

# Draft Language Standards Crosswalk

## Purpose of this crosswalk

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

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

## Crosswalk key

ELA CCSS (2011)	WA ELA (2024)
<b>Bolded text</b> = alignment* <i>Bolded text indicates alignment</i> between the WA ELA (2024) standards and ELA Common Core (2011) standards within the same row.	<b>Bolded text</b> = alignment* <i>Bolded text indicates alignment</i> between the WA ELA (2024) standards and ELA Common Core (2011) standards within the same row.
	Plain text = new in WA ELA (2024).

**Note:** Many Common Core standards are repeated in a single crosswalk with different relevant portions bolded. This repetition indicates that different parts of a single Common Core standard align to more than one WA ELA (2024) standard. This reflects the re-structuring of the ELA CCSS needed to streamline the standards, update them to reflect recent research, and add or integrate media literacy and digital citizenship.

## \*Alignment

In this crosswalk, “alignment” indicates that the skill described in the ELA CCSS (2011) corresponds to the skill described in the WA ELA (2024). However, alignment doesn’t necessarily imply that the skills described are identical. Sometimes, a skill described in the WA ELA (2024) is framed differently than the corresponding skill in the ELA CCSS (2011). Additional context may be needed for educators to fully implement the WA ELA (2024).

For example, many skills related to civil discussion described in the *Speaking and Listening* strand of the ELA CCSS are aligned to skills described in the *Speaking Listening, and Digital Forums* strand of the WA ELA (2024), but these skills are framed by the WA ELA (2024) in the context of both in-person and digital discussions.

Similarly, standard 4a in the WA 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 ELA CCSS (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 ELA (2024) standard can also use methods in addition to use of glossaries or dictionaries that are not named in the ELA CCSS (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 ELA (2024) standards assume that educators are always balancing students' independence with guidance and support.** While the WA ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the ELA CCSS (2011) to indicate alignment.

The WA ELA (2024) does not use the phrase, "with guidance and support" or, "with prompting and support" for several reasons. First, educational activities always imply varying degrees of guidance and support. For example, the structure of assignments includes forms of support and prompting: directions and guidelines; the sequencing of activities and time allotted for them; and the materials or resources provided. Similarly, guidelines, prompts, and criteria on tests and other assessments are forms of prompting and guidance.

Secondly, literacy activities in the real world are always 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

## Language

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.L.K.1</u> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	Priority: <u>WA.ELA-Literacy.LanguageK</u> <b>Students develop command of the English language to speak and write</b> clearly, and to comprehend more fully when reading, listening, or viewing.
<u>CCSS.ELA-LITERACY.L.K.2</u> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.LK.1</u> Students notice when and why language is used differently at school, at home, and with peers. <ol style="list-style-type: none"> <li>Name familiar objects and topics as said at school, at home, and with peers.</li> <li>Identify when a word, phrase or sentence best answers a question.</li> </ol>
	<u>WA.ELA-LITERACY.LK.2</u> Not in K.
<u>CCSS.ELA-LITERACY.L.K.1.F</u> <b>Produce and expand complete sentences in shared language activities.</b>	<u>WA.ELA-LITERACY.LK.3</u> <b>Students produce and expand complete sentences in group and individual activities in the context of conversations and writing</b> about experiences, events, and kindergarten content. <ol style="list-style-type: none"> <li><b>Produce simple sentences.</b></li> <li><b>Expand simple sentences</b> by adding information or details that clarify the message.</li> <li><b>Capitalize the first word in a sentence.</b></li> <li><b>Recognize and name end punctuation.</b></li> </ol>
<u>CCSS.ELA-LITERACY.L.K.2.B</u> <b>Recognize and name end punctuation.</b>	

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.K.6</u>  <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p> <p><u>CCSS.ELA-LITERACY.L.K.4</u>  <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b></p> <p><u>CCSS.ELA-LITERACY.L.K.4.A</u>  <b>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b></p> <p><u>CCSS.ELA-LITERACY.L.K.1.B</u>  <b>Use frequently occurring nouns and verbs.</b></p> <p><u>CCSS.ELA-LITERACY.L.K.1.E</u>  <b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b></p> <p><u>CCSS.ELA-LITERACY.L.K.1.D</u>  <b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b></p> <p><u>CCSS.ELA-LITERACY.L.K.1.C</u>  <b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b></p> <p><u>CCSS.ELA-LITERACY.L.K.2.A</u>  <b>Capitalize the first word in a sentence and the pronoun I.</b></p>	<p><u>WA.ELA-LITERACY.LK.4</u> <b>Students use words and phrases acquired through conversations, reading, and being read to.</b></p> <ol style="list-style-type: none"> <li><b>Determine or clarify the meaning of new and multiple-meaning words and phrases.</b></li> <li><b>Understand and use high frequency nouns, verbs, and prepositions.</b></li> <li><b>Understand and use question words.</b></li> <li><b>Form regular plural nouns orally by adding /s/ or /es/.</b></li> <li><b>Capitalize the pronoun I.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.K.5</u>  <b>With guidance and support from adults*, explore word relationships and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.K.4.B</u>  <b>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</b></p> <p><u>CCSS.ELA-LITERACY.L.K.5.C</u>  <b>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</b></p> <p><u>CCSS.ELA-LITERACY.L.K.5.A</u>  <b>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b></p> <p><u>CCSS.ELA-LITERACY.L.K.5.B</u>  <b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b></p> <p><u>CCSS.ELA-LITERACY.L.K.5.D</u>  <b>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b></p>	<p><u>WA.ELA-LITERACY.LK.5</u> <b>Students explore word relationships and distinguish shades of meaning</b> in the context of kindergarten conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Use the most frequently occurring affixes as a clue to the meaning of an unknown word.</b></li> <li><b>Identify real-life connections between words and their use by sorting common objects into categories to gain a sense of the concepts the categories represent.</b></li> <li><b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</b></li> <li><b>Distinguish shades of meaning among verbs describing the same general action.</b></li> </ol>
<u>CCSS.ELA-LITERACY.L.K.3</u> (L.K.3 begins in grade 2)	
<p><u>CCSS.ELA-LITERACY.L.K.2.C</u>  <b>Write a letter or letters for</b> most consonant and short-vowel <b>sounds</b> (phonemes).</p>	See <u>WA.ELA-LITERACY.RK.2d</u> <u>WA.ELA-LITERACY.RK.2e</u>
<p><u>CCSS.ELA-LITERACY.L.K.2.D</u>  <b>Spell simple words</b> phonetically, drawing on knowledge of sound-letter relationships.</p>	See <u>WA.ELA-LITERACY.RK.2d</u> <u>WA.ELA-LITERACY.RK.2e</u>
<p><u>CCSS.ELA-LITERACY.L.K.1.A</u>  <b>Print many upper- and lowercase letters.</b></p>	See <u>WA.ELA-LITERACY.RK.2d</u> <u>WA.ELA-LITERACY.RK.2e</u>

