Supporting Activities for ELA Resources

All resources can be found: English Language Arts Learning Standards

Purpose

To support building and district focused understanding and implementation of the initial adoption of the Washington State K–12 Learning Standards for English Language Arts.

As you explore the resources, consider three levels of reflection:

- What do you notice?
- What might this mean for English Language Arts teaching and learning?
- What implications might this have for your district/school's instructional materials, instruction, pacing, and assessment systems?

ELA Learning Standards (2026) Key Shift and What's New –

Documents to support: Key Shift in the K–12 Learning Standards for ELA, What's New in the K–12 Learning Standards for ELA

Possible Discussion Questions or Actions

- How will the Key Shift (Students are active decisions makers) affect your teaching practice and/or lesson planning?
- Which standards at your grade level or course exemplify 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 support this shift in your curriculum/ instructional materials and/or instruction?
- Look at the WA ELA 2026 standards side-by-side with the CCSS in a particular unit of instruction.
- How do the Six Key Literacy Practices appear or become clear in this unit? What are the possible effects of students engaging in the Key Practices in the context of these specific skills and learning targets?
- How might students experience ELA differently because of the Key Shift and the Six Key Literacy Practices?
- Which Key Practice feels most important for your grade level, and why?

ELA Word Document

Review the document: WA K–12 Learning Standards ELA

Read the introduction of this document. There are more details included on the process for updating the standards, the organization of the standards, and other relevant information to help understand the learning standards.

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

ELA Excel Spreadsheet -

Review the document: ELA Final Adoption Spreadsheet

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

"What is New" Tab

Review the coding system. What are some things you noticed with the coding system? How do these support your alignment to your adopted instructional materials?

"Domains" Tab

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

"Priority Standards" Tab

Read the definition of "Priority Learning Standards." Consider these questions:

- How does the definition fit within your district's practices in identifying standards?
- What may be the same? What may be different?
- If you have already identified district priority standards, which standards are the same as those named by the state? Which standards are different?
- What may be some topics of discussion regarding connections to instructional materials, local assessments, etc.?

"ELA26 and Connections" Tab

Practice using the features of the spreadsheet to filter and sort. Try filtering for just the identified priority standards, a standard as it moves vertically through the grades, or to see the newly added Media Literacy standards. Notice the additional columns to the right of the Priority column that include WIDA standards and Interim Assessment connections.

"Crosswalk" Tab

This tab shows the changes in learning standards from the CCSS ELA standards to the current WA ELA 2026 standards. Notice the differences in the coding structure between the two sets of standards. Look at how multiple CCSS standards might align with the new WA ELA 2026 by rearranging them.

Consider these questions:

- What is similar? What is different?

- How can you use the new structure to find the connections with your district adopted instructional materials or local assessments?
- What implications or changes in language have on your instruction or district materials and resources?
- How might this crosswalk support conversations about instructional materials or classroom-based assessments?

"Glossary" Tab

Review the glossary tab for terms used in the WA ELA 2026 standards. What terms would be helpful to review individually or as a collaborative team to develop a shared understanding?

"Links and Resources" Tab

More information to come in later versions.

The Reading Domain – Slides & Video

Possible Discussion Questions:

- How does the Reading Domain's emphasis on developing foundational skills and comprehension simultaneously challenge or affirm your current instructional approach? How might this influence the way you design reading instruction, interventions, or core literacy blocks?
- What opportunities and challenges do you see in expanding the concept of "reading" to include multimodal and genre-specific visual elements through grades 6–12?
- What might this look like in your classroom, and how can reading be more intentionally connected to discussion, writing, research, projects, and real-world applications?

The Writing Domain – Slides & Video

Possible Discussion Questions:

- How does the key shift toward students as "active decision makers" change the way we teach writing? How might this shift affect the way we design writing assignments, confer with students, and assess writing?
- What opportunities and challenges do you see in teaching writing through integrated genres and real-world communication tasks? How might this influence curriculum, instructional materials, classroom-based assessment, and classroom writing experiences?
- How do the revised standards support instruction about publishing in digital forums? What is different from the CCSS standards and how can the changes be incorporated into instruction and adopted instructional materials? Where might you need to supplement or gather more resources for instruction?
- What do the revised standards establish regarding instruction about the ethical use of others' creative work? How does this compare with existing district expectations,

curriculum/instructional materials, or guidance related to copyright, attribution, and generative AI?

The Language Domain – Slides & Video

Possible Discussion Questions:

- How do the changes in the Language domain shape instruction around purposeful language choices for different purposes, audiences, and contexts?
- How are conventions of grammar, usage, spelling, punctuation, and capitalization reflected in the standards, and what might these changes mean for planning instruction?
- In what ways do the standards emphasize vocabulary development, including understanding and using morphology and word relationships?
- How do the standards position foundational writing skills, including transcription and encoding within literacy instruction?
- What connections among decoding, encoding, language, and composition are reflected in the standards? How do these connections inform instruction as mutually reinforcing processes?

The Speaking, Listening, and Digital Forums Domain – Slides and & Video

Possible Discussion Questions:

- How do the standards support students learning about how to interact with and be inclusive of others in digital forums?
- How do the standards support students in helping to develop and maintain expectations for how to interact with others in school-based digital forums?

The Research and Media Literacy Domain – Slides & Video

Possible Discussion Questions:

Research & Inquiry

- How do the standards engage students in the Research & Inquiry process in contexts other than formal research projects?
- How do the standards support development of the steps/skills in the Research & Inquiry process, as opposed to a final product?

Media Literacy

- What are ways the media literacy standards are reflected in your currently adopted instructional materials? What is missing and how can you find supporting resources?

Supporting Cross Content Integration –

Key Shift in the K-12 Learning Standards for Mathematics, Key Shift in the K-12 Learning Standards for ELA, and Key Experiences with the K-12 Learning Standards for Science

As you review these three documents together, begin thinking about how to support cross content integration within your system.

Possible Discussion Questions:

- What commonalities exist between the three documents linked above?
- What common instructional practices could support implementation across all three content areas?
- Where are students asked to apply learning to meaningful problems or situations?
- How might the Key Experiences in Science support connected and engaging learning opportunities for students in math and/or ELA?
- How do the documents describe the students as learners?
- What connections do you see between the Key Shifts and the instructional frameworks: CEL 5D+, Marzano, Danielson, and in the Student Growth Goal language.

**For more in-depth opportunities to explore the cross content connections in these documents visit pdEnroller for AESD professional learning offerings or contact your regional content coordinator.*