview the text by noting author,
By the end of the year, read and	illustrator, topic, genre, images, and
comprehend literature, including stories,	text structures.
dramas, and poetry, in the grades 4–5 text	c. Use personal connections and content
complexity band proficiently, with scaffolding	knowledge to visualize and make
as needed at the high end of the range.	sense of the text.
	d. Make inferences and predictions,
CCSS.ELA-LITERACY.RI.4.10	checking them against what's in the
By the end of year, read and comprehend	text.
informational texts, including	e. Use a variety of strategies that
history/social studies, science, and	encourage and maintain motivation to
<b>technical texts</b> , in the grades 4–5 text	engage with a text.
complexity band proficiently, with scaffolding	f. Re-connect when the flow of reading
as needed at the high end of the range.	is interrupted using a variety of strategies.
CCSS.ELA-LITERACY.RL.4.1	g. Explain how the visual elements in a
Refer to details and examples in a text	text represent and/or add to its
when explaining what the text says	meaning.

### 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.

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

- 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	WA ELA LITERACY RAth 6 Students evoluin
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. <u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <u>CCSS.ELA-LITERACY.RL.4.9</u> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul> <li>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.</li> <li>a. Explain what the text makes them feel, think, and/or want to do and why.</li> <li>b. Explain the impact of visual elements, including multimedia and text features, on the reader's understanding.</li> <li>c. Compare and contrast the written and performed versions of poems and plays.</li> <li>d. Compare and contrast the point of view, characters, settings, and plots of stories written by the same or different authors.</li> </ul>
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024).	<ul> <li><u>WA.ELA-LITERACY.R4th.7</u> Students evaluate texts.</li> <li>a. Explain what they may or may not like about a topic, character, or event and why.</li> <li>b. Describe how well an element of a text engages the reader or provokes</li> </ul>

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.	<ul> <li>thought, understanding, or action.</li> <li><u>WA.ELA-LITERACY.R4th.8</u> Students use texts they have read for purposes relevant to them.</li> <li>a. Explore why characters think, feel, and act as they do, given their circumstances.</li> <li>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.</li> <li>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.</li> <li>d. Use information or examples from texts for discussions and projects. [See W4th.3 and SLDF4th.3.]</li> <li>e. Use choices made by authors,</li> </ul>		
CCSS.ELA-LITERACY.RF.4.4.B	illustrators, and creators as ideas for their own multimodal compositions. [See W4th.4b.] See WA.ELA-LITERACY.L4th.2		
Read grade-level prose and poetry orally			
with accuracy, appropriate rate, and			
expression on successive readings.			
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 <u>WA.ELA-LITERACY.L4th.4</u>		
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 <u>WA.ELA-LITERACY.L4th.4</u> and <u>WA.ELA-LITERACY.L4th.5</u>		

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

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WA State K 12 Learning Standards for	MA State K 12 Learning Standards for
WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RF.5.4.A	Priority: WA.ELA-LITERACY.Reading5th
Read grade-level text with purpose and	Students read, comprehend, interpret, use,
understanding.	analyze, and appreciate fiction, poetry,
	nonfiction, and multimodal texts from a
	broad range of genres, cultures, and media
CCSS.ELA-LITERACY.RL.5.10	in the context of grade-level content to
By the end of the year, read and	understand themselves, others, and the
comprehend literature, including stories,	world.
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.	
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R5th.1 Students interact
for ELA (2011); new in WA K–12 Learning	with and explore texts in a language-rich
Standards for ELA (2024).	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	WA.ELA-LITERACY.R5th.3 Students apply
for ELA (2011); new in WA K–12 Learning	concepts of how sounds, syllables, words, and
Standards for ELA (2024).	silence function in speech (phonological
	awareness) with automaticity.
CCSS.ELA-LITERACY.RF.5.3	WA.ELA-LITERACY.R5th.4 Students decode
Know and apply grade-level phonics and	words with accuracy and fluency using
word analysis skills in decoding words.	grade-level word analysis skills.
	a. Use combined knowledge of all
CCSS.ELA-LITERACY.RF.5.3.A	letter-sound correspondences,
Use combined knowledge of all letter-	syllable patterns, and morphology
sound correspondences, syllabication	to read multisyllabic words
patterns, and morphology (e.g., roots and	accurately in context and out of
affixes) to read accurately unfamiliar	context.
multisyllabic words in context and out of	
context.	
CCSS.ELA-LITERACY.RF.5.4	
Read with sufficient accuracy and fluency	
to support comprehension.	
CCSS.ELA-LITERACY.RF.5.4.A	WA.ELA-LITERACY.R5th.5 Students
Read grade-level text with purpose and	comprehend and interpret texts using a
understanding.	variety of strategies.
5	a. Reflect on their purpose for reading.
CCSS.ELA-LITERACY.RL.5.10	b. Preview the text by noting author,
By the end of the year, read and	illustrator, topic, genre, images, and
comprehend literature, including stories,	text structures.
dramas, and poetry, at the high end of the	c. Use personal connections and content
grades 4–5 text complexity band	knowledge to visualize and make
independently and proficiently.	sense of the text.
	d. Make inferences and predictions,
CCSS.ELA-LITERACY.RI.5.10	checking them against what's in the
By the end of the year, read and	text.
comprehend informational texts, including	e. Use a variety of strategies that
history/social studies, science, and	encourage and maintain motivation to
technical texts, at the high end of the grades	engage with a text.
4–5 text complexity band independently and	f. Re-connect when the flow of reading
proficiently.	is interrupted using a variety of
	strategies.
CCSS.ELA-LITERACY.RL.5.1	g. Explain how the visual elements in a
Quote accurately from a text when	text represent and/or add to its
explaining what the text says explicitly	meaning.

# 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.

# WA State K–12 Learning Standards for ELA

- 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.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
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	WA.ELA-LITERACY.R5th.6 Students explain
Analyze how visual and multimedia	how the author, illustrator, and/or creator
elements contribute to the meaning, tone,	shape meaning and affect a reader's
or beauty of a text (e.g., graphic novel,	experience of the text.
multimedia presentation of fiction,	a. Explain what the text makes them feel,
folktale, myth, poem).	think, and/or want to do and why.
	b. Explain the impact of visual
CCSS.ELA-LITERACY.RL.5.9	elements, including multimedia and
Compare and contrast stories in the same	text features, on the reader's
genre (e.g., mysteries and adventure	understanding.
stories) on their approaches to similar	c. Analyze multiple accounts of the
themes and topics.	same event, topic, or story, noting
	important similarities and
CCSS.ELA-LITERACY.RI.5.6	differences and the point of view
Analyze multiple accounts of the same	they represent.
event or topic, noting important	
similarities and differences in the point of	
view they represent.	
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R5th.7 Students evaluate
for ELA (2011); new in WA K–12 Learning	texts.
Standards for ELA (2024).	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	WA.ELA-LITERACY.R5th.8 Students use texts
Determine a theme of a story, drama, or	they have read for purposes relevant to
<b>poem</b> from details in the text, including how	them.
characters in a story or drama respond to	a. Explore why characters think, feel, and
challenges or how the speaker in a poem	act as they do, given their
reflects upon a topic; summarize the text.	circumstances.
	b. Identify a theme from everyday life or
CCSS.ELA-LITERACY.RI.5.2	human experience that emerges from
Determine two or more main ideas of a	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.	<ul> <li>theme, and describe how details in the text deepen and/or expand their understanding of that theme.</li> <li>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.</li> <li>d. Use information or examples from texts for discussions and projects. [See W5th.3 and SLDF5th.3.]</li> <li>e. Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W5th.4b.]</li> </ul>
CCSS.ELA-LITERACY.RL.5.4	See WA.ELA-LITERACY.L5th.4 and
Determine the meaning of words and	WA.ELA-LITERACY.L5th.5
phrases as they are used in a text,	
including figurative language such as	
metaphors and similes.	
CCSS.ELA-LITERACY.RI.5.4	See WA.ELA-LITERACY.L5th.4 and
Determine the meaning of general	WA.ELA-LITERACY.L5th.5
academic and domain-specific words and	
phrases in a text relevant to a grade 5	
topic or subject area.	
CCSS.ELA-LITERACY.RI.5.7	See <u>WA.ELA-LITERACY.RML5th.2</u>
Draw on information from multiple print	
or digital sources, demonstrating the	
ability to locate an answer to a question	
quickly or to solve a problem efficiently.	
CCSS.ELA-LITERACY.RF.5.4.B	See <u>WA.ELA-LITERACY.L5th.2</u>
Read grade-level prose and poetry orally	
with accuracy, appropriate rate, and	
expression on successive readings.	
CCSS.ELA-LITERACY.RI.5.9	Starts in 6th: <u>WA.ELA-LITERACY.RML6th.4</u>
Integrate information from several texts on	
the same topic in order to write or speak	
about the subject knowledgeably.	
CCSS.ELA-LITERACY.RI.5.8	Starts in 6th: <u>WA.ELA-LITERACY.RML6th.7d</u>
Explain how an author uses reasons and	

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
<u>CCSS.ELA-LITERACY.RF.5.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Not in WA ELA (2024).

# 6th Grade

Read	ing
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WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.6.10	Priority: WA.ELA-LITERACY.Reading6th
By the end of the year, read and	Students read, comprehend, interpret,
comprehend literature, including stories,	analyze, evaluate, use, and appreciate fiction,
dramas, and poems, in the grades 6–8 text	poetry, drama, and nonfiction from a broad
complexity band proficiently, with scaffolding	range of genres, cultures, and media in the
as needed at the high end of the range.	context of grade-level content to understand themselves, others, and the world.
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.RL.6.10	WA.ELA-LITERACY.R6th.1 Students read self-
By the end of the year, <b>read</b> and comprehend	selected <b>texts.</b>
literature, including stories, dramas, and	a. Select texts that interest them and/or
<b>poems</b> , in the grades 6–8 text complexity	that are recommended by peers and
band proficiently, with scaffolding as needed	adults.
at the high end of the range.	<ul> <li>Spend time accessing and reading a variety of texts.</li> </ul>
C <u>CSS.ELA-LITERACY.RI.6.10</u>	
By the end of the year, <b>read</b> 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.6.7	WA.ELA-LITERACY.R6th.2 Students know and
Integrate information presented in	use text features.
different media or formats (e.g., visually,	a. Describe how visual elements in a
quantitatively) as well as in words to	text represent and/or add meaning
develop a coherent understanding of a	to the written text.
topic or issue.	
	WA.ELA-LITERACY.R6th.3 Not in 6 <sup>th</sup> .
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.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.6.10	WA.ELA-LITERACY.R6th.5 Students
By the end of the year, read and	comprehend and interpret texts using a
comprehend literature, including stories,	variety of strategies.
dramas, and poems, in the grades 6-8 text	a. Preview the text while reflecting on
complexity band proficiently, with scaffolding	their purposes for reading.
as needed at the high end of the range.	b. Visualize to make sense of the text.
	c. Make predictions and inferences,
CCSS.ELA-LITERACY.RI.6.10	checking them against textual
By the end of the year, read and	evidence.
comprehend literary nonfiction in the	d. Maintain motivation and reconnect
grades 6-8 text complexity band proficiently,	when the flow of reading is
with scaffolding as needed at the high end of	interrupted using a variety of
the range.	strategies.
	e. Describe details they understand
CCSS.ELA-LITERACY.RI.6.1	from the topic or story, including
Cite textual evidence to support analysis	information, ideas, how a plot
of what the text says explicitly as well as	unfolds in a series of episodes, or
inferences drawn from the text.	how events and characters respond
	or change as the plot develops.
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.	

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

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
	f. Use and adapt choices made by
	authors and creators of multimoda <del>l</del> texts as mentors for their own
	multimodal compositions.
	mattinodal compositions.
CCSS.ELA-LITERACY.RI.6.1	WA.ELA-LITERACY.R6th.9 Students
Cite textual evidence to support analysis	introduce and attribute a few pieces of
of what the text says explicitly as well as	textual evidence to support their analysis,
inferences drawn from the text.	evaluation, or use <b>of a text.</b>
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 <b>providing basic</b>	
bibliographic information for sources.	
CCSS.ELA-LITERACY.RL.6.4	See WA.ELA-LITERACY.L6.4 and
Determine the meaning of words and	WA.ELA-LITERACY.L6.5
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.RI.6.4	See <u>WA.ELA-LITERACY.L6.4</u> and
Determine the meaning of words and	WA.ELA-LITERACY.L6.5
phrases as they are used in a text,	
including figurative, connotative, and	
technical meanings.	
CCSS.ELA-LITERACY.RI.6.8	Starts in 7th grade.
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.	

Read	ing

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.7.10	Priority: WA.ELA-LITERACY.Reading7th
By the end of the year, read and	Students read, comprehend, interpret,
comprehend literature, including stories,	analyze, evaluate, use, and appreciate <b>fiction,</b>
dramas, and poems, in the grades 6–8 text	poetry, drama, and nonfiction from a broad
complexity band proficiently, with scaffolding	range of genres, cultures, and media in the
as needed at the high end of the range.	context of grade-level content to understand
	themselves, others, and the world.
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.7.10	WA.ELA-LITERACY.R7th.1 Students read self-
By the end of the year, <b>read</b> and comprehend	selected <b>texts.</b>
literature, including stories, dramas, and	a. Identify and select texts they want to
<b>poems</b> , in the grades 6–8 text complexity band proficiently, with scaffolding as needed	read using various strategies. b. Spend time accessing and reading a
at the high end of the range.	variety of texts.
at the high end of the fange.	vallety of texts.
CCSS.ELA-LITERACY.RI.7.10	
By the end of the year, <b>read</b> and comprehend	
<b>literary nonfiction</b> in the grades 6–8 text	
complexity band proficiently, with scaffolding	
as needed at the high end of the range.	
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R7th.2 Students know and
for ELA (2011); new in WA K–12 Learning	use text features.
Standards for ELA (2024).	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.

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.7.10	WA.ELA-LITERACY.R7th.5 Students
By the end of the year, read and	comprehend and interpret texts using a
comprehend literature, including stories,	variety of strategies.
dramas, and poems, in the grades 6–8 text	a. Reflect on their purposes for reading.
complexity band proficiently, with scaffolding	b. Visualize to make sense of the text.
as needed at the high end of the range.	<ul> <li>Make predictions and inferences and check them against textual evidence.</li> </ul>
CCSS.ELA-LITERACY.RI.7.10	d. Maintain motivation and reconnect
By the end of the year, read and	when the flow of reading is
comprehend literary nonfiction in the	interrupted.
grades 6–8 text complexity band proficiently,	e. Describe details they understand
with scaffolding as needed at the high end of	from the topic or story, including
the range.	how information, ideas, or elements
	of a story interact.
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).	
CCSS.ELA-LITERACY.RI.7.6	WA.ELA-LITERACY.R7th.6 Students analyze
Determine an author's point of view or	texts.
purpose in a text and analyze how the	a. Analyze the specific viewpoint the
author distinguishes his or her position	author presents on a topic, event,
from that of others.	experience, question, idea, or
	controversy.
CCSS.ELA-LITERACY.RL.7.1	b. Analyze how readers make
Cite several pieces of textual evidence to	inferences by using their previous
support analysis of what the text says	experiences, assumptions, or
explicitly as well as inferences drawn from	expectations to create meaning <b>from</b>
the text.	the text.
	c. Analyze how an author structures
CCSS.ELA-LITERACY.RL.7.5	content to lead the reader through
Analyze how a drama's or poem's form or	experiences, ideas, information, or
structure (e.g., soliloquy, sonnet)	stories.
contributes to its meaning.	d. Explain how choices about

### 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.

#### 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.** 

#### 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

**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
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	WA.ELA-LITERACY.R7th.7 Students evaluate a
for ELA (2011); new in WA K–12 Learning Standards	text.
Standards for ELA (2024).	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	WA.ELA-LITERACY.R7th.8 Students use texts
Determine a theme or central idea of a	they have read for purposes relevant to them.
text and analyze its development over the	a. Explore questions, issues, and skills
course of the text; provide an objective summary of the text.	relevant to their contexts using texts. b. Develop their own ideas, perspectives,
summary of the text.	arguments, projects, and/or plans for
CCSS.ELA-LITERACY.RI.7.2	action while reading, discussing, and
Determine two or more central ideas in a	writing about texts.
text and analyze their development over	c. Identify a main idea or theme in a
the course of the text; provide an objective	<b>text</b> relevant to their purpose/s for
summary of the text.	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	WA.ELA-LITERACY.R7th.9 Students
Cite several pieces of textual evidence to	introduce and attribute several pieces of
support analysis of what the text says	textual evidence to support their analysis,
explicitly as well as inferences drawn from	evaluation, or use of a text.
the text.	

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
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	See <u>WA.ELA-LITERACY.L7th.5</u> and
Determine the meaning of words and	WA.ELA-LITERACY.L7th.4
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.	
CCSS.ELA-LITERACY.RI.7.4	See WA.ELA-LITERACY.L7th.5 and
Determine the meaning of words and	WA.ELA-LITERACY.L7th.4
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.RI.7.8	See <u>WA.ELA-LITERACY.RML7th.7d</u>
Trace and evaluate the argument and specific	
claims in a text, <b>assessing whether</b> the	
reasoning is sound and <b>the evidence is</b>	
relevant and sufficient to support the	
CCSS.ELA-LITERACY.RL.7.6	Not in WA ELA (2024).
Analyze how an author develops and contrasts the points of view of different	
characters or narrators in a text.	
CCSS.ELA-LITERACY.RI.7.9	Not in WA ELA (2024).
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.	
anterent interpretations of facts.	

Rea	di	ng

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.8.10	Priority: WA.ELA-LITERACY.Reading8th
By the end of the year, read and	Students read, comprehend, interpret,
comprehend literature, including stories,	analyze, evaluate, use, and appreciate <b>fiction,</b>
dramas, and poems, at the high end of	poetry, drama, and nonfiction from a broad
grades 6–8 text complexity band	range of genres, cultures, and media in the
independently and proficiently.	context of grade-level content to understand
	themselves, others, and the world.
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.8.10	WA.ELA-LITERACY.R8th.1 Students read self-
By the end of the year, <b>read</b> and comprehend	selected <b>texts.</b>
literature, including stories, dramas, and	a. Identify and select texts they want to
<b>poems,</b> at the high end of grades 6–8 text	read using various strategies.
complexity band independently and	b. Spend time accessing and reading a
proficiently.	variety of texts.
CCSS.ELA-LITERACY.RI.8.10	
By the end of the year, <b>read</b> and comprehend	
<b>literary nonfiction</b> at the high end of the	
grades 6–8 text complexity band	
independently and proficiently.	WA ELA LITERACY D9th 2 Students know and
Not included in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning	WA.ELA-LITERACY.R8th.2 Students know and use text features.
Standards for ELA (2024).	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	WA.ELA-LITERACY.R8th.5 Students
By the end of the year, read and	comprehend and interpret texts using a
comprehend literature, including stories,	variety of strategies.
dramas, and poems, at the high end of	a. Preview the text while reflecting on
grades 6–8 text complexity band	their purposes for reading.
independently and proficiently.	b. Visualize to make sense of the text.
	c. Make predictions and inferences
CCSS.ELA-LITERACY.RI.8.10	and check them against textual
By the end of the year, read and	evidence.
comprehend literary nonfiction at the high	d. Maintain motivation and reconnect
end of the grades 6–8 text complexity band	when the flow of reading is
independently and proficiently.	interrupted.
	e. Explain what they understand from a
CCSS.ELA-LITERACY.RL.8.1	story, event, idea, or argument,
Cite the textual evidence that most	including how information, ideas, or
strongly supports an analysis of what the	elements of a story interact.
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.	
CCSS.ELA-LITERACY.RL.8.6	WA.ELA-LITERACY.R8th.6 Students analyze
Analyze how differences in the points of	texts.
view of the characters and the audience or	a. Analyze the specific viewpoint or
reader (e.g., created through the use of	argument the author presents on a
dramatic irony) create such effects as	topic, event, experience, question,
suspense or humor.	idea, or controversy.
	b. Analyze the author's use of
CCSS.ELA-LITERACY.RI.8.6	analogies, allusions, and repetition
Determine an author's point of view or	of words or sounds.
purpose in a text and analyze how the	c. Analyze how an author structures
author acknowledges and responds to	content to lead the reader through
conflicting evidence or viewpoints.	a story, experiences, ideas,
CCSS.ELA-LITERACY.RL.8.4	information, or arguments. d. Analyze how choices about
Determine the meaning of words and phrases	language, organization, and visual
as they are used in a text, including figurative	elements advance the author's
and connotative meanings; <b>analyze the</b>	

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>CCSS.ELA-LITERACY.RI.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>CCSS.ELA-LITERACY.RL.8.3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul> <li>purpose and fit within the genre, medium, or platform.</li> <li>e. Compare and contrast similar content presented in different genres, mediums, and platforms.</li> </ul>
<u>CCSS.ELA-LITERACY.RI.8.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
<u>CCSS.ELA-LITERACY.RL.8.5</u> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
<u>CCSS.ELA-LITERACY.RI.8.5</u> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
<u>CSS.ELA-LITERACY.RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video,	

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
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).	<ul> <li><u>WA.ELA-LITERACY.R8th.7</u> Students evaluate a text.</li> <li>a. Explain how well an element of a text effectively supports the reader to visualize and/or empathize.</li> <li>b. Explain how well an element of a text is relevant to the student and/or the intended audience.</li> <li>c. Explain how well an element of a text engages the reader or provokes thought, understanding, or action.</li> </ul>
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.	<ul> <li>WA.ELA-LITERACY.R8th.8 Students use texts they have read for purposes relevant to them.</li> <li>a. Explore questions, issues, and skills relevant to their contexts using texts.</li> <li>b. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.</li> <li>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.</li> <li>d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.</li> <li>e. Use and adapt choices made by authors and creators of multimodal texts as mentors for their own multimodal compositions.</li> </ul>
CCSS.ELA-LITERACY.RL.8.1Cite the textual evidence that moststrongly supports an analysis of what thetext says explicitly as well as inferencesdrawn from the text.CCSS.ELA-LITERACY.RL.8.1Cite 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	See <u>WA.ELA-LITERACY.L8.5</u>
Determine the meaning of words and	
phrases as they are used in a text,	
including figurative and connotative	
meanings; analyze the impact of specific	
word choices on meaning and tone, including	
analogies or allusions to other texts.	
CCSS.ELA-LITERACY.RI.8.4	See WA.ELA-LITERACY.L8.5
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.RI.8.8	See WA.ELA-LITERACY.RML8th.7d
Delineate and <b>evaluate the</b> 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.RL.8.7	WA K–12 Learning Standards for ELA (2024).
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.	
CCSS.ELA-LITERACY.RI.8.9	Not in WA K–12 Learning Standards for ELA
Analyze a case in which two or more texts	(2024).
provide conflicting information on the same	
topic and identify where the texts disagree on	
matters of fact or interpretation.	
CCSS.ELA-LITERACY.RL.8.9	Not in WA K–12 Learning Standards for ELA
Analyze how a modern work of fiction draws	(2024).
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.	