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students' independence with guidance and support. While the WA ELA (2024) does not use the phrase, "with guidance and support," it is always bolded in the ELA CCSS (2011) to indicate alignment.

DRAFT

# 1st Grade

## Language

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.L.1.1</u> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	<u>Priority: WA.ELA-Literacy.Language1st</u> <b>Students develop command of the English language to speak and write</b> clearly, and to comprehend more fully when reading, listening, or viewing.
<u>CCSS.ELA-LITERACY.L.1.2</u> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.L1st.1</u> Students notice when and why language is used differently at school, at home, and with peers. <ul style="list-style-type: none"><li>a. Compare the names of objects and topics as said at school, at home, and with peers.</li><li>b. Identify when a word, phrase or sentence best answer a question.</li></ul>
	<u>WA.ELA-LITERACY.L1st.2</u> Not in 1.

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.1.1.J</u>  <b>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.C</u>  <b>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.E</u>  <b>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.2.C</u>  <b>Use commas in dates and to separate single words in a series.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.2.A</u>  <b>Capitalize dates and names of people.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.2.B</u>  <b>Use end punctuation for sentences.</b></p>	<p><u>WA.ELA-LITERACY.L1st.3</u> <b>Students produce and expand sentences in group and individual activities in the context of conversations and <b>writing</b> about experiences, events, and first grade content.</b></p> <ol style="list-style-type: none"> <li><b>Expand simple sentences</b> by adding information or details that clarify the message.</li> <li><b>Use the matching verb form for singular and plural nouns in basic sentences.</b></li> <li><b>Use verbs to convey a sense of past, present, and future.</b></li> <li><b>Capitalize the first word in a sentence, dates, and proper nouns.</b></li> <li><b>Use commas in dates and to separate single words in a series.</b></li> <li><b>Use periods, exclamation points, and question marks to show the difference between a statement, exclamation, and question.</b></li> </ol>



ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.1.4</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.6</u>  <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.B</u>  <b>Use common, proper, and possessive nouns.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.D</u>  <b>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.F</u>  <b>Use frequently occurring adjectives.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.I</u>  <b>Use frequently occurring prepositions (e.g., during, beyond, toward).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.G</u>  <b>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.1.H</u>  <b>Use determiners (e.g., articles, demonstratives).</b></p>	<p><u>WA.ELA-LITERACY.L1st.4</u> <b>Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.</b></p> <ol style="list-style-type: none"> <li><b>Determine or clarify the meaning of new and multiple-meaning words and phrases.</b></li> <li><b>Use common, proper, and possessive nouns.</b></li> <li><b>Use personal, possessive, and indefinite pronouns.</b></li> <li><b>Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.</b></li> <li><b>Use 's with nouns to show possession.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.1.5</u>  <b>With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.5.C</u>  <b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.4.C</u>  <b>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.4.B</u>  <b>Use frequently occurring affixes as a clue to the meaning of a word.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.5.A</u>  <b>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.5.B</u>  <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).</b></p> <p><u>CCSS.ELA-LITERACY.L.1.4.A</u>  <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p><u>CCSS.ELA-LITERACY.L.1.5.D</u>  <b>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.</b></p>	<p><u>WA.ELA-LITERACY.L1st.5</u> <b>Students explore word relationships and distinguish shades of meaning</b> in the context of first grade conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Use frequently occurring root words</b> as a clue to the meaning of an unknown word.</li> <li><b>Use the most frequently occurring affixes</b> as a clue to the meaning of an unknown word.</li> <li><b>Sort and define words by category</b> according to their use and by one or more key attributes.</li> <li><b>Use sentence-level context</b> as a clue to the meaning of a word or phrase.</li> <li><b>Distinguish shades of meaning</b> among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.L.1.3</u> (L.1.3 begins in grade 2)	
<u>CCSS.ELA-LITERACY.L.1.1.A</u> <b>Print all upper- and lowercase letters.</b>	See <u>WA.ELA-LITERACY.R1st.2a</u>
<u>CCSS.ELA-LITERACY.L.1.2.D</u> <b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>	See <u>WA.ELA-LITERACY.R1st.2a</u>
<u>CCSS.ELA-LITERACY.L.1.2.E</u> <b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>	See <u>WA.ELA-LITERACY.R1st.2a</u>
<u>CCSS.ELA-LITERACY.L.2.2.D</u> <b>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b>	See <u>WA.ELA-LITERACY.R1st.2a</u>

