

Draft Writing Standards Crosswalk

Writing Crosswalk

Purpose of this crosswalk

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

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

ELA CCSS (2011)	WA ELA (2024)
Bolded text = alignment* <i>Bolded text indicates alignment</i> between the WA ELA (2024) standards and ELA Common Core (2011) standards within the same row.	Bolded text = 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, 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 both collaborative and independent. For example, the creation of this document is the result of collaborations between multiple professionals; it involved independent and collaborative work, discussions, feedback, many rounds of revisions, and final edits. This iterative and interactive process isn't cheating; it is best practice.

Including the phrase, "with guidance and support" or, "with prompting and support" in a few standards in a few grade levels would mistakenly imply its absence in other standards and grade levels. Instead, educational activities (and the standards that inform them) require an interplay between independence, collaboration, and guidance and support.

Kindergarten

Writing

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	Priority: <u>WA.ELA-LITERACY.WritingK</u> Students compose multimodal texts through drawing, visually representing, dictating, and writing in a variety of genres in the context of grade level content.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.WK.1</u> Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from WK.1 must be taken through the writing process in WK.2 – WK.10.]
<u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>CCSS.ELA-LITERACY.W.K.1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). <u>CCSS.ELA-LITERACY.W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<u>WA.ELA-LITERACY.WK.2</u> Students compose multimodal texts in a variety of genres to communicate with others. - Describe experiences, ideas, and imaginings. Inform others about their observations and explanations of the world. Express their opinions and/or preferences. - Persuade others to consider new options, resolve conflicts, and create and strengthen communities. Tell the story of a single event or several loosely linked events.
<u>CCSS.ELA-LITERACY.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<u>WA.ELA-LITERACY.WK.3</u> Students plan and complete writing projects. - Connect the prompt to their interests, perspectives, and/or experiences. - Determine the process or steps needed to complete the project.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults,* recall information from experiences or gather information from provided sources to answer a question. <u>CCSS.ELA-LITERACY.W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<u>WA.ELA-LITERACY.WK.4</u> Students generate and gather ideas, including appropriate use of tools. - Identify topics and ideas from experience, imagination, reading, group research (see RMLK.4), media, conversations, products from WK.1, and/or desire to communicate. - Determine which features and/or genre conventions to follow or adapt from mentor texts. Answer questions about what the writer knows that the audience does not. Choose facts from group research (see RMLK.4), images, and/or other media that illustrate and support their ideas.
<u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>CCSS.ELA-LITERACY.W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<u>ELA-LITERACY.WK.5</u> Students draft content. State some information about the topic. Tell events in stories in order and react to what happened. - Illustrate and/or approximate some text features and/or formatting they notice in mentor texts.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <u>CCSS.ELA-LITERACY.W.K.1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<u>WA.ELA-LITERACY.WK.6</u> Students compose introductions. a. Name topics.
	<u>WA.ELA-LITERACY.WK.7</u> Starts in 1st grade.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.WK.8</u> Students discuss their compositions with others. a. Re-read to determine whether the draft says what they want it to say. b. Describe what their composition means and/or represents to an adult or peer. c. Ask an adult or peer to describe their perceived meaning of the composition.
<u>CCSS.ELA-LITERACY.W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<u>WA.ELA-LITERACY.WK.9</u> Students revise their compositions. a. Add or change words or details to better communicate and represent meaning.
<u>CCSS.ELA-LITERACY.W.K.6</u> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u>WA.ELA-LITERACY.WK.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.
<u>CCSS.ELA-LITERACY.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	See <u>WA.ELA-LITERACY.RMLK.1-4</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	See <u>WA.ELA-LITERACY.RMLK.2</u>

* The WA ELA (2024) standards assume that educators at all grade levels 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.