# 9<sup>th</sup>-10th GRADES

## Reading

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.9–10.10	Priority: WA.ELA-LITERACY.Reading9th-10th
By the end of grade 9, read and	Students read, comprehend, interpret,
comprehend literature, including stories,	analyze, evaluate, use, and appreciate <b>fiction</b> ,
dramas, and poems, in the grades 9–10 text	poetry, drama, and nonfiction texts,
complexity band proficiently, with scaffolding	including those of historical and literary
as needed at the high end of the range.	significance, from a broad range of genres,
	cultures, and media in the context of grade-
CCSS.ELA-LITERACY.RI.9–10.10	level content to understand themselves,
By the end of grade 9, read and	others, and the world.
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.9–10.10	WA.ELA-LITERACY.R9th-10th.1 Students
By the end of grade 9, <b>read</b> and comprehend	read self-selected texts.
literature, including stories, dramas, and	a. Identify and select texts they want to
<b>poems,</b> in the grades 9–10 text complexity	read using various strategies.
band proficiently, with scaffolding as needed	b. Spend time accessing and reading a
at the high end of the range.	variety of texts.
CCSS.ELA-LITERACY.RI.9–10.10	
By the end of grade 9, <b>read</b> and comprehend	
<b>literary nonfiction</b> in the grades 9–10 text	
complexity band proficiently, with scaffolding	
as needed at the high end of the range.	
Not included in WA K–12 Learning Standards	WA.ELA-LITERACY.R9th-10th.2 Students
for ELA (2011); new in WA K–12 Learning	know and use text features.
Standards for ELA (2024).	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.

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.9-10.10	WA.ELA-LITERACY.R9th-10th.5 Students
By the end of grade 9, read and	comprehend and interpret texts using a
comprehend literature, including stories,	variety of strategies.
dramas, and poems, in the grades 9–10 text	a. Preview the text while reflecting on
complexity band proficiently, with scaffolding	their purposes for reading.
as needed at the high end of the range.	b. Visualize to make sense of the text.
	c. Make predictions and inferences
CCSS.ELA-LITERACY.RI.9–10.10	and check them against textual
By the end of grade 9, read and	evidence.
comprehend literary nonfiction in the	d. Maintain motivation and reconnect
grades 9–10 text complexity band proficiently, with scaffolding as needed at the	when the flow of reading is interrupted using various strategies.
high end of the range.	e. <b>Explain</b> what they understand from
high end of the range.	the topic or story, including <b>how</b>
CCSS.ELA-LITERACY.RL.9–10.1	information or ideas unfold and
Cite strong and thorough textual evidence	relate, or how setting, events, and
to support analysis of what the text says	characters develop and interact to
explicitly as well as inferences drawn from	advance the story.
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 State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RL.9–10.6	WA.ELA-LITERACY.R9th-10th.6 Students
Analyze a particular point of view or	analyze texts.
cultural experience <b>reflected in a work of</b> <b>literature</b> from outside the United States,	a. Analyze the particular viewpoint
	presented in a text as a theme or main idea.
drawing on a wide reading of world literature.	b. Analyze how specific details
CCSS.ELA-LITERACY.RI.9–10.6	contribute to a theme or main idea.
Determine an author's point of view or	c. Analyze how an author presents
purpose in a text and analyze how an	and organizes content to create
author uses rhetoric to advance that point	understanding and effects such as
of view or purpose.	mystery, tension, or surprise.
	d. Analyze how readers make inferences
CCSS.ELA-LITERACY.RL.9–10.2	and interpret symbols by using their
Determine a theme or central idea of a	previous experiences, knowledge,
text and analyze in detail its development	assumptions, or expectations to create
over the course of the text, including how it	meaning from the text.
emerges and is shaped and refined by	e. Analyze how the author helps
specific details; provide an objective summary	intended readers empathize with
of the text.	unfamiliar content by using
	metaphors and analogies based on
CCSS.ELA-LITERACY.RI.9–10.2	what is familiar, concrete, or
Determine a central idea of a text and	emotionally resonant.
analyze its development over the course of	f. Analyze how two authors who write
the text, including how it emerges and is	in the same genre make different
shaped and refined by specific details;	choices about structure, language
provide an objective summary of the text.	use, or literary techniques.
	g. Analyze how different genres,
CCSS.ELA-LITERACY.RL.9–10.3	mediums, and platforms represent
Analyze how complex characters (e.g.,	similar content differently.
those with multiple or conflicting	
motivations) develop over the course of a	
text, interact with other characters, and	
advance the plot or <b>develop the theme</b> .	
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 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 ( <i>e.g., Auden's</i>	
"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	WA.ELA-LITERACY.R9th–10th.7 Students
(2011); new in WA K–12 Learning Standards for ELA (2024).	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	WA.ELA-LITERACY.R9th-10th.8 Students use	
Determine a theme or central idea of a	texts they have read for purposes relevant to	
text and analyze in detail its development	them.	
over the course of the text, including how	a. Explore questions, issues, and skills	
it emerges and is shaped and refined by	relevant to their contexts using texts.	
specific details; provide an objective	b. Develop their own ideas, perspectives,	
summary of the text.	arguments, projects, and/or plans for	
	action in conversation with the text/s	
<u>CCSS.ELA-LITERACY.RI.9–10.2</u> Determine a central idea of a text and	they are reading and the people with	
	whom they are reading.	
analyze its development over the course of the text, including how it emerges and is	c. Identify a main idea or theme in a text relevant to their purpose/s for	
shaped and refined by specific details;	using a text and analyze its	
provide an objective summary of the text.	development over the course of a	
	text.	
CCSS.ELA-LITERACY.RI.9–10.9	d. Develop a summary or paraphrase,	
Analyze seminal U.S. documents of	and/or select quotations related to	
historical and literary significance (e.g.,	their purpose/s in using a text.	
Washington's Farewell Address, the	e. Use and adapt choices made by	
Gettysburg Address, Roosevelt's Four	authors and creators as mentors for	
Freedoms speech, King's "Letter from	their own multimodal compositions.	
Birmingham Jail"), including how they address related themes and concepts.		
CCSS.ELA-LITERACY.RI.9–10.1	WA.ELA-LITERACY.R9th-10th.9 Students	
Cite strong and thorough textual evidence	introduce, attribute, and comment on	
to support analysis of what the text says	strong relevant textual evidence to	
explicitly as well as inferences drawn from	support their analysis, evaluation, or use of	
the text.	texts in discussions, writing, or presentations.	
CCSS.ELA-LITERACY.RL.9–10.4	See <u>WA.ELA-LITERACY.L9th–10th.5</u>	
Determine the meaning of words and		
phrases as they are used in the text,		
including figurative and connotative		
meanings; analyze the cumulative impact of		

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
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	See WA.ELA-LITERACY.L9th-10th.5
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).	
CCSS.ELA-LITERACY.RL.9–10.9	Not in WA K–12 Learning Standards for ELA
Analyze how an author draws on and	(2024).
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).	

## 11<sup>th</sup>-12th GRADES

#### Reading

Redding	
WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
CCSS.ELA-LITERACY.RL.11–12.10	Priority: WA.ELA-LITERACY.Reading11th-12th
By the end of grade 11, read and	Students read, comprehend, interpret,
comprehend literature, including stories,	analyze, evaluate, use, and appreciate <b>fiction,</b>
dramas, and poems, in the grades 11-	poetry, drama, and nonfiction texts,
College and Career Readiness (CCR) text	including those of historical and literary
complexity band proficiently, with scaffolding	significance, from a broad range of genres,
as needed at the high end of the range.	cultures, and media in the context of grade-
	level content to understand themselves,
CCSS.ELA-LITERACY.RI.11–12.10	others, and the world.
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.11–12.10	WA.ELA-LITERACY.R11th-12th.1 Students
By the end of grade 11, <b>read</b> and	read a wide range of self-selected texts.
comprehend literature, including stories,	a. Identify and select relevant and
dramas, and poems, in the grades 11-CCR	engaging texts using various
text complexity band proficiently, with	strategies.
scaffolding as needed at the high end of the	b. Spend time accessing and reading a
range.	variety of texts at and above their
	independent reading level.
CCSS.ELA-LITERACY.RI.11–12.10	
By the end of grade 11, <b>read</b> and	
comprehend <b>literary nonfiction</b> in the	
grades 11-CCR text complexity band	
proficiently, with scaffolding as needed at the	
high end of the range.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.R11th-12th.2 Students
(2011); new in WA K–12 Learning Standards	know and use text features.
for ELA (2024).	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

CCSS.ELA-LITERACY.RL.11–12.10 By the end of grade 11, read and comprehend literature, including stories,	as one whole. <u>WA.ELA-LITERACY.11–12.3</u> Not in 11–12. <u>WA.ELA-LITERACY.11–12.4</u> Not in 11–12. <u>WA.ELA-LITERACY.11–12.5</u> Students
By the end of grade 11, read and	WA.ELA-LITERACY.11–12.4Not in 11–12.WA.ELA-LITERACY.11–12.5Students
By the end of grade 11, read and	WA.ELA-LITERACY.11–12.5 Students
By the end of grade 11, read and	
comprehend literature, including stories,	<b>comprehend</b> and interpret <b>texts</b> using a
	variety of strategies.
dramas, and poems, in the grades 11-CCR	a. Preview the text while reflecting on
text complexity band proficiently, with	their purposes for reading.
scaffolding as needed at the high end of the	b. Visualize to make sense of the text.
range.	c. Make connections to prior
	knowledge and check them against
CCSS.ELA-LITERACY.RI.11–12.10	textual evidence.
By the end of grade 11, read and	d. Maintain motivation and reconnect
comprehend literary nonfiction in the	when the flow of reading is
grades 11-CCR text complexity band	interrupted.
proficiently, with scaffolding as needed at the	e. Describe what they understand from
high end of the range.	the topic or story, including <b>how</b>
	information or ideas unfold, relate,
CCSS.ELA-LITERACY.RL.11–12.1	and develop.
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 State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
CCSS.ELA-LITERACY.RI.11–12.3	
Analyze a complex set of ideas or sequence	
of events and <b>explain how specific</b>	
individuals, ideas, or events interact and	
develop over the course of the text.	
CCSS.ELA-LITERACY.RL.11–12.6	WA.ELA-LITERACY.R11th-12th.6 Students
Analyze a case in which grasping a point of	analyze texts.
view requires distinguishing what is	a. Analyze the particular viewpoint
directly stated in a text from what is really	presented in a theme or main idea
meant (e.g., satire, sarcasm, irony, or	and how it develops across the
understatement).	whole of a text.
	b. Analyze how an author presents
CCSS.ELA-LITERACY.RI.11–12.6	and organizes content to create
Determine an author's point of view or	effects such as mystery, tension, or
purpose in a text in which the rhetoric is	surprise.
particularly effective, analyzing how style and content contribute to the power,	c. Analyze how figurative language and rhetorical devices affect the
persuasiveness or beauty of the text.	reader.
persuasiveness of beauty of the text.	d. Analyze how two authors who write in
CCSS.ELA-LITERACY.RL.11–12.3	the same genre make different
Analyze the impact of the author's choices	choices about structure, language use,
regarding how to develop and relate	or literary techniques and explain their
elements of a story or drama (e.g., where a	effects.
story is set, how the action is ordered, how	e. Analyze how different genres,
the characters are introduced and	mediums, and platforms represent
developed).	similar content and affect the reader differently.
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 State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
individuals, ideas, or events interact and	
develop over the course of the text.	
<u>CCSS.ELA-LITERACY.RL.11–12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; <b>analyze</b> <b>the impact of specific word choices on</b> <b>meaning and tone, including words with</b> <b>multiple meanings or language that is</b> <b>particularly fresh, engaging, or beautiful.</b> (Include Shakespeare as well as other authors.)	
<u>CCSS.ELA-LITERACY.RL.11–12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide	
a comedic or tragic resolution) contribute	
to its overall structure and meaning as well	
as its aesthetic impact.	
CCSS.ELA-LITERACY.RI.11–12.5	WA.ELA-LITERACY.R11th-12th.7 Students
Analyze and evaluate the effectiveness of	evaluate texts.
the structure an author uses in his or her	a. Evaluate how well a text effectively
exposition or argument, including whether	supports the reader to visualize
the structure makes points clear,	and/or empathize with concepts new
convincing, and engaging.	to them.
	b. Evaluate how well an element of a
CCSS.ELA-LITERACY.RI.11–12.7	text is relevant to the student
Integrate and <b>evaluate multiple sources of</b>	and/or the intended audience.
information presented in different media	c. Evaluate how well a text engages the
or formats (e.g., visually, quantitatively) as well as in words in order to address a	reader or provokes thought,
	understanding, or action.
question or solve a problem	d. Evaluate how well a text fulfills its
	stated purpose.
CCSS.ELA-LITERACY.RL.11–12.2 Determine two or more themes or central	WA.ELA-LITERACY.R11th-12th.8 Students use
	texts they have read for purposes relevant to them.
ideas of a text and analyze their	
development over the course of the text,	a. Explore questions, issues, and skills
including how they interact and build on	relevant to their contexts using texts.

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA	ELA
one another to produce a complex account; provide an objective summary of the text. <u>CCSS.ELA-LITERACY.RI.11–12.2</u> 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. <u>CCSS.ELA-LITERACY.RI.11–12.9</u> Analyze seventeenth-, eighteenth-, and	<ul> <li>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.</li> <li>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.</li> <li>d. Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text.</li> <li>e. Use and adapt choices made by authors and creators of multimodal</li> </ul>
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. <u>CCSS.ELA-LITERACY.RI.11–12.1</u>	authors and creators of multimodal texts as mentors for their own multimodal compositions. WA.ELA-LITERACY.R11th–12th.9 <b>Students</b>
Cite strong and thorough textual evidence	introduce, <b>attribute</b> , and comment on
to support analysis of what the text says	sufficient relevant textual evidence to
explicitly as well as inferences drawn from	support their analysis, evaluation, or use
the text, including determining where the	of texts in discussions, writing, or
text leaves matters uncertain.	presentations.
<u>CCSS.ELA-LITERACY.RL.11–12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	See <u>WA.ELA-LITERACY. L11–12.5</u>
<u>CCSS.ELA-LITERACY.RI.11–12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	See <u>WA.ELA-LITERACY. L11–12.5</u>

WA State K–12 Learning Standards for ELA	WA State K–12 Learning Standards for ELA
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	See Priority: WA.ELA-Literacy.Research11–12
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.RL.11–12.7	Not in WA K–12 Learning Standards for ELA
Analyze multiple interpretations of a story,	(2024).
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.)	
CCSS.ELA-LITERACY.RI.11–12.8	Not in WA K–12 Learning Standards for ELA
Delineate and evaluate the reasoning in	(2024).
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).	

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

**Note**: Many 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) standard. This reflects the re-structuring of the WA K–12 Learning Standards for ELA (2021) 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



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framed by the WA K–12 Learning Standards for ELA (2024) (2024) in the context of both inperson 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. 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

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.7With 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.7With 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.6With 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.6Name 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).	<ul> <li><u>WA.ELA-LITERACY.RMLK.2</u> Students seek answers from provided information sources.</li> <li>a. Discuss where they might find answers to their questions.</li> <li>b. Identify a variety of print and digital information sources and where to find them, including libraries.</li> <li>c. Observe adults using digital search tools.</li> <li>d. Talk with adults or peers about the topic.</li> </ul>
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) Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	WA.ELA-LITERACY.RMLK.4Students use and/or share new learning.WA.ELA-LITERACY.RMLK.5Students identify the effects of media messages. a.a.Identify how media messages make them feel.
CCSS.ELA-LITERACY.RL.K.7With 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.7With 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).	<ul> <li>WA.ELA-LITERACY.RMLK.6 Not in K.</li> <li>WA.ELA-LITERACY.RMLK.7 Students identify characteristics of different parts of media messages.</li> <li>a. Identify facts and opinions within media messages.</li> <li>b. Identify what's realistic and what's pretend within media messages.</li> <li>c. Identify images within media messages.</li> </ul>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<b><u>CCSS.ELA-LITERACY.RL.K.6</u></b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<u>WA.ELA-LITERACY.RMLK.8</u> Students identify people who provide information. a. Identify who decided what to include in a particular information
<u>CCSS.ELA-LITERACY.RI.K.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul> <li>source.</li> <li>b. Identify people who are experts on a particular topic and could provide information about it.</li> </ul>
	WA.ELA-LITERACY.RMLK.9 Not in K.

#### 1st Grade

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.1.7	Priority: WA.ELA-Literacy.Research1
Participate in shared research and writing	Students ask questions, seek answers from
projects (e.g., explore a number of "how-	a variety of sources, and use their learning.
to" books on a given topic and use them	
to write a sequence of instructions).	
CCSS.ELA-LITERACY.W.1.8	
With guidance and support from adults,	
recall information from experiences or <b>gather</b>	
information from provided sources to	
answer a question.	
·	
CCSS.ELA-LITERACY.RI.1.5	
Know and use various text features (e.g.,	
headings, tables of contents, glossaries,	
electronic menus, icons) to locate key facts	
or information in a text.	
CCSS.ELA-LITERACY.RI.1.6	Priority: WA.ELA-Literacy.MediaLiteracy1
Distinguish between information provided	Students identify the effects, purposes, and
by pictures or other illustrations and	parts of media messages as well as people
information provided by the words in a	who provide information.
text.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML1st.1 Students ask
(2011); new in WA K–12 Learning Standards	questions about a provided topic or things
for ELA (2024)	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	WA.ELA-LITERACY.RML1st.2 Students seek
Participate in shared research and writing	answers from provided information
projects (e.g., explore a number of "how-	sources.
to" books on a given topic and use them	a. Discuss where they might find
to write a sequence of instructions).	answers to their questions.
	b. Identify a variety of print and
CCSS.ELA-LITERACY.W.1.8	digital information sources and
With guidance and support from adults,	where to find them, including libraries.
recall information from experiences or gather	c. Contribute suggestions when adults
information from provided sources to	use digital search tools.
answer a question.	<ul> <li>d. Talk with adults or peers about the topic.</li> </ul>
CCSS.ELA-LITERACY.RL.1.5	
Explain major differences between books	
that tell stories and books that give	
<b>information</b> , drawing on a wide reading of a	
range of text types.	
CCSS.ELA-LITERACY.RI.1.5	WA.ELA-LITERACY.RML1st.3 Students gather
Know and use various text features (e.g.,	relevant information using a variety of
headings, tables of contents, glossaries,	strategies.
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.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML1st.4 Students use
(2011); new in WA K–12 Learning Standards	and/or share new learning.
for ELA (2024)	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML1st.5 Students identify
(2011); new in WA K–12 Learning Standards	the effects of media messages.
for ELA (2024)	<ul> <li>a. Identify how media messages make them feel.</li> </ul>
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML1st.6 Students identify
(2011); new in WA K–12 Learning Standards	the purposes of media messages.
for ELA (2024)	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	WA.ELA-LITERACY.RML1st.7 Students identify
Distinguish between information provided	characteristics of different parts of media
by pictures or other illustrations and	messages.
information provided by the words in a	a. Identify facts and opinions within
text.	media messages.
	<ul> <li>Identify what's realistic and what's</li> </ul>
	pretend within media messages.
	c. Describe images within media
	messages.
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML1st.8 Students identify
(2011); new in WA K–12 Learning Standards	people who provide information.
for ELA (2024)	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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.2.7	Priority: WA.ELA-Literacy.Research2
Participate in shared research and writing	Students ask questions, seek answers using
<b>projects</b> (e.g., read a number of books on a	a variety of sources and tools, and use their
single topic to produce a report; record	learning.
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.	
CCSS.ELA-LITERACY.RI.2.6	Priority: WA.ELA-Literacy.MediaLiteracy2
Identify the main purpose of a text,	Students identify the effects, purposes, and
including what the author wants to answer,	parts of media messages; people who
explain, or describe.	provide information; and options for
	engaging with media messages.
CCSS.ELA-LITERACY.RI.2.9	
Compare and contrast the most important	
points presented by two texts on the same	
topic.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML2nd.1 Students ask
(2011); new in WA K–12 Learning Standards	questions about things that make them
for ELA (2024)	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. CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings,	<ul> <li><u>WA.ELA-LITERACY.RML2nd.2</u> Students seek answers from information sources.</li> <li>a. Generate ideas for where they might find information based on what they and/or others know about the topic.</li> <li>b. Identify a variety of print and digital information sources and where to find them, including libraries.</li> <li>c. Contribute suggestions when adults use digital search tools.</li> <li>d. Talk with adults or peers about the topic.</li> <li><u>WA.ELA-LITERACY.RML2nd.3</u> Students gather relevant information using a variety of strategies.</li> </ul>
glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question. Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML2nd.4 Students use
(2011); new in WA 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)	<ul> <li>and/or share new learning.</li> <li><u>WA.ELA-LITERACY.RML2nd.5</u> Students identify the effects of media messages.</li> <li>a. Identify how media messages make them feel and what these emotions may make them want to say or do.</li> </ul>
<u>CCSS.ELA-LITERACY.RI.2.6</u> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<u>WA.ELA-LITERACY.RML2nd.6</u> 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	WA.ELA-LITERACY.RML2nd.7 Students
Compare and contrast the most important	compare different parts of media messages.
points presented by two texts on the same	a. Determine whether statements in
topic.	media messages express an opinion
	or can be verified as true or false.
	b. Compare and contrast information
	on the same topic in two or more
	media messages from different
	sources.
	c. Describe how changing an image can
	change the meaning of a media
	message.
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML2nd.8 Students
(2011); new in WA K–12 Learning Standards	identify people who provide information.
for ELA (2024)	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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.3.7	Priority: WA.ELA-Literacy.Research3
Conduct short research projects that build	Students ask questions, seek answers using
knowledge about a topic.	relevant tools and techniques to select and
5	access sources, and use their learning.
CCSS.ELA-LITERACY.W.3.8	
Recall information from experiences or	
gather information from print and digital	
<b>sources</b> ; 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.	
CCSS.ELA-LITERACY.RI.3.9	Priority: WA.ELA-Literacy.MediaLiteracy3
Compare and contrast the most important	Students identify the effects, purposes, and
points and key details presented in two	parts of media messages; people who
texts on the same topic.	provide information; and options for
	engaging with media messages.
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML3rd.1 Students ask
(2011); new in WA K–12 Learning Standards	questions about things that make them
for ELA (2024)	curious and refine their questions as they learn new things about a topic.
CCSS.ELA-LITERACY.W.3.7	WA.ELA-LITERACY.RML3rd.2 Students seek
Conduct short research projects that build	answers from information sources.
knowledge about a topic.	a. Generate ideas for where they might
menege anone copies	find information based on what they
CCSS.ELA-LITERACY.W.3.8	and/or others know about the topic.
Recall information from experiences or	b. Select and access a variety of
gather information from print and digital	relevant print and digital
sources; take brief notes on sources and sort	information sources, including by
evidence into provided categories.	navigating libraries.
	c. Use different technologies and
	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	WA.ELA-LITERACY.RML3rd.3 Students gather
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	relevant information using a variety of strategies.
CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML3rd.4 Students use
(2011); new in WA K–12 Learning Standards for ELA (2024)	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)	<ul> <li><u>WA.ELA-LITERACY.RML3rd.5</u> Students identify the effects of media messages.</li> <li>a. Identify how media messages make them feel and what these emotions may make them want to say or do.</li> <li>b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.</li> </ul>
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<ul> <li>WA.ELA-LITERACY.RML3rd.6 Students identify the purposes of media messages and how those purposes are achieved.</li> <li>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.</li> </ul>