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## 2nd Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.2.3</u>  <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><u>Priority: WA.ELA-Literacy.Language2nd</u>  <b>Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.2.3.A</u>  <b>Compare formal and informal uses of English.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.5.A</u>  <b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b></p>	<p><u>WA.ELA-LITERACY.L2nd.1</u> Students notice when and why language is used differently at school, at home, and with peers.</p> <ul style="list-style-type: none"> <li>a. <b>Compare formal and informal uses of language.</b></li> <li>b. <b>Identify real-life connections between words and what they represent.</b></li> </ul>
<p>Not in ELA CCSS (2024); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.L2nd.2</u> Students read grade-level text orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.2.1.F</u>  <b>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1.E</u>  <b>Use adjectives and adverbs</b>, and choose between them depending on what is to be modified.</p> <p><u>CCSS.ELA-LITERACY.L.2.6</u>  <b>Use</b> words and phrases acquired through conversations, reading and being read to, and responding to texts, including using <b>adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1.D</u>  <b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.2.A</u>  <b>Capitalize holidays, product names, and geographic names.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.2.B</u>  <b>Use commas in greetings and closings of letters.</b></p>	<p><u>WA.ELA-LITERACY.L2nd.3</u> <b>Students produce and expand sentences</b> in group and individual activities in the context of conversations and writing about experiences, events, and second grade content.</p> <ol style="list-style-type: none"> <li><b>Produce, expand, and rearrange complete simple and compound sentences.</b></li> <li>Give more detail or be more specific by <b>using adjectives and adverbs</b>.</li> <li>Use the matching verb form for singular and plural nouns in basic sentences.</li> <li><b>Form and use the past tense of frequently occurring irregular verbs.</b></li> <li><b>Capitalize holidays and the names of people, places, and products.</b></li> <li><b>Use commas in greetings and the closing of</b> cards, <b>letters</b>, and emails.</li> <li>Use periods, exclamation points, and question marks to end statements, exclamations, and questions.</li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.2.4</u>  <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.4.E</u>  <b>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1.A</u>  <b>Use collective nouns (e.g., group).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1.B</u>  <b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1.C</u>  <b>Use reflexive pronouns (e.g., myself, ourselves).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.6</u>  <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.2.C</u>  <b>Use an apostrophe to form contractions and frequently occurring possessives.</b></p>	<p><u>WA.ELA-LITERACY.L2nd.4</u> <b>Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.</b></p> <ol style="list-style-type: none"> <li><b>Determine or clarify the meaning of new and multiple-meaning words and phrases.</b></li> <li><b>Use collective nouns and irregular plural nouns.</b></li> <li><b>Use reflexive pronouns.</b></li> <li><b>Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.</b></li> <li><b>Use apostrophes to form contractions and possessives.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.2.5</u> <b>Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.4.C</u> <b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.4.B</u> <b>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.4.D</u> <b>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.4.A</u> <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p><u>CCSS.ELA-LITERACY.L.2.5.B</u> <b>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b></p> <p><u>CCSS.ELA-LITERACY.L.2.1.E</u> <b>Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p>	<p><u>WA.ELA-LITERACY.L2nd.5</u> <b>Students explore word relationships and distinguish shades of meaning</b> in the context of second grade conversations and reading.</p> <ol style="list-style-type: none"> <li><b>Use known root words and prefixes as a clue to the meaning of an unknown word.</b></li> <li><b>Use knowledge of individual words as a clue to the meaning of compound words.</b></li> <li><b>Use sentence-level context as a clue to the meaning of a word or phrase.</b></li> <li><b>Distinguish shades of meaning among closely related verbs, adjectives, and adverbs.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.2.1.D</u> <b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b></p>	<p>See <u>WA.ELA-LITERACY.R2nd.4f</u></p>

