

Draft SLDF Standards Crosswalk

Speaking, Listening, and Digital Forums Crosswalk

Purpose of this crosswalk

This crosswalk is a draft showing alignment* between the reading standards in the 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.

Title

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

Note: Many Common Core standards are repeated in a single crosswalk with different relevant portions bolded. This repetition indicates that different parts of a single Common Core standard align to more than one WA 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, many standards in the WA ELA (2024) Writing strand are written to be inclusive of multiple approaches to composition, while some standards in the ELA CCSS (2011) Writing



strand promote only one approach. For example, the WA ELA (2024) standard on introductions indicates that decisions about how to structure introductions are dependent on genre and purpose, implying that multiple approaches are valid. (WA W.6 Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.) On the other hand, the ELA CCSS (2011) includes three standards that address introductions, each of which promotes one approach (e.g., CCSS W.2.A Introduce a topic clearly, previewing what is to follow...). While these three CCSS standards align to the WA ELA (2024) standard, more than three approaches to introductions are supported by the WA ELA (2024) standard. Alignment should not limit the kinds of introductions students might write based on genre and purpose.

Professional learning materials released during the implementation phase of the WA standards review project will provide an overview of key shifts in addition to context for specific skills.

“With guidance and support”

The WA 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

Speaking, Listening & Digital Forums

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

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDFK.3</u> Students collaborate on projects and tasks. - Identify expectations and roles, changing them when needed. - Connect the project to their interests, experiences, and/or community needs. - Review progress and discuss what needs to happen next.
<u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly. <u>CCSS.ELA-LITERACY.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <u>CCSS.ELA-LITERACY.SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<u>WA.ELA-LITERACY.SLDFK.4</u> Students express experience, positions, ideas, findings, and creative work. - Identify topics from the situation, experience, imagination, reading, group research (see RMLK.4), media, conversations, and/or products from WK.1. - Develop content by considering what they want to communicate within the situation. Use images, media, and artifacts in presentations to clarify content.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDFK.5</u> Students determine how to present themselves and their ideas. - Express voice by building on strengths and personality. - Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. - Determine which language and/or languages support their purpose. - Determine what they want or do not want to share and why.
<u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.	<u>WA.ELA-LITERACY.SLDFK.6</u> Students use an audible voice, gesture, and pacing to illuminate the content.

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

1st Grade

Speaking, Listening & Digital Forums

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

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

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

2nd Grade

Speaking, Listening & Digital Forums

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.2.1</u> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	<u>WA.ELA-LITERACY.SpeakingListeningDigitalForums2nd</u> Students comprehend, engage in, and learn from collaborative discussions and presentations in the context of grade-level content, in person and/or through teacher-moderated digital forums.
<u>CCSS.ELA-LITERACY.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <u>CCSS.ELA-LITERACY.SL.2.1.A</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.SL.2.3</u> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <u>CCSS.ELA-LITERACY.SL.2.1.C</u> Ask for clarification and further explanation as needed about the topics and texts under discussion. <u>CCSS.ELA-LITERACY.SL.2.1.B</u> Build on others' talk in conversations by linking their comments to the remarks of others.	<u>WA.ELA-LITERACY.SLDF2nd.1</u> Students listen, respond respectfully, and contribute during discussions. a. Discuss expectations and roles within the community, changing them when needed. b. Review previous conversations when continuing a discussion. c. Ask questions about the topic and others' observations and opinions. d. Draw on experience, observation, and prior learning to contribute. e. Explain what they understood from other's contributions and ask for clarification or more information to build common understanding. f. Connect statements to others' contributions to build community and propel conversation. g. Identify points of agreement or disagreement. h. Ask questions to explore why someone else may relate or think differently. i. Identify opinions or understandings that have changed. j. Retell memorable and/or important moments or ideas.
	<u>WA.ELA-LITERACY.SLDF2nd.2</u> Starts in 3rd.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF2nd.3</u> Students collaborate on projects or tasks. a. Discuss expectations, roles, and timelines, changing them when needed. b. Connect the project to their interests, experiences, and/or community needs. c. Review progress and discuss what needs to happen next.
<u>CCSS.ELA-LITERACY.SL.2.4</u> Tell a story or recount an experience with appropriate facts and relevant, descriptive details , speaking audibly in coherent sentences. <u>CCSS.ELA-LITERACY.SL.2.5</u> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<u>WA.ELA-LITERACY.SLDF2nd.4</u> Students present experience, positions, ideas, findings, and creative work. a. Identify topics from the situation, experience, imagination, reading, research (see RML2nd.4) media, conversations, and/or products from W2nd.1. b. Develop content by considering what they want to communicate within the situation and what the audience already knows. c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.
	<u>WA.ELA-LITERACY.SLDF2nd.5</u> Students determine how to present themselves and their ideas. a. Express voice by building on strengths, experiences, and personality. b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose. d. Determine what they want or do not want to share and why.
<u>CCSS.ELA-LITERACY.SL.2.4</u> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<u>WA.ELA-LITERACY.SLDF2nd.6</u> Students use an audible voice , gesture, and pacing to illuminate the content and engage the audience.
<u>CCSS.ELA-LITERACY.SL.2.2</u> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	See <u>WA.ELA-LITERACY.R2nd.5j</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.2.6</u> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <u>here</u> for specific expectations.)	See <u>WA.ELA-LITERACY.L2nd.3</u>