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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.4.7	Priority: WA.ELA-Literacy.Research4
Conduct short research projects that build	Students ask and revise questions, seek
knowledge through investigation of	answers using relevant tools and
different aspects of a topic.	techniques to select and access sources,
unrerent aspects of a topic.	and use their learning.
CCSS.ELA-LITERACY.W.4.8	and use their learning.
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.	
CCSS.ELA-LITERACY.RI.4.6	Priority: WA.ELA-Literacy.MediaLiteracy4
Compare and contrast a firsthand and	Students think critically about the effects,
secondhand account of the same event or	purposes, and parts of media messages; the
topic; describe the differences in focus and	people responsible for information sources;
the information provided.	and how they will engage with media
	messages.
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML4th.1 Students ask
(2011); new in WA K–12 Learning Standards	questions about things that make them
for ELA (2024)	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	WA.ELA-LITERACY.RML4th.2 Students seek
Conduct short research projects that build	answers from information sources.
knowledge through investigation of	a. Generate ideas for where they might
different aspects of a topic.	find information based on what they
	and/or others know about the topic.
CCSS.ELA-LITERACY.W.4.8	b. Select and access a <b>variety of</b>
Recall relevant information from experiences	relevant print and digital
or gather relevant information from print	information sources, including by
<b>and digital sources</b> ; take notes, categorize information, and provide a list of sources.	navigating libraries. c. Use different technologies and
information, and provide a list of sources.	different search terms to generate
CCSS.ELA-LITERACY.RI.4.9	different results when using digital
Integrate information from two texts on	search tools.
the same topic in order to write or speak	d. Talk with adults or peers with relevant
about the subject knowledgeably.	experience or knowledge.
CCSS.ELA-LITERACY.W.4.8	WA.ELA-LITERACY.RML4th.3 Students gather
Recall relevant information from experiences	relevant information using a variety of
or gather relevant information from print	strategies.
and digital sources; take notes, categorize	5
<b>information</b> , and provide a list of sources.	
CCSS.ELA-LITERACY.W.4.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML4th.4 Students use
(2011); new in WA K–12 Learning Standards	and/or share new learning.
for ELA (2024)	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML4th.5 Students identify
(2011); new in WA K–12 Learning Standards	the effects of media messages.
for ELA (2024)	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)	<ul> <li><u>WA.ELA-LITERACY.RML4th.6</u> Students identify the purposes of media messages and how those purposes are achieved.</li> <li>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.</li> </ul>
CCSS.ELA-LITERACY.RI.4.6	WA.ELA-LITERACY.RML4th.7 Students
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul> <li>compare different parts of media messages.</li> <li>a. Determine whether statements in media messages express an opinion or can be verified as true or false.</li> <li>b. Compare what multiple sources have to say about information that can be verified as true or false in a media message.</li> <li>c. Describe how changing an image or the words used to describe an image can change the meaning of a media</li> </ul>
	message.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<ul> <li>WA.ELA-LITERACY.RML4th.8 Students identify people who create information sources and choices they make.</li> <li>a. Identify individuals and/or organizations responsible for the content of information sources.</li> <li>b. Identify different ways to be an expert about a particular topic.</li> <li>c. Identify some of the choices those responsible for information sources make about what to include or exclude.</li> </ul>
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.

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.5.7	Priority: WA.ELA-Literacy.Research5
Conduct short research projects that use	Students ask questions, seek answers using
several sources to build knowledge	relevant tools and techniques to select and
through investigation of different aspects of a topic.	access sources, and use their learning.
CCSS.ELA-LITERACY.W.5.8	
Recall relevant information from experiences	
or gather relevant information from print	
and digital sources; summarize or	
paraphrase information in notes and finished	
work, and provide a list of sources.	
CCSS.ELA-LITERACY.RI.5.7	
Draw on information from multiple print	
or digital sources, demonstrating the	
ability to locate an answer to a question	
quickly or to solve a problem efficiently.	
CCSS.ELA-LITERACY.RI.5.9	
Integrate information from several texts	
on the same topic in order to write or	
speak about the subject knowledgeably.	
CCSS.ELA-LITERACY.W.5.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
CCSS.ELA-LITERACY.RI.5.6	Priority: WA.ELA-Literacy.MediaLiteracy5
Analyze multiple accounts of the same	<b>Students think critically about</b> the effects,
event or topic, noting important similarities	purposes, and parts of media messages; the
and differences in the point of view they	people responsible for information sources;
represent.	and how they will engage with media
	messages.
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML5th.1 Students ask
(2011); new in WA K–12 Learning Standards	questions about things that make them
for ELA (2024)	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	WA.ELA-LITERACY.RML5th.2 Students seek
Conduct short research projects that use	answers from information sources.
several sources to build knowledge	a. Generate ideas for where they might
through investigation of different aspects	find information based on what they
of a topic.	and/or others know about the topic.
	b. Select and access a variety of
CCSS.ELA-LITERACY.W.5.8	relevant print and digital
Recall relevant information from experiences	information sources, including by
or gather relevant information from print	navigating libraries.
and digital sources; summarize or	c. Use digital search tools effectively,
paraphrase information in notes and finished	broadening and narrowing search
work, and provide a list of sources.	terms as needed.
	d. Talk with adults or peers with relevant
CCSS.ELA-LITERACY.RI.5.7	experience or knowledge.
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.5.8	WA.ELA-LITERACY.RMLth5.3 Students gather
Recall relevant information from experiences	relevant information using a variety of
or gather relevant information from print	strategies.
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	
<b>informational texts</b> to support analysis, reflection, and research.	
	WA ELA LITERACY RMI 5th 4 Students use
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML5th.4 Students use
(2011); new in WA K–12 Learning Standards	and/or share new learning.
for ELA (2024)	

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.5Students identifythe effects of media messages.a.Identify how media messages makethem feel and what these emotionsmay make them want to say or do.b.Identify reasons people are more orless likely to change their minds aboutsomething when they encounter amedia message.
Not in ELA CCSS (2011); new in WA ELA (2024)	<ul> <li>WA.ELA-LITERACY.RML5th.6 Students identify the purposes of media messages and how those purposes are achieved.</li> <li>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.</li> </ul>
CCSS.ELA-LITERACY.RI.5.6	WA.ELA-LITERACY.RML5th.7 Students
Analyze multiple accounts of the same	compare different parts of media messages.
event or topic, noting important similarities	a. Determine whether statements in
and differences in the point of view they	media messages express an opinion
represent.	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.
	<ul> <li>Explain how changing an image or the words used to describe an image can change the meaning of a media message.</li> </ul>

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)	<ul> <li><u>WA.ELA-LITERACY.RML5th.8</u> Students identify people who create information sources and choices they make.</li> <li>a. Identify individuals and/or organizations responsible for the content of information sources.</li> <li>b. Identify different ways to be an expert about a particular topic.</li> <li>c. Identify some of the choices those responsible for information sources make about what to include or exclude.</li> </ul>
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<u>WA.ELA-LITERACY.RML5th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. a.

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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.6.6	Priority: WA.ELA-Literacy.MediaLiteracy6
Determine an author's point of view or	Students think critically about the effects,
purpose in a text and explain how it is	purposes, and accuracy of media
conveyed in the text.	messages, the credibility of information
	sources, and how they will engage with
CCSS.ELA-LITERACY.RI.6.9	media messages.
Compare and contrast one author's	
presentation of events with that of	
another (e.g., a memoir written by and a	
biography on the same person).	
CCSS.ELA-LITERACY.RI.6.8	
Trace and evaluate the argument and	
specific claims in a text, distinguishing	
claims that are supported by reasons and	
evidence from claims that are not.	
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.	
CCSS.ELA-LITERACY.W.6.7	WA.ELA-LITERACY.RML6th.1 Students ask
Conduct short research projects to answer a	questions, refining and asking new
question, drawing on several sources and	questions as understanding of the topic
refocusing the inquiry when appropriate.	evolves.

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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.RI.6.6	WA.ELA-LITERACY.RML6th.6 Students
Determine an author's point of view or	identify the purposes of media messages
purpose in a text and explain how it is	and how those purposes are achieved.
conveyed in the text.	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	WA.ELA-LITERACY.RML6th.7 Students
Compare and contrast one author's	evaluate different parts of media messages
presentation of events with that of	when looking for information that's accurate.
another (e.g., a memoir written by and a	a. Determine whether statements in
biography on the same person).	media messages can be verified as
	true or false, express an opinion, or
CCSS.ELA-LITERACY.RI.6.8	make a claim.
Trace and evaluate the argument and	b. Check the accuracy of information
specific claims in a text, distinguishing	that can be verified as true or false
claims that are supported by reasons and evidence from claims that are not.	by comparing what multiple
evidence from claims that are not.	reliable sources say about it.
CCSS.ELA-LITERACY.SL.6.3	<ul> <li>c. Describe how technology can be used to manipulate images, video, and</li> </ul>
Delineate a speaker's argument and specific	audio.
claims, <b>distinguishing claims that are</b>	d. <b>Determine whether there's</b>
supported by reasons and evidence from	evidence to support claims in media
claims that are not.	messages.
CCSS.ELA-LITERACY.W.6.8	WA.ELA-LITERACY.RML6th.8 Students
Gather relevant information from multiple	evaluate the credibility of information
print and digital sources; <b>assess the</b>	sources.
credibility of each source; and quote or	a. Identify those responsible for the
paraphrase the data and conclusions of	content of an information source.
others while avoiding plagiarism and	b. Determine whether those responsible
providing basic bibliographic information for	for information sources have expertise
sources.	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	WA State K–12 Learning Standards for
ELA (2011)	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.

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

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.RI.7.6	Priority: WA.ELA-Literacy.MediaLiteracy7
Determine an author's point of view or	Students think critically about the effects,
purpose in a text and analyze how the	purposes, and accuracy of media
author distinguishes his or her position from	messages, the credibility of information
that of others.	sources, and how they will engage with
	media messages.
CCSS.ELA-LITERACY.W.7.8	
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, <b>assessing whether</b> 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, <b>evaluating</b> the soundness of the	
reasoning and the relevance and sufficiency	
of the evidence.	
CCSS.ELA-LITERACY.W.7.7	WA.ELA-LITERACY.RML7th.1 Students ask
Conduct short research projects to answer a	different types of questions, refining and
question, drawing on several sources and	asking new questions as understanding of
generating additional related, focused	the topic evolves.
questions for further research and	
investigation.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.7	WA.ELA-LITERACY.RML7th.2 Students seek
Conduct short research projects to answer	answers from information sources.
a question, drawing on several sources and	a. Generate ideas for how to start
generating additional related, focused	searching based on prior knowledge.
questions for further research and	b. Select and access a variety of
investigation.	relevant print and digital
	information sources, including by
CCSS.ELA-LITERACY.W.7.8	navigating libraries.
Gather relevant information from multiple	c. Use digital tools effectively based on
print and digital sources, using search	an understanding of the technologies
terms effectively; assess the credibility and	that deliver results, adapting search
accuracy of each source; and quote or	terms as needed and using
paraphrase the data and conclusions of	technology appropriately.
others while avoiding plagiarism and	d. Identify people with relevant
following a standard format for citation.	information to share.
CCSS.ELA-LITERACY.W.7.8	WA.ELA-LITERACY.RML7th.3 Students gather
Gather relevant information from multiple	relevant information using a variety of
print and digital sources, using search terms	strategies.
effectively; assess the credibility and accuracy	
of each source; and quote or paraphrase the	
data and conclusions of others while avoiding	
plagiarism and following a standard format	
for citation.	
CCSS.ELA-LITERACY.W.7.9	
Draw evidence from literary or	
informational texts to support analysis,	
reflection, and research.	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML7th.4 Students
(2011); new in WA K–12 Learning Standards	synthesize new learning to use and/or share.
for ELA (2024)	
Not in WA K–12 Learning Standards for ELA	WA.ELA-LITERACY.RML7th.5 Students
(2011); new in WA K–12 Learning Standards	describe how personal perspectives and
for ELA (2024)	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	WA.ELA-LITERACY.RML7th.6 Students
Determine an author's point of view or	explain the purposes of media messages
purpose in a text and analyze how the	and the techniques used to create them.
author distinguishes his or her position from	a. Determine whether the main purpose
that of others.	of a media message is to inform,
	persuade, sell, or entertain.
	b. Describe the techniques, including
	appeals and integration of
	multimedia, used to achieve the
	media message's purpose.
CCSS.ELA-LITERACY.W.7.8	WA.ELA-LITERACY.RML7th.7 Students
Gather relevant information from multiple	evaluate different parts of media messages
print and digital sources, using search terms	when looking for information that's
effectively; assess the credibility and	accurate, including content generated by
accuracy of each source; and quote or	technology.
paraphrase the data and conclusions of	a. Determine whether components of a
others while avoiding plagiarism and	media message can be verified as true
following a standard format for citation.	or false or need to be evaluated
	another way.
CCSS.ELA-LITERACY.RI.7.9	b. Check the accuracy of information
Analyze how two or more authors writing	that can be verified as true or false
about the same topic shape their	by comparing what multiple
presentations of key information by	reliable sources say about it.
emphasizing different evidence or	c. Explain how technology can be used
advancing different interpretations of facts.	to manipulate images, video, and
	audio.
CCSS.ELA-LITERACY.RI.7.8	d. Determine whether evidence
Trace and evaluate the argument and specific	presented to support a claim in
claims in a text, <b>assessing whether</b> the	media messages does so effectively.
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, <b>evaluating</b> the soundness of the	
reasoning and the relevance and sufficiency	
of the evidence.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; <b>assess the credibility</b> and accuracy <b>of each source</b> ; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul> <li><u>WA.ELA-LITERACY.RML7th.8</u> Students</li> <li>evaluate the credibility of information</li> <li>sources, including content-generating</li> <li>technology.</li> <li>a. Identify those responsible for the content of an information source.</li> <li>b. Determine whether those responsible for information sources have expertise about the topic.</li> <li>c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.</li> </ul>
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<u>WA.ELA-LITERACY.RML7th.9</u> Students make informed choices about how they will engage with media messages based on their personal and community experiences, values, and goals. 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.	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.
<u>CCSS.ELA-LITERACY.W.8.9</u> <b>Draw evidence from literary or</b> <b>informational texts</b> to support analysis, reflection, and research.	
<u>CCSS.ELA-LITERACY.RI.8.6</u> <b>Determine an author's</b> point of view or <b>purpose in a text</b> 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, <b>evaluating the soundness of the</b> reasoning and relevance and sufficiency of	
the evidence and identifying when	
irrelevant evidence is introduced.	
CCSS.ELA-LITERACY.W.8.7	WA.ELA-LITERACY.RML8th.1 Students ask
Conduct short research projects to answer a	different types of questions, refining and
question (including a self-generated	asking new questions as understanding of
question), drawing on several sources and	the topic evolves.

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.8.7Conduct short research projects to answera question (including a self-generatedquestion), drawing on several sources andgenerating additional related, focusedquestions that allow for multiple avenues ofexploration.CCSS.ELA-LITERACY.W.8.8Gather relevant information from multipleprint and digital sources, using searchterms effectively; assess the credibility andaccuracy of each source; and quote orparaphrase the data and conclusions ofothers while avoiding plagiarism and	<ul> <li>WA.ELA-LITERACY.RML8th.2 Students seek answers from information sources.</li> <li>a. Generate ideas for how to start searching based on prior knowledge.</li> <li>b. Select and access a variety of relevant print and digital information sources, including by navigating libraries.</li> <li>c. Use digital tools effectively based on an understanding of the technologies that deliver results, adapting search terms as needed and using technology appropriately.</li> <li>d. Identify people with relevant information to share.</li> </ul>
following a standard format for citation. <u>CCSS.ELA-LITERACY.RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. <u>CCSS.ELA-LITERACY.W.8.8</u>	WA.ELA-LITERACY.RML8th.3 Students gather
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.	relevant information using a variety of strategies.
CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Not in ELA CCSS (2011); new in WA ELA (2024)	<u>WA.ELA-LITERACY.RML8th.4</u> 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)	<ul> <li><u>WA.ELA-LITERACY.RML8th.5</u> Students explain how personal perspectives and dispositions affect people's reactions to media messages.</li> <li>a. Explain how emotional responses to media messages affect reactions.</li> <li>b. Identify how different criteria for determining what is true affect reactions to and interpretations of media messages.</li> </ul>
CCSS.ELA-LITERACY.RI.8.6	WA.ELA-LITERACY.RML8th.6 Students
Determine an author's point of view or	explain the purposes of media messages
purpose in a text and analyze how the	and the techniques used to create them.
author acknowledges and responds to	a. Determine whether the main purpose
conflicting evidence or viewpoints.	of a media message is to inform,
	persuade, provoke, sell, or entertain.
CCSS.ELA-LITERACY.SL.8.2	b. Describe the techniques, including
Analyze the purpose of information	appeals and integration of
presented in diverse media and formats	multimedia, used to achieve the
(e.g., visually, quantitatively, orally) and	media message's purpose.
evaluate the motives (e.g., social,	
commercial, political) behind its	
presentation.	

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

#### 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 State K–12 Learning Standards for ELA (2024)

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; <b>assess the credibility</b> and accuracy <b>of each source</b> ; 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 <b>Determine an author's point of view</b> or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul> <li>WA.ELA-LITERACY.RML8th.8 Students</li> <li>evaluate the credibility of information</li> <li>sources, including content-generating</li> <li>technology.</li> <li>a. Identify those responsible for the content of an information source.</li> <li>b. Determine whether those responsible for information sources have expertise about the topic.</li> <li>c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.</li> <li>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.</li> </ul>
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

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

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	Priority: WA.ELA-Literacy.MediaLiteracy9th-
Determine an author's point of view or	<u>10th</u>
purpose in a text and analyze how an	Students think critically about the effects,
author uses rhetoric to advance that point	purposes, accuracy, logic, and fairness of
of view or <b>purpose</b> .	media messages, the credibility of
	information sources, and how they will
CCSS.ELA-LITERACY.SL.9–10.2	participate in the information ecosystem.
Integrate multiple sources of information	
presented in diverse media or formats (e.g.,	
visually, quantitatively, orally) evaluating the	
credibility and accuracy of each source.	
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.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.9–10.7</u> Conduct short as well as more sustained research projects to answer a question ( <b>including a self-generated question</b> ) or solve a problem; <b>narrow or broaden the</b> <b>inquiry when appropriate</b> ; 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.	<ul> <li>WA.ELA-LITERACY. RML9th–10th.2 Students</li> <li>seek answers from information sources.</li> <li>a. Generate ideas for how to initiate their search based on prior knowledge.</li> <li>b. Select and access print and digital information sources most relevant to the discipline and context of the inquiry.</li> <li>c. Use digital tools effectively, adapting search terms as needed and using technology appropriately.</li> <li>d. Identify people with relevant information to share.</li> </ul>

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	WA.ELA-LITERACY. RML9th-10th.3 Students gather relevant information using a variety of strategies.
<b>informational texts</b> to support analysis, reflection, and research.	
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<u>WA.ELA-LITERACY. RML9th–10th.4</u> Students synthesize new learning to inform decisions, reading, discussions, collaborations, compositions, speeches, presentations, creative work, and/or other projects, and/or to re-evaluate previous opinions and prior learning.
Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<ul> <li><u>WA.ELA-LITERACY. RML9th–10th.5</u> Students explain how personal perspectives and dispositions affect people's reactions to media messages.</li> <li>a. Explain how emotional responses to media messages affect reactions.</li> <li>b. Explain how relevant cognitive biases affect reactions to and interpretations of media messages.</li> </ul>
CCSS.ELA-LITERACY.RI.9-10.6	WA.ELA-LITERACY. RML9th-10th.6 Students
Determine an author's point of view or purpose in a text and analyze how an	analyze the purposes of media messages
purpose in a text and analyze how an author uses rhetoric to advance that point	<ul><li>and the techniques used to create them.</li><li>a. Determine whether the main purpose of a</li></ul>
of view or purpose.	<ul> <li>a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.</li> <li>b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.</li> </ul>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.SL.9–10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) <b>evaluating the</b> credibility and <b>accuracy of each source</b> . <u>CCSS.ELA-LITERACY.RI.9–10.8</u> Delineate and <b>evaluate the argument and</b> <b>specific claims in a text, assessing whether</b> <b>the reasoning is valid and the evidence is</b> <b>relevant and sufficient; identify false</b> <b>statements and fallacious reasoning</b> .	<ul> <li>WA.ELA-LITERACY. RML9th–10th.7 Students</li> <li>evaluate components of media messages</li> <li>in the context of a need for information</li> <li>that's accurate, logical, and/or fair, including</li> <li>content generated by technology.</li> <li>a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.</li> <li>b. Evaluate the accuracy of information that can be verified as true or false by comparing what multiple reliable sources say about it.</li> </ul>
<u>CCSS.ELA-LITERACY.SL.9–10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul> <li>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.</li> <li>d. Evaluate the strength of claims in media messages.</li> </ul>

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	<ul> <li>WA.ELA-LITERACY. RML9th–10th.8 Students evaluate the credibility of information sources, including content-generating technology.</li> <li>a. Identify those responsible for the content of an information source.</li> <li>b. Evaluate the expertise of those responsible for information sources.</li> <li>c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.</li> <li>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.</li> </ul>
exaggerated or distorted evidence. Not in WA K–12 Learning Standards for ELA (2011); new in WA K–12 Learning Standards for ELA (2024)	<u>WA.ELA-LITERACY. RML9th–10th.9</u> Students make informed choices about how they will participate in the information ecosystem based on their personal and community experiences, values, perspectives, and goals. a.