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

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## 3rd Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.3.3</u>  <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Priority: <u>WA.ELA-Literacy.Language3rd</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.3.3.B</u>  <b>Recognize and observe differences between the conventions of spoken and written standard English.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.5.A</u>  <b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b></p>	<p><u>WA.ELA-LITERACY.L3rd.1</u> <b>Students notice when and why language is used differently according to the setting.</b></p> <ol style="list-style-type: none"> <li>Compare formal and informal uses of language and the contexts in which they occur.</li> <li><b>Distinguish literal, figurative and colloquial meanings of words and phrases.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.3.1.A</u>  <b>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b></p>	<p><u>WA.ELA-LITERACY.L3rd.2</u> Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.</p> <ol style="list-style-type: none"> <li><b>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.3.1.I</u> <b>Produce simple, compound, and complex sentences.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1.H</u> <b>Use coordinating and subordinating conjunctions.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1.G</u> <b>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1.E</u> <b>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1.F</u> <b>Ensure subject-verb and pronoun-antecedent agreement.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1.D</u> <b>Form and use regular and irregular verbs.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.2.A</u> <b>Capitalize appropriate words in titles.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.2.B</u> <b>Use commas in addresses.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.2.C</u> <b>Use commas and quotation marks in dialogue.</b></p>	<p><u>WA.ELA-LITERACY.L3rd.3</u> <b>Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and third grade content.</b></p> <ol style="list-style-type: none"> <li><b>Produce, expand, and combine simple, compound, and complex sentences using coordinating and subordinating conjunctions with appropriate punctuation.</b></li> <li>Give more detail or enhance descriptions by <b>using comparative and superlative adjectives and adverbs.</b></li> <li><b>Form and use simple verb tenses with subject-verb and pronoun-antecedent agreement.</b></li> <li><b>Capitalize the appropriate words in titles.</b></li> <li><b>Use commas in addresses.</b></li> <li><b>Use commas and quotation marks in dialogue.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.3.4</u> <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b></p>	<p><u>WA.ELA-LITERACY.L3rd.4</u> <b>Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.</b></p> <ol style="list-style-type: none"> <li><b>Determine or clarify the meaning of new and multiple-meaning words and phrases.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.3.6</u>  <b>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).</b></p> <p><u>CCSS.ELA-LITERACY.L.3.4.D</u>  <b>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.5.A</u>  <b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b></p> <p><u>CCSS.ELA-LITERACY.L.3.1.C</u>  <b>Use abstract nouns (e.g., childhood).</b></p> <p><u>CCSS.ELA-LITERACY.L.3.3.A</u>  <b>Choose words and phrases for effect.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.4.B</u>  <b>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</b></p> <p><u>CCSS.ELA-LITERACY.L.3.4.C</u>  <b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</b></p>	<p>b. Identify and <b>use abstract</b> and concrete <b>nouns</b> and the words that describe them.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.3.5</u> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.4.A</u> <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p><u>CCSS.ELA-LITERACY.L.3.5.C</u> <b>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</b></p>	<p><u>WA.ELA-LITERACY.L3rd.5</u> <b>Students explore word relationships and distinguish shades of meaning</b> in the context of third grade conversations and reading.</p> <ol style="list-style-type: none"> <li><b>Use root words, prefixes, and suffixes as clues to the meaning of an unknown word.</b></li> <li><b>Use sentence-level context as a clue to the meaning of a word or phrase.</b></li> <li><b>Distinguish shades of meaning among words that describe states of mind or degrees of certainty.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.3.1.B</u> <b>Form and use regular and irregular plural nouns.</b></p>	See <u>WA.ELA-LITERACY.L2nd.4b</u> **
<p><u>CCSS.ELA-LITERACY.L.3.2.D</u> <b>Form and use possessives.</b></p>	See <u>WA.ELA-LITERACY.L2nd.4e</u> **
<p><u>CCSS.ELA-LITERACY.L.3.2.G</u> <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></p>	See <u>WA.ELA-LITERACY.W3rd.9b</u>
<p><u>CCSS.ELA-LITERACY.L.3.5.B</u> <b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b></p>	See <u>WA.ELA-LITERACY.L2nd.1b</u> **
<p><u>CCSS.ELA-LITERACY.L.3.2.F</u> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	Not in WA ELA (2024).
<p><u>CCSS.ELA-LITERACY.L.3.2.E</u> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	Not in WA ELA (2024).

\*\* The ELA CCSS (2021) standard in this row is aligned to WA 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 ELA (2024).

## 4th Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.4.3</u>  <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Priority: <u>WA.ELA-Literacy.Language4th</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.4.3.C</u>  <b>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</b></p>	<p><u>WA.ELA-LITERACY.4th.1</u> <b>Students identify and discuss when and why language is used differently according to the setting.</b></p> <ul style="list-style-type: none"> <li>a. <b>Differentiate between contexts and situations that call for formal and informal discourse.</b></li> <li>b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.</li> </ul>
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.4th.2</u> <b>Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.</b></p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately.</li> </ul>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.4.1.F</u>  <b>Produce complete sentences</b>, recognizing and correcting inappropriate fragments and run-ons.</p> <p><u>CCSS.ELA-LITERACY.L.4.1.E</u>  <b>Form and use prepositional phrases.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.1.D</u>  <b>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</b></p> <p><u>CCSS.ELA-LITERACY.L.4.1.C</u>  <b>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.1.B</u>  <b>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.2.A</u>  <b>Use correct capitalization.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.2.B</u>  <b>Use commas and quotation marks to mark direct speech and quotations from a text.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.3.B</u>  <b>Choose punctuation for effect.</b></p>	<p><u>WA.ELA-LITERACY.4th.3</u> <b>Students produce and expand sentences in group and individual activities</b> in the context of conversations and writing about experiences, events, and fourth grade content.</p> <ol style="list-style-type: none"> <li><b>Produce</b>, 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.</b></li> <li>Form and use modal auxiliaries to convey various conditions.</li> <li><b>Capitalize the appropriate words in titles.</b></li> <li><b>Use commas in addresses.</b></li> <li><b>Use commas and quotation marks to mark dialogue, direct speech, and quotations.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.4.4</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.6</u>  <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b></p> <p><u>CCSS.ELA-LITERACY.L.4.4.C</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.4.A</u>  <b>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.1.A</u>  <b>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</b></p> <p><u>CCSS.ELA-LITERACY.L.4.1.G</u>  <b>Correctly use frequently confused words (e.g., to, too, two; there, their).</b></p>	<p><u>WA.ELA-LITERACY.4th.4</u> <b>Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.</b></p> <ul style="list-style-type: none"> <li>a. <b>Determine or clarify the meaning of new and multiple-meaning words and phrases.</b></li> <li>b. Identify and use abstract and concrete nouns and the words that describe them.</li> <li>c. Identify and <b>use relative pronouns and adverbs.</b></li> <li>d. <b>Use frequently confused words correctly, including homonyms.</b></li> </ul>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.4.5</u> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.4.B</u> <b>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</b></p> <p><u>CCSS.ELA-LITERACY.L.4.5.C</u> <b>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</b></p> <p><u>CCSS.ELA-LITERACY.L.4.5.A</u> <b>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</b></p> <p><u>CCSS.ELA-LITERACY.L.4.5.B</u> <b>Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p>	<p><u>WA.ELA-LITERACY.4th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of fourth grade conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.</b></li> <li><b>Compare words to their synonyms and antonyms to better understand nuances in their meanings.</b></li> <li>Distinguish shades of meaning among words that describe states of mind or degrees of certainty.</li> <li><b>Recognize and explain the meaning of simple similes, metaphors, idioms, and proverbs.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.4.2.C</u> Use a comma before a coordinating conjunction in a compound sentence.</p>	See <u>WA.ELA-LITERACY.L3rd.3a**</u>
<p><u>CCSS.ELA-LITERACY.L.4.2.D</u> Spell grade-appropriate words correctly, <b>consulting references as needed.</b></p>	See <u>WA.ELA-LITERACY.W4th.b</u>
<p><u>CCSS.ELA-LITERACY.L.4.3.A</u> <b>Choose words and phrases to convey ideas precisely.</b></p>	See <u>WA.ELA-LITERACY.W4th.2a</u>
<p><u>CCSS.ELA-LITERACY.L.4.4.A</u> <b>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b></p>	See <u>WA.ELA-LITERACY.L3rd.5b**</u>

