

WA Math 2026 Supporting Activities for Math Implementation

All resources can be found: Mathematics K–12 Learning Standards

Purpose: To support building and district focused understanding and implementation of the initial adoption K–12 Washington State Learning Standards for Mathematics.

Intended Audience: Educators, Principals, Assistant Principals, Teaching and Learning District Staff

Recommended Use: Grade level or Content Team meetings, Staff meetings, PLC/Collaboration Meetings, District Administrator Meetings

As you explore the resources, consider three levels of reflection: What do you notice? What might this mean for math teaching and learning? What does this mean for your district/school's instructional materials, instruction, pacing, and assessment systems?

Mathematics Learning Standards (2026) Key Shift and What's New – [Video](#) & [Slides](#)

Documents to support: [What's New in the Math Learning Standards 2026](#), [Key Shift in the K-12 Learning Standards for Mathematics](#)

Possible Discussion Questions:

- How does the definition of “fluency” change from the way it has been used in CCSS?
- How will these changes affect your teaching practice and/or lesson planning?
- Which standards at your grade level or course show the Key Shift? What might it look like to teach these standards in the spirit of the Key Shift?
- What support or resources do you need to actualize this shift in the curriculum/instructional materials/instruction?
- Look at the WA Math 2026 standards side-by-side with the CCSS in a particular unit of instruction. How do the key shifts manifest in this unit? What are the effects of those shifts for students in the context of these specific skills and learning targets?
- How might students experience math differently because of these shifts?
- Which shift feels most important for your grade level, and why?

Math Word Document

Review the document: [wa-learning-standards-mathematics 0.docx](#)



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Spend time in the introduction of this document. It includes more details about the process for updating the standards, how they are organized, and other relevant information to understand the learning standards.

All grade level standards are listed in order by grade in a print friendly version.

Math Excel Spreadsheet - Video

Review the document: [math26-final-adoption-spreadsheet.xlsx](#)

Take notice of the tabs across the bottom of the spreadsheet.

What is New: Review the coding system. Notice that the Common Core State Standards for Mathematics domain abbreviations are still retained to help support district adopted instructional materials and the crosswalk from the CCSS to the WA Math 2026 standards. What are some things you noticed with the coding system and how does this support alignment to your adopted instructional materials?

Domains: Review the four broad domains that the WA Math 2026 standards have been arranged in. How does this support the connections and relationships of the math standards as they are applied together? Where might students benefit from seeing relationships between standards and across domains?

Priority Standards: How does the definition compare to your district's work? What is the same? What is different? Which standards **are aligned**?

K-8 and Connections: Practice using the spreadsheet's filter and sort features. Try filtering for just the identified priority standards, a standard as it moves vertically through the grades, or to see the newly added Data Science standards. Notice the additional columns to the right of the Priority column for additional connections.

HS and Connections: Practice using the spreadsheet's filter and sort features. Try filtering for just the identified priority standards, by course using the "course" column, or to see the newly added Data Science standards. Notice the additional columns to the right of the "Priority" column for additional supports to be added in a future version.

Crosswalk: This tab shows the changes in learning standard from the CCSS Mathematics standards to the current WA Math 2026 standards. Notice the differences in the coding structure between the two sets of standards. What is similar? What is different? How can the new structure help you connect to your district's adopted instructional materials or local assessments? When identifying a WA Math 2026 standard that is different from the CCSS: What changes do you see? How do these changes in language or focus affect your instruction or your district's materials and resources? How might this crosswalk help guide conversations about instructional materials or classroom-based assessments?

Glossary: Review the glossary tab for terms used in the WA Math 2026 standards. What terms would be helpful to review individually? What terms would be helpful to review as a team?

Links and Resources: More information to be released in later versions.

Mathematics Data Science Learning Standards Overview – [Video](#) & [Slides](#)

Note: This video could be helpful for students or families to understand the additions of the data science learning standards.

Possible Discussion Questions:

- Think about your current math practices. How can they be improved with the addition of data science standards?
- Think about your own experiences and understanding of data science. How might this be different or similar?
- How does data science appear in other content areas? What connections can you make to support student learning experiences in multiple content areas?
- How can data science help students understand real-world problems?
- How does data science help students ask their own questions and explore topics they care about?

K–12 Learning Standards for Mathematics – High School Arrangements – [Video](#), [Slides](#) & [Handout](#)

Possible Discussion Questions:

- How might the new structure of the math domains change teaching or student learning?
- How might teaching data science look different in Geometry vs. Algebra 1 or Algebra 2?
- How does the scope of our instructional materials compare with the standards in Geometry/Algebra 1 or the Integrated Math 1 & 2 sequence if the standards in those courses represent the math content all students should engage with before their third credit of math?
- If the priority standards represent readiness skills that are useful beyond high school, how do our areas of focus compare to the priority standards in high school?

Math Fluency: Understanding language revisions of efficient, flexible, and accurate mathematical strategies – [Video](#), [Slides](#) & [Handout](#)

Note: This video could be helpful for students or families to understand the updates for math fluency in the learning standards.

Possible Discussion Questions:

- How does the definition of efficient, flexible, and accurate strategies expand our understanding of fluency?
- How will teaching strategies to support efficient, flexible, and accurate thinking impact instructional practices?
- Consider a recent fluency activity or assessment. What evidence did it provide about student thinking beyond whether the answer was correct? What kinds of classroom evidence could help teachers see whether students are developing efficient and flexible strategies?
- What changes could be made to classroom-based assessments to better reflect the full definition of fluency?
- How might strategy-based fluency help students better understand number relationships and operations?

Data Science – A look at the new data science standards – [Video](#), [Slides](#) & [Handout](#)

Possible Discussion Questions:

- Looking at the standards for data science, math content, and standards for mathematical practice, what areas of content in our scope and sequence are ready for making connections ?
- In cross-content teams, where do data science standards overlap with other subjects? How can teaching data science support strong and meaningful connections across subjects?
- If data science helps build curiosity, how can we find topics students care about and connect them to our teaching materials and the data inquiry process?

Math Domains - Understanding the new organization and arrangement of the math standards into four domains: Data Analysis, Quantity, Relationships, and Spatial Reasoning – [Video](#), [Slides](#) & [Handout](#)

Possible Discussion Questions:

- How do the new math domains show different ways for students to engage with connected concepts and standards?
- How do the new math domains support Universal Design for Learning and create access for students to show their learning in multiple ways?
- How do our instructional materials show connections between standards in the new domains? How do we support teaching connected math ideas when our instructional

materials may not be clear on how different standards/concepts are connected across the scope and sequence?

- How might this change the way students experience math?
- What opportunities does this create for deeper understanding?

Connecting WIDA Standards with math Instruction – [Video](#) & [Slides](#)

Possible Discussion Questions:

- How can the WIDA Key Language uses support Universal Design for Learning and create access for students to show their learning?
- What chances are there for students to communicate mathematical reasoning in the classroom?
- How might including the WIDA standards also support cross content connection chances?
- How do your instructional materials include the WIDA language standards, if they do not what chances exist to strengthen the use and connection of the language standards?