# 11th–12th Grades

## **Research & Media Literacy**

Research & Media Literacy	WA State K 12 Learning Standards for
WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.11–12.7	Priority: WA.ELA-Literacy.Research11th-12th
Conduct short as well as more sustained	Students develop a variety of questions,
research projects to answer a question	seek answers by appropriately using
(including a self-generated question) or	relevant tools and techniques, adjust their
solve a problem; narrow or broaden the	inquiry methods as needed, and use their
inquiry when appropriate; synthesize	learning.
multiple sources on the subject,	
demonstrating understanding of the	
subject under investigation.	
CCSS.ELA-LITERACY.W.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 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	Priority: WA.ELA-Literacy.MediaLiteracy11th-
Determine an author's point of view or	<u>12th</u>
purpose in a text in which the rhetoric is	Students think critically about the effects,
particularly effective, analyzing how style and	purposes, accuracy, logic, and fairness of
content contribute to the power,	media messages, the credibility of
persuasiveness or beauty of the text.	information sources, and how they will
	participate in the information ecosystem.
CCSS.ELA-LITERACY.SL.11–12.2	
Integrate multiple sources of information	
presented in diverse formats and media (e.g.,	
visually, quantitatively, orally) in order to	
make informed decisions and solve problems,	
evaluating the credibility and accuracy of	
each source and noting any discrepancies	
among the data.	
CCSS.ELA-LITERACY.SL.11–12.3	
Evaluate a speaker's point of view,	
reasoning, and use of evidence and rhetoric, assessing the stance, premises, links	
among ideas, word choice, points of	
emphasis, and tone used.	
	-
CCSS.ELA-LITERACY.W.11–12.8	
Gather relevant information from multiple	
authoritative print and digital sources, using	
advanced searches effectively; assess the	
strengths and limitations of each source in	
terms of the task, purpose, and audience;	
integrate information into the text selectively	
to maintain the flow of ideas, avoiding	
plagiarism and overreliance on any one	
source and following a standard format for	
citation.	
	· · · · · · · · · · · · · · · · · · ·

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

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	WA.ELA-LITERACY. RML11th-12th.2 Students
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.RL11–12.7 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.SL11–12.2 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.	<ul> <li>seek answers from information sources.</li> <li>a. Generate ideas for how to initiate their search based on prior knowledge.</li> <li>b. Select and access print and digital information sources most relevant to the discipline and context of the inquiry.</li> <li>c. Use digital tools effectively, adapting search terms as needed and using technology appropriately.</li> <li>d. Identify people with relevant information to share.</li> </ul>

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	WA.ELA-LITERACY. RML11th-12th.3 Students
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.	gather relevant information using a variety of strategies.
<u>CCSS.ELA-LITERACY.W.11–12.9</u> <b>Draw evidence from literary or</b> <b>informational texts</b> to support analysis, reflection, and research.	
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)	<ul> <li><u>WA.ELA-LITERACY. RML11th–12th.5</u> Students analyze how personal perspectives and dispositions affect people's reactions to media messages.</li> <li>a. Analyze how emotional responses to media messages affect reactions.</li> <li>b. Analyze how relevant cognitive biases affect reactions to and interpretations of media messages.</li> </ul>
<u>CCSS.ELA-LITERACY.RI.11–12.6</u> <b>Determine an author's</b> point of view or <b>purpose in a text</b> in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<ul> <li><u>WA.ELA-LITERACY. RML11th–12th.6</u> Students analyze the purposes of media messages and the techniques used to create them.</li> <li>a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.</li> <li>b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.</li> </ul>

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

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.	<ul> <li>WA.ELA-LITERACY. RML11th–12th.8 Students</li> <li>evaluate the credibility of information</li> <li>sources, including content-generating</li> <li>technology.</li> <li>a. Identify those responsible for the content of an information source.</li> <li>b. Evaluate the expertise of those responsible for information sources.</li> <li>c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.</li> <li>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.</li> </ul>
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.** 

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

### Title

**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 inperson 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. 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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.SL.K.1	WA.ELA-
Participate in collaborative conversations	LITERACY.SpeakingListeningDigitalForumsK
with diverse partners about kindergarten	Students comprehend, engage in, and learn
topics and texts with peers and adults in	from collaborative discussions,
small and larger groups.	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	WA.ELA-LITERACY.SLDFK.1 Students listen,
Follow agreed-upon rules for discussions	respond respectfully, and contribute
(e.g., listening to others and taking turns	during discussions.
speaking about the topics and texts under	a. Identify expectations and roles
discussion).	within the community, changing
	them when needed.
CCSS.ELA-LITERACY.SL.K.1.B	b. Answer questions about what was
Continue a conversation through multiple	said in previous conversations to
exchanges.	continue the discussion.
	c. Ask questions about the topic and
CCSS.ELA-LITERACY.SL.K.3	others' observations and opinions.
Ask and answer questions in order to seek	d. Draw on experience, observation, and
help, get information, or clarify something	prior learning to answer questions.
that is not understood.	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	WA.ELA-LITERACY.SLDFK.3 Students
ELA (2011); new in WA State K–12 Learning	collaborate on projects and tasks.
Standards for ELA (2024).	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	WA.ELA-LITERACY.SLDFK.4 Students express
Speak audibly and express thoughts,	experience, positions, ideas, findings, and
feelings, and ideas clearly.	creative work.
	a. Identify topics from the situation,
CCSS.ELA-LITERACY.SL.K.4	experience, imagination, reading,
Describe familiar people, places, things,	group research (see RMLK.4), media,
and events and, with prompting and	conversations, and/or products from
support, provide additional detail.	WK.1.
	b. Develop content by considering what
CCSS.ELA-LITERACY.SL.K.5	they want to communicate within the
Add drawings or other visual displays to	situation.
descriptions as desired to provide	c. Use images, media, and artifacts in
additional detail.	presentations to clarify content.
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.SLDFK.5 Students
ELA (2011); new in WA State K–12 Learning	determine how to present themselves and their ideas.
Standards for ELA (2024).	
	a. Express voice by building on strengthe 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
	languages support their purpose. d. Determine what they want or do not
	d. Determine what they want or do not
CCSS.ELA-LITERACY.SL.K.6	d. Determine what they want or do not want to share and why.
CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts,	d. Determine what they want or do not

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.K.2	See <u>WA.ELA-LITERACY.RK.5h</u>
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.	

# 1st Grade

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.SL.1.1	WA.ELA-
Participate in collaborative conversations	LITERACY.SpeakingListeningDigitalForums1st
with diverse partners about grade 1 topics	Students comprehend, engage in, and learn
and texts with peers and adults in small	from collaborative discussions,
and larger groups.	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	WA.ELA-LITERACY.SLDF1st.1 Students listen
Participate in collaborative conversations	respond respectfully, and contribute
with diverse partners about grade 1 topics	during discussions.
and texts with peers and adults in small	a. Identify expectations and roles
and larger groups.	within the community, changing
	them when needed.
CCSS.ELA-LITERACY.SL.1.1.A	b. Review previous conversations when
Follow agreed-upon rules for discussions	continuing a discussion.
(e.g., listening to others with care, speaking	c. Ask questions about the topic and
one at a time about the topics and texts	others' observations and opinions.
under discussion).	d. Draw on experience, observation, and
	prior learning to answer questions.
CCSS.ELA-LITERACY.SL.1.1.C	e. Restate what they heard others say to
Ask questions to clear up any confusion	build common understanding, asking
about the topics and texts under	and answering questions to clarify
discussion.	something they didn't understand.
	f. Connect statements to others'
CCSS.ELA-LITERACY.SL.1.3	contributions to build community
Ask and answer questions about what a	and propel conversation.
speaker says in order to gather additional	g. Identify points of agreement or
information or clarify something that is	disagreement.
not understood.	h. Ask questions to explore why
	someone else may relate or think
CCSS.ELA-LITERACY.SL.1.1.B	differently.
Build on others' talk in conversations by	i. Identify opinions or understandings
responding to the comments of others	that have changed.
through multiple exchanges.	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).	<ul> <li><u>WA.ELA-LITERACY.SLDF1st.3</u> Students collaborate on projects and tasks.</li> <li>a. Identify expectations, roles, and timelines, changing them when needed.</li> <li>b. Connect the project to their interests, experiences, and/or community needs.</li> <li>c. Review progress and discuss what</li> </ul>
	needs to happen next.
CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events	WA.ELA-LITERACY.SLDF1st.4 Students express experience, positions, ideas,
with relevant details, expressing ideas and feelings clearly. <u>CCSS.ELA-LITERACY.SL.1.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul> <li>findings, and creative work.</li> <li>a. Identify topics from the situation, experience, imagination, reading, group research (see RML1st.4), media, conversations, and/or products from W1st.1.</li> <li>b. Develop content by considering what</li> </ul>
	<ul> <li>b. Develop content by considering what they want to communicate within the situation.</li> <li>c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.</li> </ul>
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<ul> <li><u>WA.ELA-LITERACY.SLDF1st.5</u> Students determine how to present themselves and their ideas.</li> <li>a. Express voice by building on strengths and personality.</li> <li>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.</li> <li>c. Determine which language and/or languages support their purpose.</li> <li>d. Determine what they want or do not want to share and why.</li> </ul>
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	See WA.ELA-LITERACY.L1st.3
Produce complete sentences when	
appropriate to task and situation. (See	
grade 1 Language standards 1 and 3 <u>here</u> for	
specific expectations.)	
CCSS.ELA-LITERACY.SL.1.2	See <u>WA.ELA-LITERACY.R1st.5h</u>
Ask and answer questions about key	
details in a text read aloud or information	
presented orally or through other media.	

# 2nd Grade

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for ELA
ELA (2011)	(2024)
CCSS.ELA-LITERACY.SL.2.1	WA.ELA-
Participate in collaborative conversations	LITERACY.SpeakingListeningDigitalForums2nd
with diverse partners about grade 2 topics	Students comprehend, engage in, and learn
and texts with peers and adults in small	from collaborative discussions, presentations,
and larger groups.	and public speaking in a variety of genres <b>in the</b>
	context of grade-level content, in person
	and/or through teacher-moderated digital
	forums.
CCSS.ELA-LITERACY.SL.2.1	WA.ELA-LITERACY.SLDF2nd.1 Students listen,
Participate in collaborative conversations	respond respectfully, and contribute during
with diverse partners about grade 2 topics	discussions.
and texts with peers and adults in small and	a. Discuss expectations and roles within
larger groups.	<b>the community</b> , changing them when needed.
CCSS.ELA-LITERACY.SL.2.1.A	b. Review previous conversations when
Follow agreed-upon rules for discussions	continuing a discussion.
(e.g., gaining the floor in respectful ways,	c. Ask questions about the topic and
listening to others with care, speaking one at	others' observations and opinions.
a time about the topics and texts under	d. Draw on experience, observation, and
discussion).	prior learning to contribute.
discussion).	e. Explain what they understood from other's
CCSS.ELA-LITERACY.SL.2.3	contributions and <b>ask for clarification or</b>
Ask and answer questions about what a	more information to build common
speaker says in order to clarify	understanding.
comprehension, gather additional	f. Connect statements to others'
information, or deepen understanding of	contributions to build community and
a topic or issue.	propel conversation.
	g. Identify points of agreement or
CCSS.ELA-LITERACY.SL.2.1.C	disagreement.
Ask for clarification and further	h. Ask questions to explore why someone
explanation as needed about the topics	else may relate or think differently.
and texts under discussion.	i. Identify opinions or understandings that
	have changed.
CCSS.ELA-LITERACY.SL.2.1.B	j. Retell memorable and/or important
Build on others' talk in conversations by	moments or ideas.
linking their comments to the remarks of	
others.	
	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	WA.ELA-LITERACY.SLDF2nd.3 Students
ELA (2011); new in WA ELA (2024).	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	WA.ELA-LITERACY.SLDF2nd.4 Students present
Tell a story or recount an experience with	experience, positions, ideas, findings, and
appropriate facts and relevant, descriptive	creative work.
<b>details</b> , speaking audibly in coherent sentences.	a. Identify topics from the situation, experience, imagination, reading, research
sentences.	(see RML2nd.4) media, conversations,
CCSS.ELA-LITERACY.SL.2.5	and/or products from W2nd.1.
Create audio recordings of stories or	b. Develop content by considering what they
poems; add drawings or other visual	want to communicate within the situation
displays to stories or recounts of	and what the audience already knows.
experiences when appropriate to clarify	c. Use images, media, and artifacts in
ideas, thoughts, and feelings.	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.
<u>CCSS.ELA-LITERACY.SL.2.4</u> Tell a story or recount an experience with	<u>WA.ELA-LITERACY.SLDF2nd.6</u> <b>Students use an</b> <b>audible voice</b> , gesture, and pacing to illuminate
appropriate facts and relevant, descriptive	the content and engage the audience.
details, <b>speaking audibly</b> in coherent	the content and engage the addience.
sentences.	
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WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.2.2	See <u>WA.ELA-LITERACY.R2nd.5j</u>
Recount or describe key ideas or details	
from a text read aloud or information	
presented orally or through other media.	
CCSS.ELA-LITERACY.SL.2.6	See <u>WA.ELA-LITERACY.L2nd.3</u>
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 <u>here</u> for specific expectations.)	

## 3rd Grade

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.SL.3.1	WA.ELA-
Engage effectively in a range of	LITERACY.SpeakingListeningDigitalForums3rd
collaborative discussions (one-on-one, in	Students comprehend, engage in, and learn
groups, and teacher-led) with diverse	from collaborative discussions, presentations,
partners on grade 3 topics and texts,	and public speaking in a variety of genres in the
building on others' ideas and expressing their	context of grade-level content, in person
own clearly.	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	WA.ELA-LITERACY.SLDF3rd.1 Students listen,
Engage effectively in a range of	respond respectfully, and contribute during
collaborative discussions (one-on-one, in	discussions.
groups, and teacher-led) with diverse	a. Discuss expectations and roles within
partners on grade 3 topics and texts,	the community, changing them when
building on others' ideas and expressing	needed.
their own clearly.	b. Review previous conversations when
	continuing a discussion.
CCSS.ELA-LITERACY.SL.3.1.B	c. Ask questions about the topic and
Follow agreed-upon rules for discussions	others' observations and opinions.
(e.g., gaining the floor in respectful ways,	d. Draw on experience, prior knowledge
listening to others with care, speaking one at	and/or research to contribute.
a time about the topics and texts under	e. Explain what they understood from
discussion).	others' contributions and ask for
	clarification or more information to
CCSS.ELA-LITERACY.SL.3.1.A	build common understanding.
Come to discussions prepared, having read or	f. Connect statements to others'
studied required material; explicitly draw on	contributions to build community and
that preparation and other information	propel conversation.
known about the topic to explore ideas	g. Identify points of agreement or
under discussion.	disagreement.
	h. Respond to feedback about how others
CCSS.ELA-LITERACY.SL.3.1.D	interpret their communication by
Explain their own ideas and understanding	reflecting on how and why others might
in light of the discussion.	experience their communication
	differently than intended.
CCSS.ELA-LITERACY.SL.3.3	i. Identify when and how opinions or
Ask and answer questions about	understandings have changed.
information from a speaker, offering	j. Review memorable and/or important
appropriate elaboration and detail.	moments or ideas.
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 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.	<u>WA.ELA-LITERACY.SLDF3rd.2</u> 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).	<ul> <li>WA.ELA-LITERACY.SLDF3rd.3 Students</li> <li>collaborate on projects or tasks.</li> <li>a. Discuss expectations, roles, and timelines, changing them when needed.</li> <li>b. Connect the project or prompt to their interests, experiences, and/or community needs.</li> <li>c. Prepare for meetings by completing portions of the project as agreed.</li> <li>d. Review progress and discuss what needs to happen next.</li> </ul>
CCSS.ELA-LITERACY.SL.3.4	WA.ELA-LITERACY.SLDF3rd.4 Students present
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. <u>CCSS.ELA-LITERACY.SL.3.5</u> 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.	<ul> <li>experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning.         <ul> <li>a. Identify topics from the situation, experience, imagination, reading, research (see RML3rd.4) media, conversations, and/or products from W3rd.1.</li> <li>b. Develop content by considering what they want to communicate within the situation and what the audience already knows.</li> <li>c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.</li> </ul> </li> <li>WA.ELA-LITERACY.SLDF3rd.4 Students determine</li> </ul>
Not in WA State K–12 Learning Standards for (2011); new in WA State K–12 Learning Standards for ELA (2024).	<ul> <li>WA.ELA-LITERACY.SLDF3rd.4 Students determine how to present themselves and their ideas.</li> <li>a. Express voice by building on strengths, experiences, and personality.</li> <li>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.</li> </ul>

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	WA.ELA-LITERACY.SLDF3rd.5 Students use an
Report on a topic or text, tell a story, or	audible voice, gesture, and <b>pacing</b> to illuminate
recount an experience with appropriate facts	the content and engage the audience.
and relevant, descriptive details, speaking	
clearly at an <b>understandable pace</b> .	
CCSS.ELA-LITERACY.SL.3.5	See WA.ELA-LITERACY.L3.2
Create engaging audio recordings of stories	
or poems that <b>demonstrate fluid reading at</b>	
an understandable pace; add visual displays	
when appropriate to emphasize or enhance	
certain facts or details.	
CCSS.ELA-LITERACY.SL.3.6	See <u>WA.ELA-LITERACY.L3.3</u>
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 <u>here</u> for specific expectations.)	
CCSS.ELA-LITERACY.SL.3.2	See <u>WA.ELA-LITERACY.R3rd.5h</u>
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.	

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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.SL.4.1	WA.ELA-LITERACY.SLDF4th.1 Students listen
Engage effectively in a range of	respond respectfully, and contribute
collaborative discussions (one-on-one, in	during discussions.
groups, and teacher-led) with diverse	a. Reflect on who is present in a
partners on grade 4 topics and texts, building	conversation and what they know
on others' ideas and expressing their own	about their interests, strengths, and
clearly.	skills.
	b. Discuss expectations and roles
CCSS.ELA-LITERACY.SL.4.1.B	within the community, changing
Follow agreed-upon rules for discussions	them when needed.
and carry out assigned roles.	c. Review previous conversations when
	continuing a discussion.
CCSS.ELA-LITERACY.SL.4.1.A	d. Draw on experience, prior
Come to discussions prepared, having read or	knowledge, and/or research to
studied required material; explicitly draw on	contribute.
that preparation and other information	e. Explain what they understood from
known about the topic to explore ideas	others' contributions and ask for
under discussion.	clarification or more information to
	build common understanding.
CCSS.ELA-LITERACY.SL.4.1.C	f. Connect statements to others'
Pose and respond to specific questions to	contributions to build community
clarify or follow up on information, and	and propel conversation.
make comments that contribute to the	g. Summarize points of agreement or
discussion and link to the remarks of	disagreement.
others.	h. Respond to feedback about how
	others interpret their communication
CCSS.ELA-LITERACY.SL.4.1.D	by reflecting on how and why others
Review the key ideas expressed and	might experience their
explain their own ideas and understanding	communication differently than
in light of the discussion.	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	WA.ELA-LITERACY.SLDF4th.2 Students
Come to discussions prepared, having read	prepare for planned discussions by
or studied required material; explicitly draw	thinking, reading, and/or researching the
on that preparation and other information	topic.
known about the topic to explore ideas under	
discussion.	

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	WA.ELA-LITERACY.SLDF4th.3 Students
ELA (2011); new in WA State K-12 Learning	collaborate on projects or tasks.
Standards for ELA (2024).	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	WA.ELA-LITERACY.SLDF4th.4 Students
Report on a topic or text, tell a story, or	present reports, speeches, and creative wor
recount an experience in an organized	in a variety of genres such that listeners are
manner, using appropriate facts and	engaged and/or can follow the line of
relevant, descriptive details to support	reasoning.
main ideas or themes; speak clearly at an	a. Identify topics from the situation,
understandable pace.	experience, imagination, reading,
	research (see RML4thth.4) media,
CCSS.ELA-LITERACY.SL.4.5	conversations, and/or products from
Add audio recordings and visual displays	W4th.1.
to presentations when appropriate to	b. Develop content by considering what
enhance the development of main ideas or	they want to communicate within the
themes.	situation and what the audience
	already knows.
	c. Use images, media, and artifacts in
	c. Use images, media, and artifacts in
	-
	presentations to clarify content and support the audience's

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).	<ul> <li>WA.ELA-LITERACY.SLDF4th.5 Students determine how to present themselves and their ideas.</li> <li>a. Express voice by building on strengths, experiences, and personality.</li> <li>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.</li> <li>c. Determine which language and/or languages support their purpose.</li> <li>d. Determine what they want or do not</li> </ul>
<u>CCSS.ELA-LITERACY.SL.4.4</u> 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; <b>speak clearly at an understandable</b> <b>pace</b> .	want to share and why. <u>WA.ELA-LITERACY.SLDF4th.6</u> <b>Students use</b> an audible voice, gesture, and <b>pacing</b> to illuminate the content and engage the audience.
<u>CCSS.ELA-LITERACY.SL.4.6</u> 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.) <u>CCSS.ELA-LITERACY.SL.4.2</u>	See <u>WA.ELA-LITERACY.L4.1</u> Not in WA State K–12 Learning Standards for
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 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).