\*\* The ELA CCSS (2021) standard in this row is aligned to WA 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 ELA (2024).



## 5th Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.5.3</u>  <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Priority: <u>WA.ELA-Literacy.Language5th</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.5.3.B</u>  <b>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</b></p>	<p><u>WA.ELA-LITERACY.L5th.1</u> Students identify and discuss when and why language is used differently according to the setting.</p> <ol style="list-style-type: none"> <li><b>Compare and contrast the varieties of English used in stories, dramas, poems, and other media.</b></li> <li>Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.</li> </ol>
<p><u>CCSS.ELA-LITERACY.L.5.1.A</u>  <b>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</b></p>	<p><u>WA.ELA-LITERACY.L5th.2</u> Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.</p> <ol style="list-style-type: none"> <li><b>Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.</b></li> <li>Use a variety of knowledge and skills to read unfamiliar multisyllabic words in context accurately.</li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.5.3.A</u> <b>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.1.B</u> <b>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.1.C</u> <b>Use verb tense to convey various times, sequences, states, and conditions.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.1.D</u> <b>Recognize and correct inappropriate shifts in verb tense.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.2.D</u> <b>Use underlining, quotation marks, or italics to indicate titles of works.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.2.A</u> <b>Use punctuation to separate items in a series.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.2.B</u> <b>Use a comma to separate an introductory element from the rest of the sentence.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.2.C</u> <b>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?).</b></p>	<p><u>WA.ELA-LITERACY.L5th.3</u> <b>Students produce, expand, combine, and reduce sentences</b> in group and individual activities in the context of conversations and writing about experiences, events, and fifth grade content.</p> <ol style="list-style-type: none"> <li><b>Form and use the perfect verb tenses</b>, ensuring subject-verb and pronoun-antecedent agreement.</li> <li><b>Form and use different verb tenses and modal auxiliaries to convey various times, sequences, states, and conditions.</b></li> <li><b>Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others.</b></li> <li><b>Use commas appropriately.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.5.4</u>  <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.6</u>  <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</b></p> <p><u>CCSS.ELA-LITERACY.L.5.4.C</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.1.E</u>  <b>Use correlative conjunctions (e.g., either/or, neither/nor).</b></p> <p><u>CCSS.ELA-LITERACY.L.5.4.A</u>  <b>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</b></p>	<p><u>WA.ELA-LITERACY.L5th.4</u> <b>Students</b>  <b>determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.</b></p> <ul style="list-style-type: none"> <li>a. <b>Determine or clarify the meaning of new and multiple-meaning words and phrases.</b></li> <li>b. Identify and <b>use corelating conjunctions.</b></li> <li>c. Use frequently confused words correctly, including homonyms.</li> </ul>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.5.5.A</u> <b>Interpret figurative language, including similes and metaphors, in context.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.5</u> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.4.B</u> <b>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</b></p> <p><u>CCSS.ELA-LITERACY.L.5.5.B</u> <b>Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p> <p><u>CCSS.ELA-LITERACY.L.5.5.C</u> <b>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b></p>	<p><u>WA.ELA-LITERACY.L5th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of fifth grade conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.</b></li> <li><b>Compare words to their synonyms and antonyms to better understand nuances in their meanings.</b></li> <li><b>Recognize, interpret, and explain the meaning of similes, metaphors, adages, idioms, and proverbs.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.5.2.E</u> Spell grade-appropriate words correctly, <b>consulting references as needed.</b></p>	See <u>WA.ELA-LITERACY.W5th.9b</u>
<p><u>CCSS.ELA-LITERACY.L.5.4.A</u> <b>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</b></p>	See <u>WA.ELA-LITERACY.L3rd.5b**</u>

\*\* The ELA CCSS (2021) standard in this row is aligned to WA 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 ELA (2024).