3rd Grade

Speaking, Listening & Digital Forums

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

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <u>CCSS.ELA-LITERACY.SL.3.1.B</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <u>CCSS.ELA-LITERACY.SL.3.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <u>CCSS.ELA-LITERACY.SL.3.1.D</u> Explain their own ideas and understanding in light of the discussion. <u>CCSS.ELA-LITERACY.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <u>CCSS.ELA-LITERACY.SL.3.1.C</u> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<u>WA.ELA-LITERACY.SLDF3rd.1</u> Students listen, respond respectfully, and contribute during discussions. Discuss expectations and roles within the community, changing them when needed. - Review previous conversations when continuing a discussion. Ask questions about the topic and others' observations and opinions. Draw on experience, prior knowledge, and/or research to contribute. Explain what they understood from others' contributions and ask for clarification or more information to build common understanding. Connect statements to others' contributions to build community and propel conversation. - Identify points of agreement or disagreement. - Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. - Identify when and how opinions or understandings have changed. - Review memorable and/or important moments or ideas.
<u>CCSS.ELA-LITERACY.SL.3.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<u>WA.ELA-LITERACY.SLDF3rd.2</u> Students prepare for planned discussions by thinking, reading, and/or researching the topic.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF3rd.3</u> Students collaborate on projects or tasks. - Discuss expectations, roles, and timelines, changing them when needed. - Connect the project or prompt to their interests, experiences, and/or community needs. - Prepare for meetings by completing portions of the project as agreed. - Review progress and discuss what needs to happen next.
<u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <u>CCSS.ELA-LITERACY.SL.3.5</u> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<u>WA.ELA-LITERACY.SLDF3rd.4</u> Students present experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning. - Identify topics from the situation, experience, imagination, reading, research (see RML3rd.4) media, conversations, and/or products from W3rd.1. - Develop content by considering what they want to communicate within the situation and what the audience already knows. Use images, media, and artifacts in presentations to clarify content and support the audience’s engagement.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF3rd.4</u> Students determine how to present themselves and their ideas. - Express voice by building on strengths, experiences, and personality. - Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. - Determine which language and/or languages support their purpose. - Determine what they want or do not want to share and why.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace .	<u>WA.ELA-LITERACY.SLDF3rd.5</u> Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.
<u>CCSS.ELA-LITERACY.SL.3.5</u> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace ; add visual displays when appropriate to emphasize or enhance certain facts or details.	See <u>WA.ELA-LITERACY.L3.2</u>
<u>CCSS.ELA-LITERACY.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 <u>here</u> for specific expectations.)	See <u>WA.ELA-LITERACY.L3.3</u>
<u>CCSS.ELA-LITERACY.SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	See <u>WA.ELA-LITERACY.R3rd.5h</u>