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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.SL.5.1	WA.ELA-LITERACY.SLDF5.1 Students listen,
Engage effectively in a range of	respond respectfully, and contribute
collaborative discussions (one-on-one, in	during discussions.
groups, and teacher-led) with diverse	a. Reflect on who is present in a
partners on grade 5 topics and texts, building	conversation and what they know
on others' ideas and expressing their own	about their interests, strengths, and
clearly.	skills.
	b. Discuss expectations and roles
CCSS.ELA-LITERACY.SL.5.1.B	within the community, changing
Follow agreed-upon rules for discussions	them when needed.
and carry out assigned roles.	c. Draw on experience, prior
	knowledge, and/or research to
CCSS.ELA-LITERACY.SL.5.1.A	contribute.
Come to discussions prepared, having read or	d. Explain what they understood from
studied required material; explicitly draw on	others' contributions and ask for
that preparation and other information	clarification or more information to
known about the topic to explore ideas	build common understanding.
under discussion.	e. Connect statements to others'
	contributions to build community
CCSS.ELA-LITERACY.SL.5.1.C	and propel conversation.
Pose and respond to specific questions by	f. Summarize points of agreement or
making comments that contribute to the	disagreement.
discussion and elaborate on the remarks of	g. Respond to feedback about how
others.	others interpret their communication
	by reflecting on how and why others
CCSS.ELA-LITERACY.SL.5.1.D	might experience their
Review the key ideas expressed and draw	communication differently than
conclusions in light of information and	intended.
knowledge gained from the discussions.	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	WA.ELA-LITERACY.SLDF5.2 Students prepare
Come to discussions prepared, having read	for planned discussions by thinking,
or studied required material; explicitly draw	reading, and/or researching the topic.
on that preparation and other information	
known about the topic to explore ideas under	
discussion.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
ELA (2011)	ELA (2024) <u>WA.ELA-LITERACY.SLDF5.3</u> 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.
<u>CCSS.ELA-LITERACY.SL.5.4</u> <b>Report on a topic or text or present an</b>	WA.ELA-LITERACY.SLDF5.4 Students present reports, speeches, and creative work in a
opinion, sequencing ideas logically and	variety of genres such that listeners are
using appropriate facts and relevant,	engaged and/or can follow the line of
descriptive details to support main ideas	reasoning.
or themes; speak clearly at an	a. Identify topics from the situation,
understandable pace.	experience, imagination, reading, research (see RML5th.4), media,
CCSS.ELA-LITERACY.SL.5.5	conversations, and/or products from
Include multimedia components (e.g.,	W5th.1.
graphics, sound) and visual displays in	b. Develop content by considering what
presentations when appropriate to enhance the development of main ideas or themes.	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	WA.ELA-LITERACY.SLDF5.5 Students
ELA (2011); new in WA State K–12 Learning	determine how to present themselves and
Standards for ELA (2024).	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	WA.ELA-LITERACY.SLDF5.6 Students use an
Report on a topic or text or present an	audible voice, gesture, and <b>pacing</b> to
opinion, sequencing ideas logically and using	illuminate the content and engage the
appropriate facts and relevant, descriptive	audience.
details to support main ideas or themes;	
speak clearly at an understandable pace.	
CCSS.ELA-LITERACY.SL.5.2	See WA.ELA-LITERACY.R5th.5h
Summarize a written text read aloud or	
information presented in diverse media	
and formats, including visually,	
quantitatively, and orally.	
CCSS.ELA-LITERACY.SL.5.6	See <u>WA.ELA-LITERACY.L5.1</u>
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.)	
CCSS.ELA-LITERACY.SL.5.3	Not in WA State K–12 Learning Standards for
Summarize the points a speaker makes and	ELA (2024).
explain how each claim is supported by	
reasons and evidence.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.6.1	WA.ELA-
Engage effectively in a range of	LITERACY.SpeakingListeningDigitalForums6th
collaborative discussions (one-on-one, in	Students comprehend, engage in, and learn
groups, and teacher-led) with diverse	from collaborative discussions,
partners on grade 6 topics, texts, and	presentations, and public speaking in a
issues, building on others' ideas and	variety of genres in the context of grade-
expressing their own clearly.	level content, in person and/or through
	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 State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.SL.6.1	WA.ELA-LITERACY.SLDF6th.1 Students listen
Engage effectively in a range of	respond respectfully, and contribute
collaborative discussions (one-on-one, in	during discussions.
groups, and teacher-led) with diverse	a. Reflect on who is present in a
partners on grade 6 topics, texts, and issues,	conversation and how they relate to
building on others' ideas and expressing	each other.
their own clearly.	b. Discuss expectations and roles
	within the community, changing
CCSS.ELA-LITERACY.SL.6.1.B	them when needed.
Follow rules for collegial discussions, set	c. Review previous conversations when
specific goals and deadlines, and define	continuing a discussion.
individual roles as needed.	d. <b>Draw on</b> experience, prior knowledge
	and/or <b>research to contribute</b> .
CCSS.ELA-LITERACY.SL.6.1.A	e. Explain what they understood fron
Come to discussions prepared, having read or	others' contributions and ask for
studied required material; explicitly draw on	clarification or more information to
that preparation by referring to evidence	build common understanding.
on the topic, text, or issue to probe and	f. Connect statements to others'
reflect on ideas under discussion.	contributions to build community
	and propel conversation.
CCSS.ELA-LITERACY.SL.6.1.C	g. Summarize points of agreement or
Pose and respond to specific questions	disagreement.
with elaboration and detail by making	h. Respond to feedback about how
comments that contribute to the topic,	others interpret their communication
text, or issue under discussion.	by reflecting on how and why others
	might experience their
CCSS.ELA-LITERACY.SL.6.1.D	communication differently than
Review the key ideas expressed and	intended.
demonstrate understanding of multiple	i. Explain when, how, and why opinions
perspectives through reflection and	or understandings have changed.
paraphrasing.	j. Review memorable and/or
parapinasing.	important moments or ideas.
CCSS.ELA-LITERACY.SL.6.1.A	WA.ELA-LITERACY.SLDF6th.3 Students
Come to discussions prepared, having read	prepare for planned discussions by
or studied required material; explicitly draw	thinking, reading, and/or researching the
on that preparation by referring to evidence	topic.
on the topic, text, or issue to probe and	
reflect on ideas under discussion.	

Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning	WA.ELA-LITERACY.SLDF6th.3 Students
Standards for ELA (2024).	<ul> <li>collaborate on projects or tasks.</li> <li>a. Discuss expectations, roles, and timelines, changing them when needed.</li> <li>b. Connect the project or prompt to their interests, experiences, and/or community needs.</li> <li>c. Prepare for meetings by completing portions of the project as agreed.</li> <li>d. Review progress and discuss what</li> </ul>
CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing	needs to happen next. <u>WA.ELA-LITERACY.SLDF6th.4</u> Students present reports, speeches, and creative
ideas logically and using pertinent descriptions, facts, and details to	work in a variety of genres such that listeners can empathize and/or follow the line of
accentuate main ideas or themes; use	reasoning.
appropriate eye contact, adequate volume, and clear pronunciation. <u>CCSS.ELA-LITERACY.SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul> <li>a. Identify topics from the situation, experience, imagination, reading, research (see RML6th.4) media, conversations, and/or products from W6.1.</li> <li>b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or</li> </ul>
	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	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
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; <b>use</b> appropriate eye contact,	<ul> <li><u>WA.ELA-LITERACY.SLDF6th.5</u> Students determine how to present themselves and their ideas.</li> <li>a. Craft voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs.</li> <li>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.</li> <li>c. Determine which language and/or languages support their purpose.</li> <li>d. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.</li> </ul>
adequate volume, and clear pronunciation.	
<b><u>CCSS.ELA-LITERACY.SL.6.2</u></b> 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 <u>WA.ELA-LITERACY.R6th.2a</u>
<u>CCSS.ELA-LITERACY.SL.6.3</u> Delineate a speaker's argument and specific claims, <b>distinguishing claims that are</b> <b>supported by</b> reasons and <b>evidence from</b> <b>claims that are not.</b>	See <u>WA.ELA-LITERACY.RML6th.7.d</u>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.6.6	See <u>WA.ELA-LITERACY.L6.1</u>
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.)	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.7.1	WA.ELA-
Engage effectively in a range of	LITERACY.SpeakingListeningDigitalForums7th
collaborative discussions (one-on-one, in	Students comprehend, engage in, and learn
groups, and teacher-led) with diverse	from collaborative discussions,
partners on grade 7 topics, texts, and	presentations and public speaking in a
issues, building on others' ideas and	variety of genres in the context of grade-
expressing their own clearly.	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	WA.ELA-LITERACY.SLDF7th.1 Students listen
Engage effectively in a range of	respectfully, respond thoughtfully, and
collaborative discussions (one-on-one, in	contribute to well-reasoned exchanges.
groups, and teacher-led) with diverse	a. Reflect on who is present in the
<b>partners</b> on grade 7 topics, texts, and issues,	conversation and how they relate to
building on others' ideas and expressing	each other.
their own clearly.	b. Establish expectations and roles
	within the community, changing
CCSS.ELA-LITERACY.SL.7.1.B	them when needed.
Follow rules for collegial discussions, track	c. Ask and answer questions that
progress toward specific goals and	clarify or verify a speaker's point or
deadlines, and define individual roles as	perspective.
needed.	d. Share their interpretation of others'
	contributions to build common
CCSS.ELA-LITERACY.SL.7.1.C	understanding.
Pose questions that elicit elaboration and	e. Present and interpret textual
respond to others' questions and	evidence, research (see RML7.4),
comments with relevant observations and	experience, and/or prior knowledge <b>,</b>
ideas that bring the discussion back on topic	attributing evidence and ideas.
as needed.	f. Develop common understanding by
	connecting to prior statements and
CCSS.ELA-LITERACY.SL.7.1.A	others' contributions.
Come to discussions prepared, having read or	g. Identify points of agreement and/or
researched material under study; <b>explicitly</b>	disagreement.
draw on that preparation by referring to	h. Identify evidence or experience that
evidence on the topic, text, or issue to	contradicts conclusions.
probe and reflect on ideas under	i. Explain changes in opinions and
discussion.	understanding.
	j. Give and respond to feedback about
CCSS.ELA-LITERACY.SL.7.1.D	how others interpret communication
Acknowledge new information expressed	and/or messages differently than the
by others and, when warranted, modify	speaker intended.
their own views.	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)
<u>CCSS.ELA-LITERACY.SL.7.1.A</u> <b>Come to discussions prepared, having read</b> <b>or researched material under study</b> ; 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).	<ul> <li><u>WA.ELA-LITERACY.SLDF7th.3</u> Students</li> <li>collaborate effectively on projects and tasks.</li> <li>a. Establish expectations and roles, changing them when needed.</li> <li>b. Connect the project or prompt to their interests, perspectives, experiences, and/or community needs.</li> <li>c. Determine the process or steps needed to complete the project.</li> <li>d. Prepare for meetings by completing portions of the project as agreed.</li> <li>e. Summarize progress, identifying gaps and adjusting future goals as needed.</li> </ul>
CCSS.ELA-LITERACY.SL.7.4	WA.ELA-LITERACY.SLDF7th.4 Students
Present claims and findings, emphasizing	present reports, speeches, and creative
salient points in a focused, coherent	work in a variety of genres such that listeners
manner with pertinent descriptions, facts,	can empathize and/or follow the line of
details, and examples; use appropriate eye	reasoning.
contact, adequate volume, and clear pronunciation.	a. Identify topics from the situation, experience, imagination, reading, research (see RML7.4) media,
CCSS.ELA-LITERACY.SL.7.5	conversations, and/or products from
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul> <li>W7.1.</li> <li>b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.</li> <li>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.</li> </ul>

WA State K–12 Learning Standards for ELA (2024)
<ul> <li><u>WA.ELA-LITERACY.SLDF7th.5</u> Students determine how to present themselves and their ideas.</li> <li>a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs.</li> <li>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.</li> <li>c. Determine which language and/or languages support their purpose and voice.</li> <li>d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.</li> <li>e. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in</li> </ul>
digital forums.
<u>WA.ELA-LITERACY.SLDF7th.6</u> <b>Students use</b> <b>voice</b> , intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. See <u>WA.ELA-LITERACY.R7th.8c</u>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.7.3	See WA.ELA-LITERACY.RML7th.7.d
Delineate a speaker's argument and specific	
claims, evaluating the soundness of the	
reasoning and the <b>relevance and sufficiency</b>	
of the evidence.	
CCSS.ELA-LITERACY.SL.7.6	See <u>WA.ELA-LITERACY.L7.1</u>
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.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.1	<u>WA.ELA-</u>
Engage effectively in a range of	LITERACY.SpeakingListeningDigitalForums8th
collaborative discussions (one-on-one, in	Students comprehend, engage in, and
groups, and teacher-led) with diverse	learn from collaborative discussions,
partners on grade 8 topics, texts, and	presentations and public speaking in a
issues, building on others' ideas and	variety of genres in the context of grade-
expressing their own clearly.	level content, in person and/or through
	digital forums.
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 State K–12 Learning Standards for WA State K–12 Learning Standards for ELA (2011) ELA (2024) CCSS.ELA-LITERACY.SL.8.1 WA.ELA-LITERACY.SLDF8th.1 Students listen Engage effectively in a range of thoughtfully, respond respectfully, and collaborative discussions (one-on-one, in contribute meaningfully to well-reasoned groups, and teacher-led) with diverse exchanges. partners on grade 8 topics, texts, and issues, a. Reflect on who is present in the building on others' ideas and expressing conversation and how they relate to their own clearly. each other. b. Establish expectations and roles CCSS.ELA-LITERACY.SL.8.1.B within the community, changing Follow rules for collegial discussions and them when needed. decision-making, track progress toward c. Ask and answer questions that specific goals and deadlines, and define clarify or verify a speaker's point or individual roles as needed. perspective. d. Share their interpretation of others' CCSS.ELA-LITERACY.SL.8.1.C contributions to build common Pose questions that connect the ideas of understanding. several speakers and respond to others' e. Present and interpret textual questions and comments with relevant evidence, research (see RML8.4), evidence, observations, and ideas. experience, and/or prior knowledge, attributing evidence and ideas. CCSS.ELA-LITERACY.SL.8.1.A f. Develop arguments and/or Come to discussions prepared, having read or common understanding by researched material under study; explicitly connecting to prior statements and others' contributions. draw on that preparation by referring to evidence on the topic, text, or issue to g. Summarize points of agreement probe and reflect on ideas under and/or disagreement. discussion. h. Challenge ideas and conclusions based on contradictory evidence or CCSS.ELA-LITERACY.SL.8.1.D experience. Acknowledge new information expressed i. Analyze changes in opinion and by others, and, when warranted, qualify or understanding. justify their own views in light of the j. Give and respond to feedback about evidence presented. 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	WA.ELA-LITERACY.SLDF8th.2 Prepare for
Come to discussions prepared, having read	planned discussions by thinking, reading,
or researched material under study;	and/or researching the topic.
explicitly draw on that preparation by	
referring to evidence on the topic, text, or	
issue to probe and reflect on ideas under	
discussion.	
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.SLDF8th.3 Students
ELA (2011); new in WA State K–12 Learning	collaborate effectively on projects and tasks.
Standards for ELA (2024).	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	WA.ELA-LITERACY.SLDF8th.4 Students
Present claims and findings, emphasizing	present reports, speeches, and creative
salient points in a focused, coherent	work in a variety of genres such that listeners
manner with relevant evidence, sound	can empathize and/or follow the line of
valid reasoning, and well-chosen details;	reasoning.
use appropriate eye contact, adequate volume, and clear pronunciation.	<ul> <li>a. Identify topics from the situation, experience, imagination, reading, research (see RML8th.4), media, conversations, and/or products from</li> </ul>
Integrate multimedia and visual displays	W8th.1.
into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul> <li>b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.</li> <li>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.</li> </ul>

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).	<ul> <li>WA.ELA-LITERACY.SLDF8th.5 Students determine how to present themselves and their ideas.</li> <li>a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs.</li> <li>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.</li> <li>c. Determine which language and/or languages support their purpose and voice.</li> <li>d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.</li> <li>e. Determine how to present themselves and their ideas in digital forums given the potential impact on future goals and opportunities.</li> </ul>
CCSS.ELA-LITERACY.SL.8.4Present claims and findings, emphasizingsalient points in a focused, coherent mannerwith relevant evidence, sound valid reasoning,and well-chosen details; use appropriate eyecontact, adequate volume, and clearpronunciation.CCSS.ELA-LITERACY.SL.8.2Analyze the purpose of informationpresented in diverse media and formats(e.g., visually, quantitatively, orally) and	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. See WA.ELA-LITERACY.RML8th.6
evaluate the motives (e.g., social, commercial, political) behind its presentation.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.8.3	See WA.ELA-LITERACY.RML8th.7.d
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.SL.8.6	See WA.ELA-LITERACY.L8th.1
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.)	

### 9th–10th Grades

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	WA.ELA-
Initiate and participate effectively in a	LITERACY.SpeakingListeningDigitalForums9th-
range of collaborative discussions (one-	<u>10th</u>
on-one, in groups, and teacher-led) with	Students comprehend, engage in, and learn
diverse partners on grades 9–10 topics,	from discussions, collaboration,
texts, and issues, building on others' ideas	presentations, and public speaking in a
and expressing their own clearly and	variety of genres in the context of grade-
persuasively.	level content, in person and/or digital
	forums.
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 State K–12 Learning Standards for ELA (2011)

#### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (oneon-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.9-10.1.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.

#### 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.

#### 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.

#### 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.

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

<u>WA.ELA-LITERACY.SLDF9th-10th.1</u> 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.
- 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 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.
- 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.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).	<ul> <li><u>WA.ELA-LITERACY.SLDF9th-10th.3</u> Students collaborate effectively on projects and tasks.</li> <li>a. Establish expectations and roles, changing them when needed.</li> <li>b. Connect the project or prompt to interests, perspectives, experiences, and/or community needs.</li> <li>c. Determine the process or steps needed to complete the project.</li> <li>d. Prepare for meetings by completing portions of the project as agreed.</li> <li>e. Summarize progress made, identifyin gaps and adjusting future goals as needed.</li> </ul>
CCSS.ELA-LITERACY.SL.9-10.4	WA.ELA-LITERACY.SLDF9th-10th.4 Students
Present information, findings, and	present reports, speeches, and creative wor
supporting evidence clearly, concisely, and	in a variety of genres such that listeners
logically such that listeners can follow the	can empathize and/or follow the line of
line of reasoning and the organization,	reasoning.
development, substance, and style are appropriate to purpose, audience, and task.	a. Identify topics from the situation, experience, imagination, reading, research (see RML9th-10th.4), media, conversations, and/or products from
CCSS.ELA-LITERACY.SL.9-10.5	W9th-10th.1.
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.	<ul> <li>b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.</li> <li>c. Make strategic use of supporting</li> </ul>
	images, media, and artifacts in presentations to clarify content and support the audience's engagemen 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).	<ul> <li><u>WA.ELA-LITERACY.SLDF9th-10th.5</u> Students determine how to present themselves and their ideas.</li> <li>a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs.</li> <li>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.</li> <li>c. Determine which language and/or languages support their purpose and voice.</li> <li>d. Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media.</li> <li>e. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.</li> </ul>
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 <u>WA.ELA-LITERACY.RML9th-10th.2</u> <u>WA.ELA-LITERACY.RML9th-10th.7</u> <u>WA.ELA-LITERACY.RML9th-10th.8</u>
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 <u>WA.ELA-LITERACY.RML9th-10th.7d</u> <u>WA.ELA-LITERACY.RML9th-10th.8d</u>

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	See WA.ELA-LITERACY.L9th-10th.1
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 <u>here</u> for specific expectations.)	

# 11th–12th Grades

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

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

### CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (oneon-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 decisionmaking, 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 State K–12 Learning Standards for ELA (2024)

WA.ELA-LITERACY.SLDF11th-12th.1 Students listen respectfully, respond thoughtfully, and contribute meaningfully to wellreasoned 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	WA.ELA-LITERACY.SLDF11th-12th.2 Students prepare for planned discussions by thinking,
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.	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).	<ul> <li><u>WA.ELA-LITERACY.SLDF11th-12th.3</u> Students collaborate effectively on projects and tasks.</li> <li>a. Establish expectations and roles, changing them when needed.</li> <li>b. Connect the project or prompt to their personal and/or community interests, perspectives, experiences, and/or needs.</li> <li>c. Determine the process or steps needed</li> </ul>
	<ul> <li>to complete the project.</li> <li>d. Prepare for meetings by completing portions of the project as agreed.</li> <li>e. Summarize progress made, identifying gaps and adjusting future goals as needed.</li> </ul>

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

<u>CCSS.ELA-LITERACY.SL.11-12.4</u> 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 State K–12 Learning Standards for ELA (2024)

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	WA.ELA-LITERACY.SLDF11th-12th.5 Students
for ELA (2011); new in WA State K–12	determine how to present themselves and their
Learning Standards for ELA (2024).	ideas.
	<ul> <li>a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs.</li> <li>b. Determine if and how to respond to others given the expectations of the community, their role, and how they</li> </ul>
	wish to express themselves and their
	ideas.
	<ul> <li>c. Determine which language and/or languages support their purpose, voice, and style.</li> </ul>
	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	
Not in WA State K–12 Learning Standards	WA.ELA-LITERACY.SLDF11th-12th.6 Students
for ELA (2011); new in WA State K–12	use voice, intonation, gesture, and pacing to
Learning Standards for ELA (2024).	illuminate the content and engage the
	audience and lead them through the speaker's
	thinking.
CCSS.ELA-LITERACY.SL.11-12.2	See WA.ELA-LITERACY.RML11th-12th.2
Integrate multiple sources of information	WA.ELA-LITERACY.RML11th-12th.7
presented in diverse formats and media	WA.ELA-LITERACY.RML11th-12th.8
(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 State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.SL.11-12.3	See <u>WA.ELA-LITERACY.RML11th-12th.7d</u>
Evaluate a speaker's point of view,	WA.ELA-LITERACY.RML11th-12th.8d
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.SL.11-12.6	See WA.ELA-LITERACY.L11th-12th.1
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 <u>here</u> for specific expectations.)	