## 6th Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.6.3</u> <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.1</u> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.2</u> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Priority: <u>WA.ELA-Literacy.Language6th</u> <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.6.1.E</u> <b>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</b></p>	<p><u>WA.ELA-LITERACY.L6th.1</u> Students identify and discuss when and why language is used differently according to the setting.</p> <ol style="list-style-type: none"> <li><b>Compare and contrast the varieties of English used in different settings and media.</b></li> <li>Distinguish literal and figurative meanings of words and phrases between contexts.</li> </ol>
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.L6th.2</u> Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings.</p>
<p><u>CCSS.ELA-LITERACY.L.6.3.A</u> <b>Vary sentence patterns for meaning, reader/listener interest, and style.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.2.A</u> <b>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.3.B</u> <b>Maintain consistency in style and tone.</b></p>	<p><u>WA.ELA-LITERACY.L6th.3</u> <b>Students vary sentence patterns for meaning, clarity, and style</b> in group and individual activities <b>in the context of conversations and writing</b> about experiences, events, and sixth grade content.</p> <ol style="list-style-type: none"> <li><b>Use commas, parentheses, and dashes to set off additional information and/or elements within a sentence.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.6.4</u>  <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.6</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.4.A</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.1.A</u>  <b>Ensure that pronouns are in the proper case (subjective, objective, possessive).</b></p> <p><u>CCSS.ELA-LITERACY.L.6.1.B</u>  <b>Use intensive pronouns (e.g., myself, ourselves).</b></p> <p><u>CCSS.ELA-LITERACY.L.6.1.C</u>  <b>Recognize and correct inappropriate shifts in pronoun number and person.</b></p> <p><u>CCSS.ELA-LITERACY.L.6.1.D</u>  <b>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b></p>	<p><u>WA.ELA-LITERACY.L6th.4</u> <b>Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and being read to.</b></p> <ol style="list-style-type: none"> <li><b>Use context as a clue to the meaning of a word or phrase.</b></li> <li><b>Identify and use pronouns accurately.</b></li> <li><b>Use resources to verify or define the meaning of a word or phrase.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.6.4.C</u> 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.</p> <p><u>CCSS.ELA-LITERACY.L.6.4.D</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).</p>	
<p><u>CCSS.ELA-LITERACY.L.6.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-LITERACY.L.6.5.B</u> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><u>CCSS.ELA-LITERACY.L.6.4.B</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><u>CCSS.ELA-LITERACY.L.6.5.C</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p><u>CCSS.ELA-LITERACY.L.6.5.A</u> Interpret figures of speech (e.g., personification) in context.</p>	<p><u>WA.ELA-LITERACY.L6th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of sixth grade conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.</b></li> <li><b>Distinguish among the use and connotations of words with similar denotations.</b></li> <li><b>Recognize, interpret, and explain figures of speech.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.L.7.3.A</u> <b>Choose language that expresses ideas precisely and concisely</b> , recognizing and eliminating wordiness and redundancy.	See <u>WA.ELA-LITERACY.L6th.3a</u> **
<u>CCSS.ELA-LITERACY.L.6.2.B</u> Spell correctly.	Not in WA ELA (2024).

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## 7th Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.7.3</u>  <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><u>Priority: WA.ELA-Literacy.Language7th</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
Not in ELA CCSS (2011); new in WA ELA (2024).	<p><u>WA.ELA-LITERACY.L7th.1</u> Students identify and discuss when and why language is used differently according to the setting.</p> <ul style="list-style-type: none"> <li>a. Compare and contrast the varieties of English used by different groups based on content, context, and media.</li> <li>b. Describe the different uses and traditions of references and allusion used in stories, dramas, poems, and other media.</li> </ul>
Not in ELA CCSS (2011); new in WA ELA (2024).	<p><u>WA.ELA-LITERACY.L7th.2</u> Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.</p>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.7.1.A</u>  <b>Explain the function of phrases and clauses in general and their function in specific sentences.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.1.B</u>  <b>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.1.C</u>  <b>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</b></p>	<p><u>WA.ELA-LITERACY.L7th.3</u> <b>Students vary sentence patterns for meaning, clarity,</b> and style in group and individual activities in the context of conversations and writing about experiences, events, and seventh grade content.</p> <ul style="list-style-type: none"> <li>a. <b>Identify, use, and explain the function of different kinds of phrases and clauses.</b></li> <li>b. <b>Communicate the relationship among ideas through syntax and punctuation.</b></li> </ul>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.7.4</u>  <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.6</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.4.A</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.4.C</u>  <b>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.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.4.D</u>  <b>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).</b></p>	<p><u>WA.ELA-LITERACY.L7th.4</u> <b>Students</b>  <b>determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing.</b></p> <ul style="list-style-type: none"> <li>a. <b>Use context as a clue to the meaning of a word or phrase.</b></li> <li>b. <b>Identify and use pronouns accurately.</b></li> <li>c. <b>Use resources to verify or define the meaning of a word or phrase.</b></li> </ul>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.7.5</u> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.4.B</u> <b>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</b></p> <p><u>CCSS.ELA-LITERACY.L.7.5.B</u> <b>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b></p> <p><u>CCSS.ELA-LITERACY.L.7.5.C</u> <b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</b></p> <p><u>CCSS.ELA-LITERACY.L.7.5.A</u> <b>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</b></p>	<p><u>WA.ELA-LITERACY.L7th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of seventh grade conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.</b></li> <li><b>Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.</b></li> <li><b>Recognize, interpret, and explain figures of speech, including literary, biblical, and mythological allusions.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.7.3.A</u> <b>Choose language that expresses ideas precisely and concisely</b>, recognizing and eliminating wordiness and redundancy.</p>	See <u>WA.ELA-LITERACY.W7th.2a</u>
<p><u>CCSS.ELA-LITERACY.L.7.2.A</u> <b>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</b></p>	See <u>WA.ELA-LITERACY.L5th.3d</u> **
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> Spell correctly.</p>	Not in WA ELA (2024).