1st Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
Not in CCSS (2011); new in WA ELA (2024).	Priority: <u>WA.ELA-LITERACY.Writing1st</u> Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres in the context of grade-level content.
Not in CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W1st.1</u> Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W1st.1 must be taken through W1st.2 – W1st.10).]
<u>CCSS.ELA-LITERACY.W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>CCSS.ELA-LITERACY.W.1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>CCSS.ELA-LITERACY.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events , include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>WA.ELA-LITERACY.W1st.2</u> Students compose multimodal texts in a variety of genres to communicate with others. - Describe experiences, ideas, and imaginings. Inform others about their observations and explanations of the world. Express their opinions and/or preferences. - Persuade others to consider new options, resolve conflicts, and create and strengthen communities. Tell the story of two or more events.
<u>CCSS.ELA-LITERACY.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<u>WA.ELA-LITERACY.W1st.3</u> Students plan and complete writing projects. - Connect the prompt to their interests, perspectives, and/or experiences. - Determine the process or steps needed to complete the project.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>CCSS.ELA-LITERACY.W.1.5</u> With guidance and support from adults*, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<u>WA.ELA-LITERACY.W1st.4</u> Students generate and gather ideas, including appropriate use of tools. - Identify topics and ideas from experience, imagination, reading, research (see RML1st.4), media, conversations, products from W1st.1, and/or desire to communicate. - Determine which features and/or genre conventions to follow or adapt from mentor texts. Answer questions about what the writer knows that the audience does not. Choose facts from group research (see RML1st.4), images, and/or other media that illustrate and support their ideas.
<u>CCSS.ELA-LITERACY.W.1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>CCSS.ELA-LITERACY.W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>CCSS.ELA-LITERACY.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>ELA-LITERACY.W1.5</u> Students draft content within the genre. State some information about topics. State a reason for an opinion. Tell events in stories in order, using details and temporal words to signal order. - Illustrate and/or approximate some text features and/or formatting they notice in mentor texts.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <u>CCSS.ELA-LITERACY.W.1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>CCSS.ELA-LITERACY.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>WA.ELA-LITERACY.W1st.6</u> Students compose introductions and conclusions. Name topics to introduce them. State opinions to introduce them. Provide a sense of closure for stories, informational texts, and opinions.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W1st.7</u> Students organize content using the genre's structure.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W1st.8</u> Students discuss their compositions with others. - Reread to determine whether the draft says what they want it to say. - Describe what their composition means and/or represents to an adult or peer. - Ask an adult or peer to describe their perceived meaning of the composition.
<u>CCSS.ELA-LITERACY.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<u>WA.ELA-LITERACY.W1st.9</u> Students revise and edit their compositions. Add or change details or words to better communicate and represent meaning. - Edit for conventions and consistency of text features. (Demonstrate command of Language standards K–1).

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.1.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u>WA.ELA-LITERACY.W1st.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.
<u>CCSS.ELA-LITERACY.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	See <u>WA.ELA-LITERACY.RML1st.1-4</u>
<u>CCSS.ELA-LITERACY.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	See <u>WA.ELA-LITERACY.RML1st.2</u>