# 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 = 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 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. 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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
Not in WA State K-12 Learning Standards	Priority: WA.ELA-LITERACY.WritingK
for ELA (2011); new in WA State K–12	Students compose multimodal texts through
Learning Standards for ELA (2024).	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	WA.ELA-LITERACY.WK.1 Students compose to
for ELA (2011); new in WA State K–12	make personal sense of information, ideas,
Learning Standards for ELA (2024).	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	WA.ELA-LITERACY.WK.2 Students compose
Use a combination of drawing, dictating,	multimodal texts in a variety of genres to
and writing to compose	communicate with others.
informative/explanatory texts in which they	a. Describe experiences, ideas, and
name what they are writing about and supply	imaginings.
some information about the topic.	b. Inform others about their
	observations and explanations of
CCSS.ELA-LITERACY.W.K.1	the world.
Use a combination of drawing, dictating,	c. Express their opinions and/or
and writing to compose opinion pieces in	preferences.
which they tell a reader the topic or the name	d. Persuade others to consider new
of the book they are writing about and state	options, resolve conflicts, and create
an opinion or preference about the topic or	and strengthen communities.
book (e.g., My favorite book is).	e. Tell the story of a single event or
	several loosely linked events.
CCSS.ELA-LITERACY.W.K.3	
Use a combination of drawing, dictating, and	
writing to narrate a single event or several	
loosely linked events, <b>tell about the events</b>	
in the order in which they occurred, and	
provide a reaction to what happened.	WA ELA LITEDACY WK 2 Students plan and
CCSS.ELA-LITERACY.W.K.7	WA.ELA-LITERACY.WK.3 Students plan and
Participate in shared research and writing	complete writing projects.
projects (e.g., explore a number of books	a. Connect the prompt to their interests,
by a favorite author and express opinions about them).	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	<u>WA.ELA-LITERACY.WK.4</u> Students generate and gather ideas, including appropriate use of tools. a. Identify topics and ideas from
answer a question.	experience, imagination, reading, group research (see RMLK.4), media,
<u>CCSS.ELA-LITERACY.W.K.5</u> With guidance and support from adults,	conversations, products from WK.1, and/or desire to communicate.
<b>respond to questions</b> and suggestions <b>from</b> <b>peers</b> and add details to strengthen writing as needed.	<ul> <li>b. Determine which features and/or genre conventions to follow or adapt from mentor texts.</li> <li>c. Answer questions about what the</li> </ul>
	writer knows that the audience does not.
	<ul> <li>Choose facts from group research (see RMLK.4), images, and/or other media that illustrate and support their ideas.</li> </ul>
CCSS.ELA-LITERACY.W.K.2	ELA-LITERACY.WK.5 Students draft content.
Use a combination of drawing, dictating, and	a. State some information about the
writing to compose informative/explanatory	topic.
texts in which they name what they are	b. Tell events in stories in order and
writing about and <b>supply some information about the topic.</b>	<ul><li>react to what happened.</li><li>c. Illustrate and/or approximate some</li></ul>
<u>CCSS.ELA-LITERACY.W.K.3</u> Use a combination of drawing, dictating, and	text features and/or formatting they notice in mentor texts.
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 State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.K.2	WA.ELA-LITERACY.WK.6 Students compose
Use a combination of drawing, dictating, and	introductions.
writing to compose informative/explanatory	a. Name topics.
texts in which they <b>name what they are</b>	
<b>writing about</b> 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.7 Starts in 1st grade.
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.WK.8 Students discuss
ELA (2011); new in WA State K–12 Learning	their compositions with others. a. Re-read to determine whether the
Standards for ELA (2024).	<ul> <li>Re-read to determine whether the draft says what they want it to say.</li> </ul>
	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	WA.ELA-LITERACY.WK.9 Students revise their
With guidance and support from adults,	compositions.
respond to questions and suggestions from	a. Add or change words or details to
peers and add details to strengthen writing	better communicate and represent
as needed.	meaning.
CCSS.ELA-LITERACY.W.K.6	WA.ELA-LITERACY.WK.10 Students share and
With guidance and support from adults, explore a variety of digital tools to	<b>publish compositions</b> in person and/or on digital or non-digital platforms for known and
produce and publish writing, including in	trusted audiences.
collaboration with peers.	נו עזנכע מעעוכוונכז.
CCSS.ELA-LITERACY.W.1.7	See WA.ELA-LITERACY.RMLK.1-4
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 State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
<u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	See <u>WA.ELA-LITERACY.RMLK.2</u>

#### 1st Grade

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<u>Priority: WA.ELA-LITERACY.Writing1st</u> 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	WA.ELA-LITERACY.W1st.1 Students compose
for ELA (2011); new in WA State K–12	to make personal sense of information, ideas,
Learning Standards for ELA (2024).	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	WA.ELA-LITERACY.W1st.2 Students compose
<ul> <li>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.</li> <li><u>CCSS.ELA-LITERACY.W.1.2</u></li> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li><u>CCSS.ELA-LITERACY.W.1.3</u></li> <li>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal</li> </ul>	<ul> <li>multimodal texts in a variety of genres to communicate with others.</li> <li>a. Describe experiences, ideas, and imaginings.</li> <li>b. Inform others about their observations and explanations of the world.</li> <li>c. Express their opinions and/or preferences.</li> <li>d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.</li> <li>e. Tell the story of two or more events.</li> </ul>
event order, and provide some sense of	
closure. CCSS.ELA-LITERACY.W.1.7	WA ELA-LITERACY W/1st 3 Students plan and
Participate in shared research and writing	<u>WA.ELA-LITERACY.W1st.3</u> Students plan and complete writing projects.
projects (e.g., explore a number of "how-	a. Connect the prompt to their interests,
to" books on a given topic and use them	perspectives, and/or experiences.
to write a sequence of instructions).	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.	<ul> <li><u>WA.ELA-LITERACY.W1st.4</u> Students generate and gather ideas, including appropriate use of tools.</li> <li>a. Identify topics and ideas from experience, imagination, reading, research (see RML1st.4), media, conversations, products from W1st.1, and/or desire to communicate.</li> <li>b. Determine which features and/or genre conventions to follow or adapt from mentor texts.</li> <li>c. Answer questions about what the writer knows that the audience does not.</li> <li>d. Choose facts from group research (see RML1st.4), images, and/or other media that illustrate and support their ideas.</li> </ul>
CCSS.ELA-LITERACY.W.1.2Write 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.1.1Write 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.1.3Write 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.1.1Write opinion pieces in which they introducethe topic or name the book they arewriting about, state an opinion, supply areason for the opinion, and provide somesense of closure.CCSS.ELA-LITERACY.W.1.2Write informative/explanatory texts in whichthey name a topic, supply some facts aboutthe topic, and provide some sense ofclosure.CCSS.ELA-LITERACY.W.1.3Write narratives in which they recount two ormore appropriately sequenced events,include some details regarding what	<ul> <li><u>WA.ELA-LITERACY.W1st.6</u> Students compose introductions and conclusions.</li> <li>a. Name topics to introduce them.</li> <li>b. State opinions to introduce them.</li> <li>c. Provide a sense of closure for stories, informational texts, and opinions.</li> </ul>
happened, use temporal words to signal event order, and <b>provide some sense of</b> <b>closure.</b> Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.W1st.7 Students organize
ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	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).	<ul> <li><u>WA.ELA-LITERACY.W1st.8</u> Students discuss their compositions with others.</li> <li>a. Reread to determine whether the draft says what they want it to say.</li> <li>b. Describe what their composition means and/or represents to an adult or peer.</li> <li>c. Ask an adult or peer to describe their perceived meaning of the composition.</li> </ul>
CCSS.ELA-LITERACY.W.1.5	WA.ELA-LITERACY.W1st.9 Students revise and
With guidance and support from adults, focus on a topic, respond to questions and	edit their compositions. a. Add or change details or words to
suggestions from peers, and <b>add details to</b>	better communicate and represent
strengthen writing as needed.	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	WA.ELA-LITERACY.W1st.10 Students share
With guidance and support from adults,	and <b>publish compositions</b> in person and/or
use a variety of digital tools to produce	on digital or non-digital platforms for known
and publish writing, including in	and trusted audiences.
collaboration with peers.	
CCSS.ELA-LITERACY.W.1.7 Participate in	See WA.ELA-LITERACY.RML1st.1-4
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	See WA.ELA-LITERACY.RML1st.2
With guidance and support from adults,	
recall information from experiences or	
gather information from provided sources	
to answer a question.	

#### 2nd Grade

WA State K–12 Learning Standards for FLA (2011)	WA State K–12 Learning Standards for FLA (2024)
ELA (2011)Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12Learning Standards for ELA (2011); new in WA State K–12Learning Standards for ELA (2011); new in WA State K–12Learning Standards for ELA (2011); new in WA State K–12Learning Standards for ELA (2011); new in WA State K–12Learning Standards for ELA (2024).CCSS.ELA-LITERACY.W.2.2Write 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 	ELA (2024)         Priority: WA.ELA-LITERACY.Writing2nd         Students compose multimodal texts in a         variety of genres in the context of grade-level         content.         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.]         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.
thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing	WA.ELA-LITERACY.W2nd.3 Students plan and complete writing projects.
projects (e.g., read a number of books on a	a. Connect the prompt to their interests,
single topic to produce a report; record	perspectives, and/or experiences.
science observations).	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	WA.ELA-LITERACY.W2nd.4 Students generate
Recall information from experiences or	and gather ideas, including appropriate use
gather information from provided sources	of tools.
to answer a question.	<ul> <li>a. Identify topics and ideas from experience, imagination, reading, research (see RML2nd.4), media, conversations, products from W2nd.1, and/or desire to communicate.</li> <li>b. Determine which features and/or genre conventions to follow or adapt from mentor texts.</li> <li>c. Answer questions about what the writer knows that the audience does not.</li> <li>d. Choose facts from research (see RML2nd.4), images, and/or other media that illustrate and support their index</li> </ul>
CCSS.ELA-LITERACY.W.2.2	ideas. WA.ELA-LITERACY.W2nd.5 Students draft
Write informative/explanatory texts in which	content within the genre to develop ideas
they introduce a topic, <b>use facts and</b>	and express voice.
definitions to develop points, and provide a	a. Use facts and definitions to develop
concluding statement or section.	points.
	b. Support an opinion with reasons,
CCSS.ELA-LITERACY.W.2.1	using linking words to connect
Write opinion pieces in which they introduce	them.
the topic or book they are writing about,	c. Tell events in stories in order, using
state an opinion, supply reasons that	temporal words to signal order and
support the opinion, use linking words	details to elaborate a single event
(e.g., because, and, also) to connect	string of events and describe
opinion and reasons, and provide a	actions, thoughts, and feelings.
concluding statement or section.	d. Approximate some text features
	and/or formatting by the placement
CCSS.ELA-LITERACY.W.2.3	of drawings, titles, labels, blank space,
Write narratives in which they <b>recount a</b>	and/or other features noticed in
well-elaborated event or short sequence of	mentor texts.
events, include details to describe actions,	e. Identify who deserves credit when
thoughts, and feelings, use temporal	using information from a source.
words to signal event order, and provide a	
sense of closure.	

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 <b>introduce a topic</b> , use facts and definitions to develop points, and <b>provide a</b> <b>concluding statement or section.</b> CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they <b>introduce</b> <b>the topic or book they are writing about</b> , state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and <b>provide a concluding</b> <b>statement or section.</b> 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	<ul> <li><u>WA.ELA-LITERACY.W2nd.6</u> Students compose introductions and conclusions within the genre.</li> <li>a. Introduce topics.</li> <li>b. Provide a sense of closure for stories.</li> <li>c. Provide a concluding statement or section for informational texts and opinions.</li> </ul>
event order, and provide a sense of closure.	
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).	<ul> <li><u>WA.ELA-LITERACY.W2nd.8</u> Students discuss their compositions with others.</li> <li>a. Re-read to determine whether the draft says what they want it to say.</li> <li>b. Describe what their composition means and/or represents to an adult or peer.</li> <li>c. Ask an adult or peer to describe their perceived meaning of the composition.</li> </ul>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.2.5	WA.ELA-LITERACY.W2nd.9 Students revise
With guidance and support from adults*	and edit their compositions.
and peers, focus on a topic and strengthen	a. Use what they learned from re-
writing as needed by revising and editing.	reading and feedback to <b>add details</b> ,
	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	WA.ELA-LITERACY.W2nd.10 Students share
With guidance and support from adults,	and <b>publish compositions</b> in person and/or
use a variety of digital tools to produce	on digital or non-digital platforms for known
and publish writing, including in	and trusted audiences.
collaboration with peers.	
CCSS.ELA-LITERACY.W.2.7	See <u>WA.ELA-LITERACY.RML2nd.1-4</u>
Participate in shared research and writing	
projects (e.g., read a number of books on a	
single topic to produce a report; record	
science observations).	
CCSS.ELA-LITERACY.W.2.8	See <u>WA.ELA-LITERACY.RML2nd.2</u>
Recall information from experiences or	
gather information from provided sources	
to answer a question.	

#### 3rd Grade

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.4</u> 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.)	Priority: WA.ELA-LITERACY.Writing3rd Students compose multimodal texts in a variety of genres in the context of grade- level content.
<u>CCSS.ELA-LITERACY.W.3.10</u> 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.	
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<u>WA.ELA-LITERACY.W3rd.1</u> 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.)	<ul> <li><u>WA.ELA-LITERACY.W3rd.2</u> Students</li> <li>compose multimodal texts in a variety of genres to communicate with others.</li> <li>a. Describe experiences, ideas, and imaginings, using sensory details.</li> <li>b. Inform others about their observations and explanations of the world.</li> </ul>
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.	<ul> <li>c. Express their opinions and/or preferences.</li> <li>d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.</li> <li>e. Tell stories and narratives.</li> </ul>
<u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.	
<u>CCSS.ELA-LITERACY.W.3.5</u> 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.)	<ul> <li><u>WA.ELA-LITERACY.W3rd.3</u> Students plan and complete writing projects.</li> <li>a. Connect the prompt to their interests, perspectives, and/or experiences.</li> <li>b. Determine the process or steps needed to complete the project.</li> </ul>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or <b>gather</b> <b>information from print and digital sources;</b> take brief notes on sources and sort evidence into provided categories.	<ul> <li><u>WA.ELA-LITERACY.W3rd.4</u> Students generate and gather ideas, including appropriate use of tools.</li> <li>a. Generate topics from experience, imagination, reading, research (see RML3rd.4), media, conversations, products from W3rd.1, and/or desire to communicate.</li> <li>b. Determine which features and/or genre conventions to follow or adapt from mentor texts.</li> <li>c. Answer questions about what the writer knows that the audience does not.</li> <li>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</li> </ul>
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.	others. 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	WA State K–12 Learning Standards for
ELA (2011)	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.	<ul> <li>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.</li> <li>e. Identify who deserves credit for information or media used from a source.</li> </ul>
CCSS.ELA-LITERACY.W.3.3.C         Use temporal words and phrases to signal         event order.         CCSS.ELA-LITERACY.W.3.2.A	WA.ELA-LITERACY.W3rd.6 Students compose
<b>Introduce a topic</b> and group related information together; include illustrations when useful to aiding comprehension.	introductions and conclusions within the genre to express voice, engage the audience, and support the development of content in the text.
CCSS.ELA-LITERACY.W.3.1.AIntroduce 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.AEstablish 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.	<ul> <li>a. Introduce topics and opinions.</li> <li>b. Establish a situation for stories and introduce a narrator and/or characters.</li> <li>c. Provide a sense of closure for stories.</li> <li>d. Compose a concluding statement or section for informational texts and opinions.</li> </ul>
<u>CCSS.ELA-LITERACY.W.3.1.D</u> Provide a concluding statement or section.	

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

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.	<ul> <li><u>WA.ELA-LITERACY.W3rd.10</u> 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.         <ul> <li>a. Identify who might be able to access compositions and how it might make those people feel.</li> </ul> </li> </ul>
CCSS.ELA-LITERACY.W.3.6	See <u>WA.ELA-</u>
With guidance and support from adults,	LITERACY.SpeakingListeningDigitalForums3r
use technology to produce and publish	<u>d</u>
writing (using keyboarding skills) as well as to	
interact and collaborate with others.	
CCSS.ELA-LITERACY.W.3.7	See <u>WA.ELA-LITERACY.RML3rd.1-4</u>
Conduct short research projects that build	
knowledge about a topic.	
CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or	See <u>WA.ELA-LITERACY.RML3rd.2</u>
Recall information from experiences or gather information from print and digital	
<b>sources;</b> take brief notes on sources and sort evidence into provided categories.	

#### 4th Grade

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.4</u> 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.)	Priority: WA.ELA-LITERACY.Writing4th Students compose multimodal texts in a variety of genres in the context of grade- level content.
<u>CCSS.ELA-LITERACY.W.4.10</u> 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.	
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.4.4Produce 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.4.3Write narratives to develop real or imagined experiences or events using 	<ul> <li>ELA (2024)</li> <li><u>WA.ELA-LITERACY.W4th.2</u> Students compose multimodal texts in a variety of genres to communicate with others.</li> <li>a. Describe experiences, ideas, and imaginings, including concrete, sensory details.</li> <li>b. Inform others about their observations and explanations of the world.</li> <li>c. Express their opinions and preferences.</li> <li>d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.</li> <li>e. Tell stories and narratives.</li> </ul>
examine a topic and convey ideas and information clearly.	
<u>CCSS.ELA-LITERACY.W.4.1</u> <b>Write opinion pieces on topics or texts,</b> supporting a point of view with reasons and information.	
CCSS.ELA-LITERACY.W.4.5	WA.ELA-LITERACY.W4th.3 Students plan and
With guidance and support from peers	complete writing projects.
and adults*, develop and strengthen writing	a. Connect the prompt to their interests,
as needed <b>by planning,</b> revising, and editing.	perspectives, and/or experiences.
(Editing for conventions should demonstrate	b. Determine the process or steps
command of Language standards 1–3 up to and including grade 4.)	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	WA.ELA-LITERACY.W4th.4 Students generate
Recall relevant information from experiences	and gather ideas, including appropriate use
or gather relevant information from print	of tools.
and digital sources; take notes and	a. Generate topics from experience,
categorize information, and provide a list of	imagination, reading, research (see
sources.	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	WA.ELA-LITERACY.W4th.5 Students draft
Produce clear and coherent writing in	content within the genre to develop ideas,
which the development and organization	express voice, and engage the audience.
are appropriate to task, purpose, and audience. (Grade-specific expectations for	a. <b>Develop topics with facts,</b>
	definitions examples and/or
	definitions, examples, and/or quotations
writing types are defined in standards 1–3	quotations.
	quotations. b. Logically group related information
writing types are defined in standards 1–3	quotations. b. Logically group related information in paragraphs and/or sections.
writing types are defined in standards 1–3 above.)	quotations. b. Logically group related information in paragraphs and/or sections.
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts,</li> </ul>
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> <b>Develop the topic with facts, definitions,</b>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking</li> </ul>
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> <b>Develop the topic with facts, definitions,</b> <b>concrete details, quotations, or other</b>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to</li> </ul>
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant,</li> </ul>
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> <b>Develop the topic with facts, definitions,</b> <b>concrete details, quotations, or other</b> <b>information and examples related to the</b> <b>topic.</b> <u>CCSS.ELA-LITERACY.W.4.2.A</u>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses</li> </ul>
<ul> <li>writing types are defined in standards 1–3 above.)</li> <li><u>CCSS.ELA-LITERACY.W.4.2.B</u></li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li><u>CCSS.ELA-LITERACY.W.4.2.A</u></li> <li>Introduce a topic clearly and group related</li> </ul>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.</li> </ul>
<ul> <li>writing types are defined in standards 1–3 above.)</li> <li><u>CCSS.ELA-LITERACY.W.4.2.B</u></li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li><u>CCSS.ELA-LITERACY.W.4.2.A</u></li> <li>Introduce a topic clearly and group related information in paragraphs and sections;</li> </ul>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.</li> <li>e. Use text features and/or formatting</li> </ul>
<ul> <li>writing types are defined in standards 1–3 above.)</li> <li><u>CCSS.ELA-LITERACY.W.4.2.B</u></li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li><u>CCSS.ELA-LITERACY.W.4.2.A</u></li> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings),</li> </ul>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.</li> <li>e. Use text features and/or formatting noticed in mentor texts, such as</li> </ul>
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.</li> <li>e. Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels, illustrations,</li> </ul>
<ul> <li>writing types are defined in standards 1–3 above.)</li> <li><u>CCSS.ELA-LITERACY.W.4.2.B</u></li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li><u>CCSS.ELA-LITERACY.W.4.2.A</u></li> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings),</li> </ul>	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.</li> <li>e. Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels, illustrations, greetings, the formatting of dialogue,</li> </ul>
writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful	<ul> <li>quotations.</li> <li>b. Logically group related information in paragraphs and/or sections.</li> <li>c. Support opinions with facts, reasons, and details using linking words, phrases, and clauses.</li> <li>d. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events.</li> <li>e. Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels, illustrations,</li> </ul>

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 <b>develop real or imagined</b>	
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 <b>provide a list of sources.</b>	
CCSS.ELA-LITERACY.W.4.2.A	WA.ELA-LITERACY.W4th.6 Students compose
Introduce a topic clearly and group related	introductions and conclusions within the
information in paragraphs and sections;	genre that engage the audience, express
include formatting (e.g., headings),	voice, and support the development of
illustrations, and multimedia when useful to	content in the body of the text.
aiding comprehension.	a. Engage the reader in topics using a
CCSS.ELA-LITERACY.W.4.1.A	variety of strategies. b. <b>Engage and orient the reader to</b>
Introduce a topic or text clearly, state an	stories by establishing a situation
opinion, and create an organizational	and introducing a narrator and/or
structure in which related ideas are grouped	characters.
to support the writer's purpose.	c. Compose concluding statements or
to support the writer's purpose.	sections that follow from the
CCSS.ELA-LITERACY.W.4.3.A	stories or ideas developed in the
Orient the reader by establishing a	<b>text</b> and allow the reader to reflect on
situation and introducing a narrator	what they read and/or how they feel
and/or characters; organize an event	after reading.
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 State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and <b>group related</b> <b>information in paragraphs and sections;</b> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<u>WA.ELA-LITERACY.W4th.7</u> Students organize content by using or adapting the genre's structure.
<u>CCSS.ELA-LITERACY.W.4.2.C</u> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
<u>CCSS.ELA-LITERACY.W.4.1.A</u> Introduce a topic or text clearly, state an opinion, and <b>create an organizational</b> <b>structure in which related ideas are</b> <b>grouped to support the writer's purpose.</b>	
<u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <b>categorize</b> <b>information</b> , and provide a list of sources.	
<u>CCSS.ELA-LITERACY.W.4.3.A</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; <b>organize an event sequence that unfolds</b> <b>naturally.</b>	
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<ul> <li><u>WA.ELA-LITERACY.W4th.8</u> Students evaluate drafts.</li> <li>a. Re-read to determine whether the draft says what they want it to say.</li> <li>b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.</li> <li>c. Gather feedback and determine whether it improves readers' understanding and/or experience.</li> </ul>