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## 8th Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.8.3</u>  <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Priority: <u>WA.ELA-Literacy.Language8th</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.8.3.A</u>  <b>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</b></p>	<p><u>WA.ELA-LITERACY.L8th.1</u> Students identify and discuss when and why language is used differently according to the setting.</p> <ol style="list-style-type: none"> <li>Compare and contrast the varieties of English used by different groups based on content, context, and media.</li> <li><b>Describe the different uses of active and passive voice and in the conditional and subjunctive moods by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.</b></li> </ol>
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.L8th.2</u> Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.</p> <ol style="list-style-type: none"> <li>Reflect the pauses and cadence expressed through punctuation.</li> <li>Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.</li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.8.2.A</u> <b>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.2.B</u> <b>Use an ellipsis to indicate an omission.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.1.A</u> <b>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</b></p>	<p><u>WA.ELA-LITERACY.L8th.3</u> Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.</p> <ul style="list-style-type: none"> <li>a. <b>Communicate the relationship among ideas through syntax and punctuation.</b></li> <li>b. <b>Use punctuation to indicate a pause, break, or omission.</b></li> </ul>
<p><u>CCSS.ELA-LITERACY.L.8.1.B</u> <b>Form and use verbs in the active and passive voice.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.1.C</u> <b>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.1.D</u> <b>Recognize and correct inappropriate shifts in verb voice and mood.</b></p>	<p><u>WA.ELA-LITERACY.L8th.4</u> Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and eighth grade content.</p> <ul style="list-style-type: none"> <li>a. <b>Form and use the active and passive voices.</b></li> <li>b. <b>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</b></li> </ul>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.8.5</u> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.5.B</u> <b>Use the relationship between particular words to better understand each of the words.</b></p> <p><u>CCSS.ELA-LITERACY.L.8.5.C</u> <b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</b></p> <p><u>CCSS.ELA-LITERACY.L.8.4.B</u> <b>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</b></p> <p><u>CCSS.ELA-LITERACY.L.8.5.A</u> <b>Interpret figures of speech (e.g. verbal irony, puns) in context.</b></p>	<p><u>WA.ELA-LITERACY.L8th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of eighth grade conversations and reading about experiences, events, and ideas.</p> <ul style="list-style-type: none"> <li>a. <b>Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.</b></li> <li>b. <b>Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.</b></li> <li>c. <b>Recognize, interpret, and explain figures of speech in context.</b></li> </ul>
<p><u>CCSS.ELA-LITERACY.L.8.4</u> <b>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.</b></p>	<p>See <u>WA.ELA-LITERACY.L7th.4**</u></p>
<p><u>CCSS.ELA-LITERACY.L.8.4.A</u> <b>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.</b></p>	<p>See <u>WA.ELA-LITERACY.L7th.4a**</u></p>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.L.8.4.C</u> <b>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.</b>	See <u>WA.ELA-LITERACY.L7th.4c</u> **
<u>CCSS.ELA-LITERACY.L.8.4.D</u> <b>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).</b>	See <u>WA.ELA-LITERACY.L7th.4c</u> **
<u>CCSS.ELA-LITERACY.L.8.6</u> <b>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.</b>	See <u>WA.ELA-LITERACY.L7th.4</u> **
<u>CCSS.ELA-LITERACY.L.8.2.C</u> <b>Spell correctly.</b>	Not in WA ELA (2024).

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## 9th–10th Grade

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.9-10.3</u>  <b>Apply knowledge of language</b> to understand how language functions in different contexts, <b>to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><u>Priority: WA.ELA-Literacy.Languange9th-10th</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.9-10.3</u>  <b>Apply knowledge of language to understand how language functions in different contexts,</b> to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><u>WA.ELA-LITERACY.L9th-10th.1</u> <b>Students identify and discuss when and why language is used differently according to the setting.</b></p> <ol style="list-style-type: none"> <li><b>Compare and contrast how language is used by different groups based on content, context, and media.</b></li> <li>Describe the different forms and uses of attribution by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.</li> </ol>
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.L9th-10th.2</u> <b>Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy.</b></p> <ol style="list-style-type: none"> <li>Reflect the pauses and cadence expressed through punctuation.</li> <li>Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.</li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.9-10.1.A</u>  <b>Use parallel structure.</b></p>	<p><u>WA.ELA-LITERACY.L9th-10th.3</u> Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.  a. <b>Use parallel structure.</b></p>
<p><u>CCSS.ELA-LITERACY.L.9-10.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.1.B</u>  <b>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.2.B</u>  <b>Use a colon to introduce a list or quotation.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.2.A</u>  <b>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></p>	<p><u>WA.ELA-LITERACY.L9th-10th.4</u> Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.</p> <ol style="list-style-type: none"> <li><b>Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.</b></li> <li><b>Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.</b></li> <li>Form and use the active and passive voices.</li> <li><b>Use the colon and semicolon accurately.</b></li> </ol>