4th Grade

Speaking, Listening & Digital Forums

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

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

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF4th.3</u> Students collaborate on projects or tasks. a. Discuss expectations, roles, and timelines, changing them when needed. b. Connect the project or prompt to their interests, experiences, and/or community needs. c. Prepare for meetings by completing portions of the project as agreed. d. Review progress and discuss what needs to happen next.
<u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <u>CCSS.ELA-LITERACY.SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<u>WA.ELA-LITERACY.SLDF4th.4</u> Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. a. Identify topics from the situation, experience, imagination, reading, research (see RML4thth.4) media, conversations, and/or products from W4th.1. b. Develop content by considering what they want to communicate within the situation and what the audience already knows. c. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF4th.5</u> Students determine how to present themselves and their ideas. - Express voice by building on strengths, experiences, and personality. - Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. - Determine which language and/or languages support their purpose. - Determine what they want or do not want to share and why.
<u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<u>WA.ELA-LITERACY.SLDF4th.6</u> Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.
<u>CCSS.ELA-LITERACY.SL.4.6</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	See <u>WA.ELA-LITERACY.L.4.1</u>
<u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Not in WA ELA (2024).
<u>CCSS.ELA-LITERACY.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.	Not in WA ELA (2024).

5th Grade

Speaking, Listening & Digital Forums

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

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

ELA CCSS (2011)	WA ELA (2024)
	<u>WA.ELA-LITERACY.SLDF5.3</u> Students collaborate on projects or tasks. - Discuss expectations, roles, and timelines, changing them when needed. - Connect the project or prompt to their interests, experiences, and/or community needs. - Prepare for meetings by completing portions of the project as agreed. - Review progress and discuss what needs to happen next.
<u>CCSS.ELA-LITERACY.SL.5.4</u> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <u>CCSS.ELA-LITERACY.SL.5.5</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<u>WA.ELA-LITERACY.SLDF5.4</u> Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. - Identify topics from the situation, experience, imagination, reading, research (see RML5th.4), media, conversations, and/or products from W5th.1. - Develop content by considering what they want to communicate within the situation and what the audience already knows. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

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

6th Grade

Speaking, Listening & Digital Forums

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

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

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF6th.3</u> Students collaborate on projects or tasks. - Discuss expectations, roles, and timelines, changing them when needed. - Connect the project or prompt to their interests, experiences, and/or community needs. - Prepare for meetings by completing portions of the project as agreed. - Review progress and discuss what needs to happen next.
<u>CCSS.ELA-LITERACY.SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <u>CCSS.ELA-LITERACY.SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<u>WA.ELA-LITERACY.SLDF6th.4</u> Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. - Identify topics from the situation, experience, imagination, reading, research (see RML6th.4) media, conversations, and/or products from W6.1. - Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. Use images, media, and artifacts in presentations to clarify content and support the audience's engagement.

ELA CCSS (2011)	WA ELA (2024)
	<u>WA.ELA-LITERACY.SLDF6th.5</u> Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose. d. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.
<u>CCSS.ELA-LITERACY.SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<u>WA.ELA-LITERACY.SLDF6th.6</u> Students use voice, gesture, and pacing to illuminate the content and engage the audience.
<u>CCSS.ELA-LITERACY.SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	See <u>WA.ELA-LITERACY.R6th.2a</u>
<u>CCSS.ELA-LITERACY.SL.6.3</u> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	See <u>WA.ELA-LITERACY.RML6th.7.d</u>
<u>CCSS.ELA-LITERACY.SL.6.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	See <u>WA.ELA-LITERACY.L6.1</u>

7th Grade

Speaking, Listening & Digital Forums

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

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <u>CCSS.ELA-LITERACY.SL.7.1.B</u> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <u>CCSS.ELA-LITERACY.SL.7.1.C</u> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <u>CCSS.ELA-LITERACY.SL.7.1.A</u> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <u>CCSS.ELA-LITERACY.SL.7.1.D</u> Acknowledge new information expressed by others and, when warranted, modify their own views.	<u>WA.ELA-LITERACY.SLDF7th.1</u> Students listen respectfully, respond thoughtfully, and contribute to well-reasoned exchanges. - Reflect on who is present in the conversation and how they relate to each other. Establish expectations and roles within the community, changing them when needed. Ask and answer questions that clarify or verify a speaker's point or perspective. - Share their interpretation of others' contributions to build common understanding. Present and interpret textual evidence, research (see RML7.4), experience, and/or prior knowledge, attributing evidence and ideas. Develop common understanding by connecting to prior statements and others' contributions. - Identify points of agreement and/or disagreement. - Identify evidence or experience that contradicts conclusions. Explain changes in opinions and understanding. - Give and respond to feedback about how others interpret communication and/or messages differently than the speaker intended. - Summarize conclusions, questions, and complications from the discussion.
<u>CCSS.ELA-LITERACY.SL.7.1.A</u> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<u>WA.ELA-LITERACY.SLDF7th.2</u> Prepare for planned discussions by thinking, reading, and/or researching the topic.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF7th.3</u> Students collaborate effectively on projects and tasks. - Establish expectations and roles, changing them when needed. - Connect the project or prompt to their interests, perspectives, experiences, and/or community needs. - Determine the process or steps needed to complete the project. - Prepare for meetings by completing portions of the project as agreed. - Summarize progress, identifying gaps and adjusting future goals as needed.
<u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <u>CCSS.ELA-LITERACY.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<u>WA.ELA-LITERACY.SLDF7th.4</u> Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. - Identify topics from the situation, experience, imagination, reading, research (see RML7.4) media, conversations, and/or products from W7.1. - Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience's engagement with the presentation and material.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF7th.5</u> Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experience, personality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose and voice. d. Identify the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. e. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.
<u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<u>WA.ELA-LITERACY.SLDF7th.6</u> Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker’s thinking.
<u>CCSS.ELA-LITERACY.SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	See <u>WA.ELA-LITERACY.R7th.8c</u>
<u>CCSS.ELA-LITERACY.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	See <u>WA.ELA-LITERACY.RML7th.7.d</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.7.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expect.	See <u>WA.ELA-LITERACY.L7.1</u>