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2nd Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
Not in CCSS (2011); new in WA ELA (2024).	Priority: <u>WA.ELA-LITERACY.Writing2nd</u> Students compose multimodal texts in a variety of genres in the context of grade-level content.
Not in CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W2nd.1</u> Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W2nd.1 must be taken through W2nd.2 – W2nd.10.]
<u>CCSS.ELA-LITERACY.W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<u>WA.ELA-LITERACY.W2nd.2</u> Students compose multimodal texts in a variety of genres to communicate with others. - Describe experiences, ideas, and imaginings. Inform others about their observations and explanations of the world. Express their opinions and/or preferences. - Persuade others to consider new options, resolve conflicts, and create and strengthen communities. Tell stories and narratives.
<u>CCSS.ELA-LITERACY.W.2.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<u>WA.ELA-LITERACY.W2nd.3</u> Students plan and complete writing projects. - Connect the prompt to their interests, perspectives, and/or experiences. - Determine the process or steps needed to complete the project.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.	<u>WA.ELA-LITERACY.W2nd.4</u> Students generate and gather ideas, including appropriate use of tools. - Identify topics and ideas from experience, imagination, reading, research (see RML2nd.4), media, conversations, products from W2nd.1, and/or desire to communicate. - Determine which features and/or genre conventions to follow or adapt from mentor texts. - Answer questions about what the writer knows that the audience does not. Choose facts from research (see RML2nd.4), images, and/or other media that illustrate and support their ideas.
<u>CCSS.ELA-LITERACY.W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<u>WA.ELA-LITERACY.W2nd.5</u> Students draft content within the genre to develop ideas and express voice. Use facts and definitions to develop points. Support an opinion with reasons, using linking words to connect them. Tell events in stories in order, using temporal words to signal order and details to elaborate a single event string of events and describe actions, thoughts, and feelings. - Approximate some text features and/or formatting by the placement of drawings, titles, labels, blank space, and/or other features noticed in mentor texts. - Identify who deserves credit when using information from a source.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<u>WA.ELA-LITERACY.W2nd.6</u> Students compose introductions and conclusions within the genre. a. Introduce topics. b. Provide a sense of closure for stories. c. Provide a concluding statement or section for informational texts and opinions.
Not in CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W2nd.7</u> Students organize content by using or adapting the genre's structure.
Not in CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W2nd.8</u> Students discuss their compositions with others. a. Re-read to determine whether the draft says what they want it to say. b. Describe what their composition means and/or represents to an adult or peer. c. Ask an adult or peer to describe their perceived meaning of the composition.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.2.5</u> With guidance and support from adults* and peers, focus on a topic and strengthen writing as needed by revising and editing.	<u>WA.ELA-LITERACY.W2nd.9</u> Students revise and edit their compositions. - Use what they learned from re-reading and feedback to add details, change words, and/or provide focus. Edit for conventions and consistency of text features. (Demonstrate command of Language standards K–2.)
<u>CCSS.ELA-LITERACY.W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u>WA.ELA-LITERACY.W2nd.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.
<u>CCSS.ELA-LITERACY.W.2.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	See <u>WA.ELA-LITERACY.RML2nd.1-4</u>
<u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.	See <u>WA.ELA-LITERACY.RML2nd.2</u>

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3rd Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.3.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing3rd</u> Students compose multimodal texts in a variety of genres in the context of grade-level content.
Not in CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W3rd.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W3rd.1 must be taken through W3rd.2 – W3rd.10.]