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.)	<ul> <li><u>WA.ELA-LITERACY.W4th.9</u> Students revise</li> <li>and edit using a variety of strategies,</li> <li>including use of appropriate technology.</li> <li>a. Use what they learned from re- reading and feedback to strengthen their compositions.</li> <li>b. Edit for conventions and consistency of text features, including attributions.</li> </ul>
	(Demonstrate command of Language standards K–4.)
CCSS.ELA-LITERACY.W.4.6With 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.CCSS.ELA-LITERACY.W.4.6With 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.	<u>WA.ELA-LITERACY.W4th.10</u> <b>Students</b> share and <b>publish compositions</b> 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. See <u>WA.ELA-</u> <u>LITERACY.SpeakingListeningDigitalForums4th</u>
CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	See <u>WA.ELA-LITERACY.RML4th.1-4</u>
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 <u>WA.ELA-LITERACY.RML4th.2</u>
<u>CCSS.ELA-LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	See <u>WA.ELA-LITERACY.RML4th.3</u>

#### 5th Grade

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-	Priority: WA.ELA-LITERACY.Writing5th Students compose multimodal texts in a variety of genres in the context of grade- level content.
specific tasks, purposes, and audiences.	
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.5.4Produce 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 	<ul> <li>WA.ELA-LITERACY.W5th.2 Students</li> <li>compose multimodal texts in a variety of genres to communicate with others.</li> <li>a. Compose descriptions, including concrete, sensory details and figurative language.</li> <li>b. Inform others about their observations and explanations of the world.</li> <li>c. Express their opinions and preferences.</li> <li>d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.</li> <li>e. Tell stories and narratives.</li> </ul>
information clearly. <u>CCSS.ELA-LITERACY.W.5.1</u> <b>Write opinion pieces on topics or texts</b> , supporting a point of view with reasons and information. <u>CCSS.ELA-LITERACY.W.5.3</u> <b>Write narratives to develop real or</b> <b>imagined experiences or events using</b> effective technique, <b>descriptive details</b> , and	
clear event sequences. <u>CCSS.ELA-LITERACY.W.5.8</u> 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.)	<ul> <li><u>WA.ELA-LITERACY.W5th.3</u> Students plan and complete writing projects.</li> <li>a. Connect the prompt to personal interests, perspectives, and/or experiences and/or community needs.</li> <li>b. Determine the process or steps needed to complete the project.</li> <li>c. Adjust focus and timeline when needed.</li> </ul>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.8	WA.ELA-LITERACY.W5th.4 Students generate
Recall relevant information from experiences	and gather ideas, including appropriate use
or gather relevant information from print	of tools.
and digital sources; summarize or	a. Generate topics from experience,
paraphrase information in notes and finished	imagination, reading, research (see
work, and provide a list of sources.	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	WA.ELA-LITERACY.W5th.5 Students draft
Produce clear and coherent writing in which the development and organization	<b>content</b> within the genre <b>to develop ideas</b> , express voice, <b>and engage the audience.</b>
are appropriate to task, purpose, and	a. Establish a general focus.
audience. (Grade-specific expectations for	b. Develop topics with facts,
writing types are defined in standards 1–3	definitions, examples, and/or
above.)	quotations.
	c. Supply reasons for opinions that
CCSS.ELA-LITERACY.W.5.2.A	are supported by facts and details.
Introduce a topic clearly, <b>provide a general</b>	d. Use a variety of narrative
observation and focus, and group related	techniques (e.g., dialogue, pacing,
information logically; include formatting	event sequences, descriptive
(e.g., headings), illustrations, and	details) to develop events and
multimedia when useful to aiding	characters as appropriate to the
comprehension.	genre.
·	e. Use evidence from texts to support
CCSS.ELA-LITERACY.W.5.2.B	analysis, reflection, or research.
Develop the topic with facts, definitions,	f. Use text features and/or formatting
concrete details, quotations, or other	noticed in mentor texts where
information and examples related to the	appropriate, such as headings, titles,
topic.	labels, <b>illustrations</b> , 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	g. Attribute sources in ways that are
Provide logically ordered reasons that are	consistent with the genre.
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.	
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.	

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	WA.ELA-LITERACY.W5th.6 Students compose
Introduce a topic clearly, provide a general	introductions and conclusions that engage
observation and focus, and group related	the audience, express voice, and support the
information logically; include formatting (e.g.,	development of content in the body of the
headings), illustrations, and multimedia when	text.
useful to aiding comprehension.	a. Engage the reader by <b>clearly</b>
	introducing topics, opinions, or
CCSS.ELA-LITERACY.W.5.1.A	points of view.
Introduce a topic or text clearly, state an	b. Engage and <b>orient the reader to</b>
opinion, and create an organizational	stories by establishing a situation
structure in which ideas are logically grouped	and introducing a narrator and/or
to support the writer's purpose.	characters.
	c. Compose conclusions or concluding
CCSS.ELA-LITERACY.W.5.3.A	statements or sections that fit within
Orient the reader by establishing a	the genre, <b>follow from the stories or</b>
situation and introducing a narrator	ideas developed in the text, and
and/or characters; organize an event	allow the reader to reflect on what
sequence that unfolds naturally.	they read and/or how they feel after reading.
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 State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.4	WA.ELA-LITERACY.W5th.7 Students organize
Produce clear and coherent writing in	<b>content</b> by using or adapting the genre's
which the development and organization	structure.
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.5.1.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 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).	<ul> <li><u>WA.ELA-LITERACY.W5th.8</u> Students evaluate drafts.</li> <li>a. Re-read to determine whether the draft says what they want it to say.</li> <li>b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.</li> <li>c. Gather feedback and determine whether it improves readers' understand ing and (or eventiones)</li> </ul>
	understanding and/or experience. WA.ELA-LITERACY.W5th.9 Students revise
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.) CCSS.ELA-LITERACY.W.5.6 With some guidance and support from	<ul> <li>WA.ELA-LITERACY.WSth.9 Students revise</li> <li>and edit using a variety of strategies, including use of appropriate technology.         <ul> <li>a. Use what they learned from re- reading and feedback to strengthen their compositions.</li> <li>b. Edit for conventions and consistency of text features, including attributions.</li> <li>(Demonstrate command of Language standards K–5.)</li> </ul> </li> <li>WA.ELA-LITERACY.W5th.10 Students share and publish compositions in person and/or</li> </ul>
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.	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.5.6With some guidance and support fromadults, use technology, including theInternet, to produce and publish writing aswell as to interact and collaborate withothers; demonstrate sufficient command ofkeyboarding skills to type a minimum of twopages in a single sitting.	See <u>WA.ELA-</u> <u>LITERACY.SpeakingListeningDigitalForums5th</u>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.5.7	See WA.ELA-LITERACY.RML5th.1-4
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	See WA.ELA-LITERACY.RML5th.1-4
Recall relevant information from	WA.ELA-LITERACY.RML5th.2
experiences or gather relevant information	WA.ELA-LITERACY.R5th.5h
from print and digital sources; summarize	WA.ELA-LITERACY.R5th.8c
or paraphrase information in notes and	
finished work, and provide a list of	
sources.	
CCSS.ELA-LITERACY.W.5.9.A	Not in WA State K–12 Learning Standards for
Apply grade 5 Reading standards to literature	ELA (2024).
(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]").	
CCSS.ELA-LITERACY.W.5.9.B	Not in WA State K–12 Learning Standards for
Apply grade 5 Reading standards to	ELA (2024).
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]"").	

\* 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

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).	<u>WA.ELA-LITERACY.W6th.1</u> 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.]

CCSS.ELA-LITERACY.W.6.4         Produce clear and coherent writing in which the development, organization, and atulience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)       WA.ELA-LITERACY.W.6.1.2         CCSS.ELA-LITERACY.W.6.3.D       Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.       a. Describe experiences, ideas, and imaginings, including concrete, sensory details and figurative language.         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.       d. Tell stories and narratives, using a variety of techniques and devices consistent with the genre.         CCSS.ELA-LITERACY.W.6.1       Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.       S.ELA-LITERACY.W.6.3.B         Use narrative techniques, such as dialogue, pacing, and description, to develop       Buse narrative techniques, such as dialogue, pacing, and description, to develop	WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
<ul> <li>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.)</li> <li>a. Describe experiences, ideas, and imaginings, including concrete, sensory details and figurative language.</li> <li>b. Inform others about their observations and explanations of the world.</li> <li>c. Persuade others through arguments, evaluations, and other appeals.</li> <li>d. Tell stories and narratives, using a Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>CCSS.ELA-LITERACY.W.6.3</li> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> <li>CCSS.ELA-LITERACY.W.6.3</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>CCSS.ELA-LITERACY.W.6.3.B</li> <li>Use narrative techniques, such as dialogue,</li> </ul>	ELA (2011)	ELA (2024)
<ul> <li>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.)</li> <li>CCSS.ELA-LITERACY.W.6.3.D</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>CCSS.ELA-LITERACY.W.6.2</li> <li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>CCSS.ELA-LITERACY.W.6.3 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>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.</li> <li>CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue,</li> </ul>		
<ul> <li>a. Describe experiences, ideas, and imaginings, including concrete, sensory details and figurative language.</li> <li>b. Inform others about their observations and explanations of the world.</li> <li>c. Persuade others through arguments, evaluations, and other appeals.</li> <li>d. Tell stories and narratives, using a variety of techniques and devices consistent with the genre.</li> <li>c. CCSS.ELA-LITERACY.W.6.1</li> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> <li>c. CCSS.ELA-LITERACY.W.6.3</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>c. CCSS.ELA-LITERACY.W.6.3</li> <li>Write narrative techniques, such as dialogue,</li> </ul>	-	•
<ul> <li>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>CCSS.ELA-LITERACY.W.6.3.D</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>CCSS.ELA-LITERACY.W.6.2</li> <li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>CCSS.ELA-LITERACY.W.6.1</li> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> <li>CCSS.ELA-LITERACY.W.6.3</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>CCSS.ELA-LITERACY.W.6.3.B</li> <li>Use narrative techniques, such as dialogue,</li> </ul>	which the development, organization, and	genres to communicate with others.
<ul> <li>writing types are defined in standards 1–3 above.)</li> <li>CCSS.ELA-LITERACY.W.6.3.D</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>CCSS.ELA-LITERACY.W.6.2</li> <li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>CCSS.ELA-LITERACY.W.6.1</li> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> <li>CCSS.ELA-LITERACY.W.6.3</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>CCSS.ELA-LITERACY.W.6.3.B</li> <li>Use narrative techniques, such as dialogue,</li> </ul>		-
<ul> <li>above.)</li> <li>language.</li> <li>langua</li></ul>	· · ·	5 5 <b>E</b>
<ul> <li>b. Inform others about their observations and explanations of the world.</li> <li>c. Persuade others through arguments, evaluations, and other appeals.</li> <li>c. CCSS.ELA-LITERACY.W.6.2</li> <li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>c.CCSS.ELA-LITERACY.W.6.1</li> <li>Write arguments to support claims with clear reasons and relevant evidence.</li> <li>c.CCSS.ELA-LITERACY.W.6.3</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>c.CSS.ELA-LITERACY.W.6.3.B</li> <li>Use narrative techniques, such as dialogue,</li> </ul>	2 7 .	
<ul> <li><u>CCSS.ELA-LITERACY.W.6.3.D</u></li> <li><u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></li> <li><u>CCSS.ELA-LITERACY.W.6.2</u></li> <li><u>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></li> <li><u>CCSS.ELA-LITERACY.W.6.1</u></li> <li><u>Write arguments to support claims with clear reasons and relevant evidence.</u></li> <li><u>CCSS.ELA-LITERACY.W.6.3</u></li> <li><u>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u></li> <li><u>CCSS.ELA-LITERACY.W.6.3.B</u></li> <li><u>Use narrative techniques, such as dialogue,</u></li> </ul>	above.)	
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<ul> <li>descriptive details, and sensory language to convey experiences and events.</li> <li>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.</li> <li>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</li> <li>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.</li> <li>CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue,</li> </ul>		-
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CCSS.ELA-LITERACY.W.6.2d.Tell stories and narratives, using a variety of techniques and devices consistent with the genre.and information through the selection, organization, and analysis of relevant content.consistent with the genre.CCSS.ELA-LITERACY.W.6.1Write arguments to support claims with clear reasons and relevant evidence.consistent with the genre.CCSS.ELA-LITERACY.W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.d.CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue,d.Tell stories and narratives, using a variety of techniques and devices consistent with the genre.	to convey experiences and events.	
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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,	• •	-
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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,	3	
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,	organization, and analysis of relevant content.	
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,		
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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,	clear reasons and relevant evidence.	
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effective technique, relevant descriptive details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.6.3.B</u> Use narrative techniques, such as dialogue,	•	
details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.6.3.B</u> Use narrative techniques, such as dialogue,		
<u>CCSS.ELA-LITERACY.W.6.3.B</u> Use narrative techniques, such as dialogue,	effective technique, relevant descriptive	
Use narrative techniques, such as dialogue,	<b>details</b> , and well-structured event sequences.	
• •	CCSS.ELA-LITERACY.W.6.3.B	
pacing, and description, to develop	Use narrative techniques, such as dialogue,	
	pacing, and description, to develop	
experiences, events, and/or characters.	experiences, events, and/or characters	

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).	<ul> <li><u>WA.ELA-LITERACY.W6th.3</u> Students manage and complete writing projects.</li> <li>a. Analyze the prompt to determine the purpose of the project and how to meet it.</li> <li>b. Connect the project to personal and/or community needs.</li> <li>c. Determine the process or steps and plan the time needed to complete the project.</li> <li>d. Adjust to feedback and shifts in focus and timeline when needed.</li> </ul>
CCSS.ELA-LITERACY.W.6.2	WA.ELA-LITERACY.W6th.4 Students generate
Write informative/explanatory texts to	and gather ideas and material, including
examine a topic and convey ideas, concepts,	appropriate use of tools.
and information through the selection,	a. Generate ideas for topics, genres, and
organization, and analysis of relevant	material from experience, imagination,
content.	reading, research (see RML6th.4),
	media, conversations, the
CCSS.ELA-LITERACY.W.6.8	communicative situation, products
Gather relevant information from multiple	from W6th.1, and/or desire to
print and digital sources; assess the	communicate with a variety of
credibility of each source; and quote or	audiences. b. Determine which features and
paraphrase the data and conclusions of others while avoiding plagiarism and	
providing basic bibliographic information for	conventions of genres to follow, adapt, or combine from mentor texts.
sources.	c. Curate ideas and material, including
sources.	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	WA.ELA-LITERACY.W6th.5 Students draft
Produce clear and coherent writing in	content within the genre to develop ideas,
which the development, organization, and	engage the audience, and express voice.
style are appropriate to task, purpose, and	a. Develop descriptions to activate and
audience. (Grade-specific expectations for	build on the audience's prior learning
writing types are defined in standards 1–3	and opinions, and to help the
above.)	audience to imagine and empathize
	with the content.

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	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.	<ul> <li>b. Develop analysis of experience, events, information, ideas, and/or texts.</li> <li>c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.</li> <li>d. Develop appeals to emotion and reason.</li> <li>e. Use evidence from texts to support analysis, reflection, or research.</li> <li>f. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience.</li> <li>g. Attribute sources in ways consistent with the genre, using technology appropriately.</li> </ul>

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.	
reflection, and research. 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.6.2.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.6.1.A Introduce claim(s) and organize the reasons and evidence clearly. 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.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.	WA.ELA-LITERACY.W6th.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.
<u>CCSS.ELA-LITERACY.W.6.1.E</u> Provide a concluding statement or section that follows from the argument presented.	

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	ELA-LITERACY.W6.7 Students organize
Introduce a topic; organize ideas, concepts,	content, using and/or adapting the genre's
and information, using strategies such as	structure, to lead readers through the
definition, classification,	student's thinking.
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 <b>through the</b> 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.	
and the second sec	
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.	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.1.A</u> Introduce claim(s) and <b>organize the reasons</b> <b>and evidence clearly.</b>	
<u>CCSS.ELA-LITERACY.W.6.3.C</u> 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).	<ul> <li><u>WA.ELA-LITERACY.W6th.8</u> Students evaluate drafts.</li> <li>a. Re-read to determine whether the draft says what they want it to say.</li> <li>b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.</li> <li>c. Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.</li> </ul>
CCSS.ELA-LITERACY.W.6.5	WA.ELA-LITERACY.W6th.9 Students revise
With some guidance and support from	and edit using a variety of strategies,
peers and adults*, develop and strengthen	including use of appropriate technology.
writing as needed by planning, revising,	a. Use what they learned from re-
editing, rewriting, or trying a new	reading and feedback to strengthen
approach. (Editing for conventions should	their compositions.
demonstrate command of Language	b. Edit for conventions and consistency
standards 1–3 up to and including grade	of text features, including attributions.
6.)	[See Language standards 1–6.]
CCSS.ELA-LITERACY.W.6.6	WA.ELA-LITERACY.W6th.10 Students share
Use technology, including the Internet, to	and <b>publish compositions in person</b> and/or
produce and <b>publish writing</b> as well as to	on digital or non-digital platforms.
interact and collaborate with others;	a. Determine where to publish after
demonstrate sufficient command of	considering potential impacts on
keyboarding skills to type a minimum of	intended and unintended audiences.
three pages in a single sitting.	
CCSS.ELA-LITERACY.W.6.1.D	See <u>WA.ELA-LITERACY.L6th.1-1a</u>
Establish and maintain a formal style.	

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

\* 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.

# 7th Grade

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.4Produce 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.7.10Write routinely over extended time frames (time for research, reflection, and revision) 	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	WA.ELA-LITERACY.W7th.2 Students
Produce clear and coherent writing in	compose multimodal texts within a variety of
which the development, organization, and	genres across content areas to affect an
style are appropriate to task, purpose, and	audience's ideas, understanding,
audience. (Grade-specific expectations for	perspectives, and/or actions.
writing types are defined in standards 1–3	a. Describe situations, experience,
above.)	ideas, <b>and imaginings, with</b>
	sufficient details for the audience to
CCSS.ELA-LITERACY.W.7.3	activate the senses.
Write narratives to develop real or	b. Explain their observations and
imagined experiences or events using	analysis of texts, ideas, and the
effective technique, relevant descriptive	world.
<b>details</b> , and well-structured event sequences.	<ul> <li>c. Persuade others through arguments, evaluations, and other</li> </ul>
CCSS.ELA-LITERACY.W.7.2	appeals.
Write informative/explanatory texts to	d. Tell narratives of stories and events,
examine a topic and convey ideas, concepts,	using techniques and devices
and information through the selection,	consistent with the genre.
organization, and analysis of relevant content.	
CCSS.ELA-LITERACY.W.7.1	
Write arguments to support claims with	
clear reasons and relevant evidence.	
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.W7th.3 Students manage
ELA (2011); new in WA State K–12 Learning	and complete writing projects.
Standards for ELA (2024).	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	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.7.2	<ul> <li><u>WA.ELA-LITERACY.W7th.4</u> Students generate</li></ul>
Write informative/explanatory texts to	and gather ideas and material, including
examine a topic and convey ideas, concepts,	appropriate use of technology. <li>a. Generate ideas for topics, genres, and</li>
and information through the selection,	material from experience, imagination,
organization, and analysis of relevant	reading, research (see RML7.4), media,
content.	conversations, the communicative
CCSS.ELA-LITERACY.W.7.8	situation, products from W.1, and/or
Gather relevant information from multiple	desire to communicate with a variety
print and digital sources, using search terms	of audiences. <li>b. Determine which features and</li>
effectively; assess the credibility and accuracy	conventions of genres to follow,
of each source; and quote or paraphrase the	adapt, or combine from mentor texts. <li>c. Curate ideas and material, including</li>
data and conclusions of others while avoiding	findings from their research (see
plagiarism and following a standard format	RML7th.4) and media, identifying
for citation.	when and how it's fair to use the
CCSS.ELA-LITERACY.W.7.4	creative work of others. WA.ELA-LITERACY.W7th.5 Students draft
<b>Produce clear and coherent writing in</b>	<b>content</b> within the genre and purpose <b>to</b>
<b>which the development</b> , organization, and	<b>develop ideas, engage the audience</b> , and
style <b>are appropriate to task, purpose, and</b>	express voice.
audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.7.3.B</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul> <li>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.</li> <li>b. Develop analysis of experience, events, information, ideas, and/or texts.</li> <li>c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.</li> <li>d. Acknowledge opposing claims.</li> <li>e. Develop appeals to emotion and reason.</li> <li>f. Use evidence from texts to support analysis, reflection, or research.</li> </ul>

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

### 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.

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

- 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)
<u>CCSS.ELA-LITERACY.W.7.2.A</u> 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; <b>include formatting (e.g.,</b> <b>headings), graphics (e.g., charts, tables),</b> <b>and multimedia when useful to aiding</b> <b>comprehension.</b>	
<u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and <b>quote or paraphrase the</b> <b>data and conclusions of others while</b> <b>avoiding plagiarism and following a</b> <b>standard format for citation.</b>	

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.2.A</u> 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.	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.
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.	
<u>CCSS.ELA-LITERACY.W.7.2.F</u> <b>Provide a concluding statement or section</b> <b>that follows from and supports the</b> <b>information or explanation presented.</b>	
<u>CCSS.ELA-LITERACY.W.7.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented.	
<u>CCSS.ELA-LITERACY.W.7.3.E</u> <b>Provide a conclusion that follows from and reflects on the narrated experiences or events.</b>	

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	WA.ELA-LITERACY.W7th.7 Students organize
Introduce a topic clearly, previewing what is	<b>content,</b> using and/or adapting the genre's
to follow; <b>organize ideas, concepts, and</b>	structure, to lead readers through the
information, using strategies such as	student's thinking.
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 <b>organize the reasons</b>	
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.	
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 State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.5</u> 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.)	<ul> <li><u>WA.ELA-LITERACY.W7th.8</u> Students evaluate drafts.</li> <li>a. Re-read to determine whether the draft says what they want it to say.</li> <li>b. Re-read to identify differences between what they intend and what the audience would understand from the text itself.</li> <li>c. Gather feedback and determine whether it supports their intentions</li> </ul>
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.)	<ul> <li>and/or improves readers' understanding.</li> <li><u>WA.ELA-LITERACY.W7th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology.</li> <li>a. Use what they learned from re- reading and feedback to strengthen their compositions.</li> <li>b. Edit for conventions and consistency of text features, including attributions.</li> <li>[See Language standards 1–7.]</li> </ul>
CCSS.ELA-LITERACY.W.7.6Use 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.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.	<ul> <li><u>WA.ELA-LITERACY.W7th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms.</li> <li>a. Determine where to publish after considering potential impacts on intended and unintended audiences.</li> <li>See <u>WA.ELA-LITERACY.L7th.3</u></li> </ul>
CCSS.ELA-LITERACY.W.7.2.EEstablish and maintain a formal style.CCSS.ELA-LITERACY.W.7.6Use 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 <u>WA.ELA-LITERACY.L7th1-1a</u> See <u>WA.ELA-</u> <u>LITERACY.SpeakingListeningDigitalForums7th</u>

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.7.7	See WA.ELA-LITERACY.RML7th.1-4
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	See <u>WA.ELA-LITERACY.RML7th.2</u>
Gather relevant information from multiple	WA.ELA-LITERACY.RML7th.3
print and digital sources, using search	WA.ELA-LITERACY.RML7th.7
terms effectively; assess the credibility and	WA.ELA-LITERACY.RML7th.8
accuracy of each source; and quote or	WA.ELA-LITERACY.R7th.8d
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.W.7.9.B	Not in WA State K–12 Learning Standards for
Apply grade 7 Reading standards to literary	ELA (2024).
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").	
CCSS.ELA-LITERACY.W.7.9.A	Not in WA State K–12 Learning Standards for
Apply grade 7 Reading standards to literature	ELA (2024).
(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").	