8th Grade

Speaking, Listening & Digital Forums

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

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

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.8.1.A</u> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<u>WA.ELA-LITERACY.SLDF8th.2</u> Prepare for planned discussions by thinking, reading, and/or researching the topic.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF8th.3</u> Students collaborate effectively on projects and tasks. - Establish expectations and roles, changing them when needed. - Connect the project or prompt to their interests, perspectives, experiences, and/or community needs. - Determine the process or steps needed to complete the project. - Prepare for meetings by completing portions of the project as agreed. - Summarize progress made, identifying gaps and adjusting future goals as needed.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <u>CCSS.ELA-LITERACY.SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<u>WA.ELA-LITERACY.SLDF8th.4</u> Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. - Identify topics from the situation, experience, imagination, reading, research (see RML8th.4), media, conversations, and/or products from W8th.1. - Develop content by considering what they want to communicate within the situation and the audience’s background knowledge and/or position. Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience’s engagement with the presentation and material.

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

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

9th–10th Grades

Speaking, Listening & Digital Forums

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

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

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

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF9th-10th.5</u> Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose and voice. d. Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. e. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF9th-10th.6</u> Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.
<u>CCSS.ELA-LITERACY.SL.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	See <u>WA.ELA-LITERACY.RML9th-10th.2</u> <u>WA.ELA-LITERACY.RML9th-10th.7</u> <u>WA.ELA-LITERACY.RML9th-10th.8</u>
<u>CCSS.ELA-LITERACY.SL.9-10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	See <u>WA.ELA-LITERACY.RML9th-10th.7d</u> <u>WA.ELA-LITERACY.RML9th-10th.8d</u>

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

11th–12th Grades

Speaking, Listening & Digital Forums

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

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

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

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<u>WA.ELA-LITERACY.SLDF11th-12th.4</u> Students present experience, positions, ideas, findings, and creative work in a variety of genres such that listeners can empathize and follow the line of reasoning. a. Identify topics from the situation, experience, imagination, reading, media, research (see RML11-12.4), conversations, and/or products from W11-12.1. b. Develop content by considering what they want to communicate within the situation and the audience’s background knowledge and/or position. c. Make strategic use of supporting images, media, and artifacts in presentations to clarify content and support the audience’s engagement with the presentation and material.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.SLDF11th-12th.5</u> Students determine how to present themselves and their ideas. a. Craft voice by building on strengths, experience, personality, positionality, and role within the community in which the discussion, speech, or presentation occurs. b. Determine if and how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. c. Determine which language and/or languages support their purpose, voice, and style. d. Analyze the benefits, drawbacks, and effects of anonymity and of various ways of expressing authenticity through digital forums and other media. e. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	WA.ELA-LITERACY.SLDF11th-12th.6 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking.
CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	See WA.ELA-LITERACY.RML11th-12th.2 WA.ELA-LITERACY.RML11th-12th.7 WA.ELA-LITERACY.RML11th-12th.8
CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	See WA.ELA-LITERACY.RML11th-12th.7d WA.ELA-LITERACY.RML11th-12th.8d
CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)	See WA.ELA-LITERACY.L11th-12th.1