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.	<u>WA.ELA-LITERACY.W3rd.2</u> Students compose multimodal texts in a variety of genres to communicate with others. Describe experiences, ideas, and imaginings, using sensory details. Inform others about their observations and explanations of the world. Express their opinions and/or preferences. - Persuade others to consider new options, resolve conflicts, and create and strengthen communities. Tell stories and narratives.
<u>CCSS.ELA-LITERACY.W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	<u>WA.ELA-LITERACY.W3rd.3</u> Students plan and complete writing projects. - Connect the prompt to their interests, perspectives, and/or experiences. - Determine the process or steps needed to complete the project.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<u>WA.ELA-LITERACY.W3rd.4</u> Students generate and gather ideas, including appropriate use of tools. - Generate topics from experience, imagination, reading, research (see RML3rd.4), media, conversations, products from W3rd.1, and/or desire to communicate. - Determine which features and/or genre conventions to follow or adapt from mentor texts. - Answer questions about what the writer knows that the audience does not. Choose material from research (see RML3rd.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
<u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults*, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.3.2.B</u> Develop the topic with facts, definitions, and details. <u>CCSS.ELA-LITERACY.W.3.1.B</u> Provide reasons that support the opinion. <u>CCSS.ELA-LITERACY.W.3.2.C</u> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<u>ELA-LITERACY.W3rd.5</u> Students draft content within the genre to develop ideas, express voice, and engage the audience. Develop points and ideas with facts, definitions, concrete details, examples, and/or quotations, using linking words to connect ideas. Support an opinion with reasons, using linking words. Develop an event sequence for stories, using details to elaborate a single string of events and describe actions, thoughts, and feelings, using dialogue when appropriate, showing characters' response to events, and using temporal words to signal order. - Determine which features and/or formatting to follow or adapt from mentor texts such as titles, labels, illustrations, greetings, the formatting of dialogue, etc.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.1.C</u> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <u>CCSS.ELA-LITERACY.W.3.3.B</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>CCSS.ELA-LITERACY.W.3.3.C</u> Use temporal words and phrases to signal event order.	e. Identify who deserves credit for information or media used from a source.
<u>CCSS.ELA-LITERACY.W.3.2.A</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.3.1.A</u> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <u>CCSS.ELA-LITERACY.W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.3.2.D</u> Provide a concluding statement or section. <u>CCSS.ELA-LITERACY.W.3.3.D</u> Provide a sense of closure. <u>CCSS.ELA-LITERACY.W.3.1.D</u> Provide a concluding statement or section.	<u>WA.ELA-LITERACY.W3rd.6</u> Students compose introductions and conclusions within the genre to express voice, engage the audience, and support the development of content in the text. Introduce topics and opinions. Establish a situation for stories and introduce a narrator and/or characters. Provide a sense of closure for stories. Compose a concluding statement or section for informational texts and opinions.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.3.1.A</u> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>CCSS.ELA-LITERACY.W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<u>WA.ELA-LITERACY.W3rd.7</u> Students organize content by using or adapting the genre’s structure.
Not in CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W3rd.8</u> Students evaluate their drafts. - Re-read to determine whether the draft says what they want it to say. - Describe what their composition means and/or represents to an adult or peer. - Gather feedback and determine whether it improves readers’ understanding and/or experience.
<u>CCSS.ELA-LITERACY.W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	<u>WA.ELA-LITERACY.W3rd.9</u> Students revise and edit their compositions. - Use what they learned from re-reading and feedback to revise. Edit for conventions and consistency of text features. (Demonstrate command of Language standards K–3.)

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<u>WA.ELA-LITERACY.W3rd.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. Identify who might be able to access compositions and how it might make them feel.
<u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	See <u>WA.ELA-LITERACY.SpeakingListeningDigitalForums3rd</u>
<u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.	See <u>WA.ELA-LITERACY.RML3rd.1-4</u>
<u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	See <u>WA.ELA-LITERACY.RML3rd.2</u>

* The WA ELA (2024) standards assume that educators at all grade levels 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.

4th Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing4th</u> Students compose multimodal texts in a variety of genres in the context of grade-level content.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W4th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W4th.1 must be taken through W4th.2 – W4th.10.]