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### 8th Grade

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
CCSS.ELA-LITERACY.W.8.4Produce 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.8.10Write routinely over extended time frames (time for research, reflection, and revision) 	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.8.4Produce 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, 	<ul> <li>WA.ELA-LITERACY.W8th.2 Students</li> <li>compose multimodal texts in a variety of genres across content areas to affect an audience's ideas, understanding, perspectives, and/or actions.</li> <li>a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.</li> <li>b. Explain their observations and analysis of texts, ideas, and the world.</li> <li>c. Persuade others through arguments, evaluations, and other appeals.</li> <li>d. Tell narratives of stories and events, using techniques and devices consistent with the genre.</li> </ul>
<b>details</b> , and well-structured event sequences. Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<ul> <li>WA.ELA-LITERACY.W8th.3 Students manage and complete writing projects.         <ul> <li>a. Analyze the prompt to determine the purpose of the project and how to meet it.</li> <li>b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.</li> <li>c. Determine the process or steps and plan the time needed to complete the project.</li> </ul> </li> </ul>

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	WA.ELA-LITERACY.W8th.4 Students generate
Write informative/explanatory texts to	and gather ideas and material, including
examine a topic and convey ideas, concepts,	appropriate use of technology.
and information <b>through the selection</b> ,	a. Generate ideas for topics, genres, and
organization, and analysis <b>of relevant</b>	material from experience, imagination,
content.	reading, research (see RML8th.4),
	media, conversations, the
CCSS.ELA-LITERACY.W.8.8	communicative situation, products
Gather relevant information from multiple print and digital sources, using search terms	from W8th.1, and/or desire to communicate with a variety of
effectively; assess the credibility and accuracy	audiences.
of each source; and quote or paraphrase the	b. Determine which features and
data and conclusions of others while avoiding	conventions of genres to follow,
plagiarism and following a standard format	adapt, or combine from mentor texts.
for citation.	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	WA.ELA-LITERACY.W8th.5 Students draft
Produce clear and coherent writing in	content within the genre and purpose to
which the development, organization, and	develop ideas, engage the audience, and
style are appropriate to task, purpose, and	express voice.
<b>audience</b> . (Grade-specific expectations for	a. <b>Develop descriptions</b> to activate and
writing types are defined in standards 1–3	build on the audience's prior learning
above.)	and opinions, and to help the
CCSS.ELA-LITERACY.W.8.3.D	audience to imagine and empathize with the content.
Use precise words and phrases, relevant	b. <b>Develop analysis of experience,</b>
descriptive details, and sensory language	events, information, ideas, and/or
to capture the action and convey	texts.
experiences and events.	c. Draft claims and support them with
-	relevant and credible evidence
CCSS.ELA-LITERACY.W.8.2.D	connected by sound and valid
Use precise language and domain-specific	reasoning.
vocabulary to inform about or explain the	d. Develop appeals to emotion and
topic.	reason.
	e. Use evidence from texts to support
	analysis, reflection, or research.

WA State K 12 Learning Standards for	WA State K 12 Learning Standards for
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	f. Select and integrate images, charts,
Use narrative techniques, such as dialogue,	headings, and other text features as
pacing, description, and reflection, to	appropriate to the genre and <b>useful</b>
develop experiences, events, and/or	to audience.
characters.	g. Attribute sources in ways consistent
	with the genre, using technology
CCSS.ELA-LITERACY.W.8.2.B	appropriately.
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.	Ť.
CCSS.ELA-LITERACY.W.8.2.A	
Introduce a topic clearly, previewing what is	
to follow; organize ideas, concepts, and	
information into broader categories; <b>include</b>	
formatting (e.g., headings), graphics (e.g.,	
charts, tables), and multimedia when useful to aiding comprehension	
useful to aiding comprehension.	

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	WA.ELA-LITERACY.W8th.6 Students craft
Introduce a topic clearly, previewing what	introductions and conclusions within genre
is to follow; organize ideas, concepts, and	and purpose to engage the audience,
information into broader categories; include	establish voice, and support content in the
formatting (e.g., headings), graphics (e.g.,	body of the text.
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.8.1.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	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
CCSS.ELA-LITERACY.W.8.4	WA.ELA-LITERACY.W8th.7 Students organize
Produce clear and coherent writing in	<b>content,</b> using and/or adapting the genre's
which the development, organization, and	structure, to lead readers through the
style are appropriate to task, purpose, and	student's thinking.
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.	
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 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	WA.ELA-LITERACY.W8th.8 Students evaluate
With some guidance and support from	drafts.
peers and adults, develop and strengthen	a. Re-read to determine whether the
writing as needed by planning, revising,	draft says what they want it to say.
editing, rewriting, or trying a new approach,	b. Re-read to identify differences
focusing on how well purpose and	between what they intend and what
audience have been addressed. (Editing for	the audience would understand
conventions should demonstrate command	from the text itself.
of Language standards 1–3 up to and	c. Gather feedback and determine
including grade 8.)	whether it supports their intentions
	and/or improves readers'
	understanding.
CCSS.ELA-LITERACY.W.8.5	WA.ELA-LITERACY.W8th.9 Students revise
With some guidance and support from	and edit using a variety of strategies,
peers and adults*, develop and strengthen	including use of appropriate technology.
writing as needed by planning, revising,	a. Use what they learned from re-
editing, rewriting, or trying a new	reading and feedback to strengthen
approach, focusing on how well purpose and audience have been addressed.	their compositions.
(Editing for conventions should	b. <b>Edit for conventions</b> and consistency
	of text features, including attributions.
demonstrate command of Language standards 1–3 up to and including grade	[See Language standards 1–8.]
8.)	
CCSS.ELA-LITERACY.W.8.6	WA.ELA-LITERACY.W8th.10 Students share
Use technology, including the Internet, to	and <b>publish compositions</b> in person and/or
produce and <b>publish writing</b> and present the	on digital or non-digital platforms.
relationships between information and ideas	a. Determine where to publish after
efficiently as well as to interact and	considering potential impacts of <mark>n</mark>
collaborate with others.	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	See <u>WA.ELA-LITERACY.L8th.3</u>
Use words, phrases, and clauses to create	
cohesion and clarify the relationships	
among claim(s), counterclaims, reasons,	
and evidence.	
CCSS.ELA-LITERACY.W.8.6	See <u>WA.ELA-</u>
Use technology, including the Internet, to	LITERACY.SpeakingListeningDigitalForums8th
produce and publish writing and present the	
relationships between information and ideas	
efficiently as well as to interact and	
collaborate with others.	
CCSS.ELA-LITERACY.W.8.7	See WA.ELA-LITERACY.RML8th.1-4
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	See WA.ELA-LITERACY.RML8th.2
Gather relevant information from multiple	WA.ELA-LITERACY.RML8th.3
print and digital sources, using search	WA.ELA-LITERACY.RML8th.7
terms effectively; assess the credibility and	WA.ELA-LITERACY.RML8th.8
accuracy of each source; and quote or	WA.ELA-LITERACY.R8th.8d
paraphrase the data and conclusions of	
others while avoiding plagiarism and	
following a standard format for citation.	
CCSS.ELA-LITERACY.W.8.9.A	Not in WA State K–12 Learning Standards for
Apply grade 8 Reading standards to literature	ELA (2024).
(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").	

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.9.B</u> 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).

\*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.

# 9th–10th Grades

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	Priority: WA.ELA-LITERACY.Writing9th-10th
Produce clear and coherent writing in	Students compose multimodal texts in a
which the development, organization, and	variety of genres for a range of communicative situations in the context of
style are appropriate to task, purpose, and	
<b>audience</b> . (Grade-specific expectations for writing types are defined in standards 1–3	grade-level content, in which the development, organization, and language
above.)	use are appropriate to genre, task,
	purpose, and audience.
CCSS.ELA-LITERACY.W.9-10.10	purpose, and addictice.
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.	
Not in WA State K–12 Learning Standards for	WA.ELA-LITERACY.W9th-10th.1 Students
ELA (2011); new in WA State K–12 Learning	compose to process and reflect, respond to
Standards for ELA (2024).	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	WA.ELA-LITERACY.W9th-10th.2 Students
Produce clear and coherent writing in	compose multimodal texts within a variety
which the development, organization, and	of genres across content areas to affect an
style are appropriate to task, purpose, and	audience's ideas, understanding,
<b>audience</b> . (Grade-specific expectations for	perspectives, and/or actions.
writing types are defined in standards 1–3 above.)	<ul> <li>Describe situations, experience, ideas, and imaginings, with sufficient</li> </ul>
	details for the audience to activate the
CCSS.ELA-LITERACY.W.9-10.3.D	senses.
Use precise words and phrases, telling	b. Explain their observations and
details, and sensory language to convey a	analysis of texts, ideas, and the
vivid picture of the experiences, events,	world.
setting, and/or characters.	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)
<u>CCSS.ELA-LITERACY.W.9-10.3.B</u> <b>Use</b> narrative techniques, such as dialogue, pacing, <b>description</b> , reflection, and multiple plot lines, <b>to develop experiences, events,</b> <b>and/or characters</b> .	d. <b>Tell narratives of stories and events,</b> <b>using techniques</b> and devices consistent with the genre.
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.	
<u>CCSS.ELA-LITERACY.W.9-10.1</u> <b>Write arguments</b> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<u>CCSS.ELA-LITERACY.W.9-10.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
Not in WA State K–12 Learning Standards for ELA (2011); new in WA State K–12 Learning Standards for ELA (2024).	<ul> <li><u>WA.ELA-LITERACY.W9th-10th.3</u> Students manage and complete writing projects.</li> <li>a. Analyze the prompt to determine the purpose of the project and how to meet it.</li> <li>b. Connect the project to personal and/or community experiences,</li> </ul>
	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)
	<ul> <li>Adjust to feedback and shifts in focus and timeline when needed.</li> </ul>
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.	<ul> <li>WA.ELA-LITERACY.W9th-10th.4 Students generate and gather ideas and material, including appropriate use of technology.</li> <li>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.</li> <li>b. Determine which features and conventions of genres to follow, adapt, combine, or break from mentor texts.</li> <li>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.</li> </ul>
CCSS.ELA-LITERACY.W.9-10.4	WA.ELA-LITERACY.W9th-10th.5 Students
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.) <u>CCSS.ELA-LITERACY.W.9-10.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<ul> <li>draft content within the genre and purpose to develop ideas, engage the audience, and express voice.</li> <li>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.</li> <li>b. Develop analysis of experience, events, information, ideas, and/or texts.</li> <li>c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning.</li> <li>d. Develop appeals to emotion, reason, and status.</li> </ul>

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

### 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.

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

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

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	WA.ELA-LITERACY.W9th-10th.6 Students
Introduce a topic; organize complex ideas,	craft introductions and conclusions within
concepts, and information to make important	genre and purpose <b>to</b> engage the audience,
connections and distinctions; include	establish voice, and support content in the
formatting (e.g., headings), graphics (e.g.,	body of the text.
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.	

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

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	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.	
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
<u>CCSS.ELA-LITERACY.W.9-10.5</u>	<ul> <li><u>WA.ELA-LITERACY.W9th-10th.8</u> Students</li></ul>
Develop and <b>strengthen writing as needed</b>	evaluate drafts. <li>a. Re-read to determine whether the</li>
<b>by</b> planning, revising, editing, rewriting, or	draft says what they want it to say. <li>b. Re-read to identify differences</li>
trying a new approach, <b>focusing on</b>	between what they intend and what
<b>addressing what is most significant for a</b>	the audience would understand
<b>specific purpose and audience.</b> (Editing for	from the text itself. <li>c. Gather feedback and determine</li>
conventions should demonstrate command	whether it supports their intentions
of Language standards 1–3 up to and	and/or improves readers'
including grades 9–10.)	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	WA.ELA-LITERACY.W9th-10th.9 Students
Develop and strengthen writing as needed	revise and edit using a variety of
by planning, revising, editing, rewriting, or	strategies, including use of appropriate
trying a new approach, focusing on	technology.
addressing what is most significant for a	a. Use what they learned from re-
specific purpose and audience. (Editing for	reading and feedback to strengthen
conventions should demonstrate	their compositions.
command of Language standards 1–3 up	b. Edit for conventions and consistency
to and including grades 9–10.)	of text features, including
	attributions. [See Language
	standards 1-9-10.]
CCSS.ELA-LITERACY.W.9-10.6	WA.ELA-LITERACY.W9th-10th.10 Students
Use technology, including the Internet, to	share and <b>publish compositions</b> in person
produce, <b>publish, and update individual or</b>	and/or on digital or non-digital platforms.
shared writing products, taking advantage	a. Determine whether to share
of technology's capacity to link to other	compositions given the potential
information and to display information	permanence of published
flexibly and dynamically.	environments and the impact it may
	have on intended and unintended
	audiences and/or on the writer.
	b. Monitor and <b>update published</b>
	works when appropriate.
CCSS.ELA-LITERACY.W.9-10.1.D	See <u>WA.ELA-LITERACY.L9th-10th.1</u>
Establish and maintain a formal style and	
objective tone while attending to the	
norms and conventions of the discipline in	
which they are writing.	
CCSS.ELA-LITERACY.W.9-10.2.E	See <u>WA.ELA-LITERACY.L9th-10th.1</u>
Establish and maintain a formal style and	
objective tone while attending to the	
norms and conventions of the discipline in	
which they are writing.	
CCSS.ELA-LITERACY.W.9-10.7	See WA.ELA-LITERACY.RML9th-10th.1
Conduct short as well as more sustained	WA.ELA-LITERACY.RML9th-10th.2
research projects to answer a question	WA.ELA-LITERACY.RML9th-10th.3
(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 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	See WA.ELA-LITERACY.L9th-10th.4
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.	
CCSS.ELA-LITERACY.W.9-10.2.C	See <u>WA.ELA-LITERACY.L9th-10th.4</u>
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.9-10.8	See WA.ELA-LITERACY.RML9th-10th.2
Gather relevant information from multiple	WA.ELA-LITERACY.RML9th-10th.3
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.A	Not in WA State K–12 Learning Standards for
Apply grades 9–10 Reading standards to	ELA (2024).
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]").	
CCSS.ELA-LITERACY.W.9-10.9.B	Not in WA State K–12 Learning Standards for
Apply grades 9–10 Reading standards to	ELA (2024).
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").	

# 11th–12th Grades

## Writing

WA State K–12 Learning Standards for ELA (2011)	WA State K–12 Learning Standards for ELA (2024)
<u>CCSS.ELA-LITERACY.W.11-12.4</u> <b>Produce clear and coherent writing in</b> <b>which the development, organization, and</b> <b>style are appropriate to task, purpose, and</b> <b>audience.</b> (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.
<u>CCSS.ELA-LITERACY.W.11-12.10</u> 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.	purpose, una addience.
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	WA ELA-LITERACY.W11th-12th.2 Students
Produce clear and coherent writing in	compose multimodal texts within a variety of
which the development, organization, and	genres across content areas to affect an
style are appropriate to task, purpose, and	audience's ideas, understanding,
audience. (Grade-specific expectations for	perspectives, and/or actions.
writing types are defined in standards 1–3	a. Describe situations, experience,
above.)	ideas, and imaginings, with
	sufficient details for the audience to
CCSS.ELA-LITERACY.W.11-12.3.D	activate the senses.
Use precise words and phrases, telling	b. Explain their observations and
details, and sensory language to convey a	analysis of complex texts,
vivid picture of the experiences, events,	substantive ideas, and the world.
setting, and/or characters.	c. <b>Persuade others through arguments</b>
	or evaluations on substantive topics
CCSS.ELA-LITERACY.W.11-12.3.B	or texts and other appeals. d. <b>Tell narratives of stories and events</b> ,
<b>Use</b> narrative techniques, such as dialogue,	a. <b>I eli harratives of stories and events,</b> using techniques and devices
pacing, description, reflection, and multiple plot lines, <b>to develop experiences, events,</b>	consistent with the genre.
and/or characters.	consistent with the genre.
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 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).	<ul> <li><u>ELA-LITERACY. W11th-12th.3</u> Students manage and complete writing projects.</li> <li>a. Analyze the prompt and communicative situation to determine the purpose of the project and how to meet it.</li> <li>b. Connect the project to personal and/or community experiences, interests, perspectives, and/or needs.</li> <li>c. Determine the process or steps and plan the time needed to complete the project.</li> <li>d. Adjust to feedback and shifts in focus and timeline when needed.</li> </ul>
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.	<ul> <li><u>ELA-LITERACY.W11th-12th.4</u> Students</li> <li>generate and gather ideas and material,</li> <li>including appropriate use of technology.</li> <li>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.</li> <li>b. Determine which features and conventions of genres to follow, adapt, or combine from mentor texts.</li> <li>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.</li> </ul>
CCSS.ELA-LITERACY.W.11-12.4 <b>Produce clear and coherent writing in</b> <b>which the development</b> , organization, <b>and</b> <b>style are appropriate to task, purpose, and</b> <b>audience.</b> (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.

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

#### 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.

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

- 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.
- 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)
<u>CCSS.ELA-LITERACY.W.11-12.2.A</u> 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; <b>include formatting</b> (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
<u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and <b>following a standard format for citation.</b>	

CCSS.ELA-LITERACY.W.11-12.2.A	WA.ELA-LITERACY.W11th-12th.6 Students
<b>Introduce a topic</b> ; organize complex ideas, concepts, and information so that each new	craft introductions and conclusions within genre, purpose, and discipline to engage
element builds on that which precedes it to	the audience, establish voice, and support
create a unified whole; include formatting	content in the body of the text.
(e.g., headings), graphics (e.g., figures, tables),	
and multimedia when useful to aiding	
comprehension.	
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	ELA-LITERACY.W.11th-12th.7 Students
Produce clear and coherent writing in	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.)	breaking the genre's structure, to lead readers through the student's thinking.
<u>CCSS.ELA-LITERACY.W.11-12.2.A</u> Introduce a topic; <b>organize complex ideas</b> , <b>concepts, and information so that each</b> <b>new element builds on that which</b> <b>precedes it to create a unified whole</b> ; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when	
(e.g., figures, tables), and multimedia when useful to aiding comprehension.	
<b><u>CCSS.ELA-LITERACY.W.11-12.2.C</u></b> 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.	

WA State K–12 Learning Standards for	WA State K–12 Learning Standards for
ELA (2011)	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.	
<u>CCSS.ELA-LITERACY.W.11-12.5</u>	<ul> <li><u>WA.ELA-LITERACY.W11th-12th.8</u> Students</li></ul>
Develop and strengthen writing as needed	evaluate drafts. <li>a. Re-read to determine whether the</li>
by planning, revising, editing, rewriting, or	draft says what they want it to say. <li>b. Re-read to identify differences</li>
trying a new approach, focusing on	between what they intend and what
addressing what is most significant for a	the audience would understand
specific purpose and audience. (Editing for	from the text itself. <li>c. Gather feedback and determine</li>
conventions should demonstrate command	whether it supports their intentions
of Language standards 1–3 up to and	and/or improves readers'
including grades 11–12.)	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	WA.ELA-LITERACY.W11th-12th.9 Students
Develop and strengthen writing as needed	revise and edit using a variety of
by planning, revising, editing, rewriting, or	strategies, including use of appropriate
trying a new approach, focusing on	technology.
addressing what is most significant for a	a. Use what they learned from re-
specific purpose and audience. (Editing for	reading and feedback to strengthen
conventions should demonstrate	their compositions.
command of Language standards 1–3 up	b. Edit for conventions and consistency
to and including grades 11–12.)	of text features, including attributions.
	[See Language standards 1–5.]
CCSS.ELA-LITERACY.W.11-12.6	WA.ELA-LITERACY.W11th-12th.10 Students
Use technology, including the Internet, to	share and <b>publish compositions</b> in person
produce, <b>publish, and update individual or</b>	and/or on digital or non-digital platforms.
shared writing products in response to	a. Determine whether to share
ongoing feedback, including new	compositions given the potential
arguments or information.	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	See WA.ELA-LITERACY. L11th-12th.4
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.	
CCSS.ELA-LITERACY.W.11-12.1.D	See WA.ELA-LITERACY.L11th-12th.1
Establish and maintain a formal style and	
objective tone while attending to the	
norms and conventions of the discipline in	
which they are writing.	
CCSS.ELA-LITERACY.W.11-12.2.C	See WA.ELA-LITERACY. L11th-12th.4
Use appropriate and varied transitions and	ooo <u>malla entivati entin ilui.</u>
syntax to link the major sections of the	
text, create cohesion, and clarify the	
relationships among complex ideas and	
_	
concepts.	

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	See WA.ELA-LITERACY.L11th-12th.1
Establish and maintain a formal style and	
objective tone while attending to the	
norms and conventions of the discipline in	
which they are writing.	
CCSS.ELA-LITERACY.W.11-12.7	See WA.ELA-LITERACY.RML11th-12th.1
Conduct short as well as more sustained	WA.ELA-LITERACY.RML11th-12th.2
research projects to answer a question	WA.ELA-LITERACY.RML11th-12th.3
(including a self-generated question) or	WA.ELA-LITERACY.RML11th-12th.4
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	See WA.ELA-LITERACY.RML11th-12th.2
Gather relevant information from multiple	WA.ELA-LITERACY.RML11th-12th.3
authoritative print and digital sources,	WA.ELA-LITERACY.RML11th-12th.4
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.A	Not in WA State K–12 Learning Standards
Apply grades 11–12 Reading standards to	for ELA (2024).
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").	

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	Not in WA State K–12 Learning Standards
Apply grades 11–12 Reading standards to	for ELA (2024).
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]").	