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.9-10.5</u>  <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.5.B</u>  <b>Analyze nuances in the meaning of words with similar denotations.</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.4.B</u>  <b>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</b></p> <p><u>CCSS.ELA-LITERACY.L.9-10.5.A</u>  <b>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</b></p>	<p><u>WA.ELA-LITERACY.L9th-10th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of grade-level conversations and reading about experiences, events, and ideas.</p> <ul style="list-style-type: none"> <li>a. <b>Distinguish among the use and definitions of related words that express ideas more or less precisely and concisely.</b></li> <li>b. <b>Recognize, interpret, and explain figures of speech in context and analyze their role in communicating nuanced meaning.</b></li> </ul>
<p><u>CCSS.ELA-LITERACY.L.9-10.3.A</u>  <b>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.</b></p>	<p>See <u>WA.ELA-LITERACY.W9th-10th.9b</u></p>
<p><u>CCSS.ELA-LITERACY.L.9-10.4</u>  <b>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.</b></p>	<p>See <u>WA.ELA-LITERACY.L7th.4**</u></p>
<p><u>CCSS.ELA-LITERACY.L.9-10.6</u>  <b>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.</b></p>	<p>See <u>WA.ELA-LITERACY.L7th.4**</u></p>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.L.9-10.4.A</u> <b>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.</b>	See <u>WA.ELA-LITERACY.L7th.4a</u> **
<u>CCSS.ELA-LITERACY.L.9-10.4.C</u> <b>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.</b>	See <u>WA.ELA-LITERACY.L7th.4c</u> **
<u>CCSS.ELA-LITERACY.L.9-10.4.D</u> <b>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).</b>	See <u>WA.ELA-LITERACY.L7th.4c</u> **
<u>CCSS.ELA-LITERACY.L.9-10.2.C</u> <b>Spell correctly.</b>	Not in WA ELA (2024).

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## 11th–12th GRADE

### Language

ELA CCSS (2011)	WA ELA (2024)
<p><u>CCSS.ELA-LITERACY.L.11-12.3</u>  <b>Apply knowledge of language</b> to understand how language functions in different contexts, <b>to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p><u>CCSS.ELA-LITERACY.L.11-12.1</u>  <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><u>CCSS.ELA-LITERACY.L.11-12.2</u>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><u>Priority: WA.ELA-Literacy.Languange11th-12th</u>  <b>Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.</b></p>
<p><u>CCSS.ELA-LITERACY.L.11-12.3</u>  <b>Apply knowledge of language to understand how language functions in different contexts,</b> to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.1.A</u>  <b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b></p>	<p><u>WA.ELA-LITERACY.L11th-12th.1</u> <b>Students identify and discuss when and why language is used differently according to the content, context, and setting.</b></p> <ol style="list-style-type: none"> <li><b>Describe how language use changes over time.</b></li> <li><b>Reflect on and make language decisions in context based on community language use, even when contested.</b></li> </ol>
<p>Not in ELA CCSS (2011); new in WA ELA (2024).</p>	<p><u>WA.ELA-LITERACY.L11th-12th.2</u> <b>Students read and recite grade-level speeches, poetry and prose orally with purpose, understanding, and accuracy.</b></p> <ol style="list-style-type: none"> <li><b>Reflect the pauses and cadence expressed through layout and punctuation.</b></li> <li><b>Reflect shifts in voice and mood through intonation, cadence, and/ or gesture.</b></li> </ol>

	<p><u>WA.ELA-LITERACY.L11th-12th.3</u> Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.</p>
<p><u>CCSS.ELA-LITERACY.L.11-12.3.A</u>  <b>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b></p> <p><u>CCSS.ELA-LITERACY.L.11-12.2.A</u>  <b>Observe hyphenation conventions.</b></p>	<p><u>WA.ELA-LITERACY.L11th-12th.4</u> <b>Students vary sentence patterns for meaning, clarity, and style</b> in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.</p> <ol style="list-style-type: none"> <li><b>Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.</b></li> <li><b>Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.11-12.5</u>  <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.B</u>  <b>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</b></p> <p><u>CCSS.ELA-LITERACY.L.11-12.5.A</u>  <b>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b></p> <p><u>CCSS.ELA-LITERACY.L.11-12.5.B</u>  <b>Analyze nuances in the meaning of words with similar denotations.</b></p>	<p><u>WA.ELA-LITERACY.L11th-12th.5</u> <b>Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning</b> in the context of grade-level grade conversations and reading about experiences, events, and ideas.</p> <ol style="list-style-type: none"> <li><b>Identify and use patterns of word change that indicate part of speech or changes in meaning.</b></li> <li><b>Recognize, interpret, and explain figurative language and rhetorical devices in context and analyze their role in communicating nuanced meaning.</b></li> </ol>
<p><u>CCSS.ELA-LITERACY.L.11-12.1.B</u>  <b>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</b></p>	<p>See <u>WA.ELA-LITERACY.L7th.4c**</u></p>

<u>CCSS.ELA-LITERACY.L.11-12.4</u> <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based on grades 11–12 reading and content, <b>choosing flexibly from a range of strategies.</b>	See <u>WA.ELA-LITERACY.L7th.4**</u>
<u>CCSS.ELA-LITERACY.L.11-12.4.A</u> <b>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.</b>	See <u>WA.ELA-LITERACY.L7th.4a**</u>
<u>CCSS.ELA-LITERACY.L.11-12.6</u> <b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening</b> 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>
<u>CCSS.ELA-LITERACY.L.11-12.4.C</u> <b>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.</b>	See <u>WA.ELA-LITERACY.L7th.4c**</u>
<u>CCSS.ELA-LITERACY.L.11-12.4.D</u> <b>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).</b>	See <u>WA.ELA-LITERACY.L7th.4c**</u>
<u>CCSS.ELA-LITERACY.L.11-12.2.B</u> <b>Spell correctly.</b>	<u>Not in WA ELA (2024).</u>

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