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>CCSS.ELA-LITERACY.W.4.3.D</u> Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>CCSS.ELA-LITERACY.W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<u>WA.ELA-LITERACY.W4th.2</u> Students compose multimodal texts in a variety of genres to communicate with others. Describe experiences, ideas, and imaginings, including concrete, sensory details. Inform others about their observations and explanations of the world. Express their opinions and preferences. - Persuade others to consider new options, resolve conflicts, and create and strengthen communities. Tell stories and narratives.
<u>CCSS.ELA-LITERACY.W.4.5</u> With guidance and support from peers and adults*, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	<u>WA.ELA-LITERACY.W4th.3</u> Students plan and complete writing projects. - Connect the prompt to their interests, perspectives, and/or experiences. - Determine the process or steps needed to complete the project. - Adjust focus and timeline when needed.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<u>WA.ELA-LITERACY.W4th.4</u> Students generate and gather ideas, including appropriate use of tools. - Generate topics from experience, imagination, reading, research (see RML4th.4) media, conversations, products from W4th.1, and/or desire to communicate. - Determine which features and/or genre conventions to follow or adapt from mentor texts. - Identify what the writer knows that the audience does not. Choose material from research (see RML4th.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
<u>CCSS.ELA-LITERACY.W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.4.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<u>WA.ELA-LITERACY.W4th.5</u> Students draft content within the genre to develop ideas, express voice, and engage the audience. Develop topics with facts, definitions, examples, and/or quotations. Logically group related information in paragraphs and/or sections. Support opinions with facts, reasons, and details using linking words, phrases, and clauses. Develop clear event sequences for stories by using details to elaborate, dialogue when relevant, and showing character's responses to events. Use text features and/or formatting noticed in mentor texts, such as headings, titles, labels, illustrations, greetings, the formatting of dialogue, etc. Attribute sources in ways that are consistent with the genre.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.1.A</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <u>CCSS.ELA-LITERACY.W.4.1.B</u> Provide reasons that are supported by facts and details. <u>CCSS.ELA-LITERACY.W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <u>CCSS.ELA-LITERACY.W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>CCSS.ELA-LITERACY.W.4.3.B</u> Use dialogue and description to develop experiences and events or show the responses of characters to situations. <u>CCSS.ELA-LITERACY.W.4.1.C</u> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <u>CCSS.ELA-LITERACY.W.4.2.C</u> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <u>CCSS.ELA-LITERACY.W.4.3.C</u> Use a variety of transitional words and phrases to manage the sequence of events.	

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
<u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.4.1.A</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <u>CCSS.ELA-LITERACY.W.4.3.A</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.4.2.E</u> Provide a concluding statement or section related to the information or explanation presented. <u>CCSS.ELA-LITERACY.W.4.1.D</u> Provide a concluding statement or section related to the opinion presented. <u>CCSS.ELA-LITERACY.W.4.3.E</u> Provide a conclusion that follows from the narrated experiences or events.	<u>WA.ELA-LITERACY.W4th.6</u> Students compose introductions and conclusions within the genre that engage the audience, express voice, and support the development of content in the body of the text. Engage the reader in topics using a variety of strategies. Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters. Compose concluding statements or sections that follow from the stories or ideas developed in the text and allow the reader to reflect on what they read and/or how they feel after reading.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.4.2.C</u> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <u>CCSS.ELA-LITERACY.W.4.1.A</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>CCSS.ELA-LITERACY.W.4.3.A</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<u>WA.ELA-LITERACY.W4th.7</u> Students organize content by using or adapting the genre's structure.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W4th.8</u> Students evaluate drafts. - Re-read to determine whether the draft says what they want it to say. - Re-read to identify differences between what they intend and what the audience would understand from the text itself. - Gather feedback and determine whether it improves readers' understanding and/or experience.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.4.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	<u>WA.ELA-LITERACY.W4th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology. - Use what they learned from re-reading and feedback to strengthen their compositions. Edit for conventions and consistency of text features, including attributions. (Demonstrate command of Language standards K–4.)
<u>CCSS.ELA-LITERACY.W.4.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<u>WA.ELA-LITERACY.W4th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. Identify who might be able to access compositions and how it might make those people feel.
<u>CCSS.ELA-LITERACY.W.4.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	See <u>WA.ELA-LITERACY.SpeakingListeningDigitalForums4th</u>
<u>CCSS.ELA-LITERACY.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	See <u>WA.ELA-LITERACY.RML4th.1-4</u>
<u>CCSS.ELA-LITERACY.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	See <u>WA.ELA-LITERACY.RML4th.2</u>
<u>CCSS.ELA-LITERACY.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	See <u>WA.ELA-LITERACY.RML4th.3</u>

* The WA ELA (2024) standards assume that educators at all grade levels 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.

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5th Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.5.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing5th</u> Students compose multimodal texts in a variety of genres in the context of grade-level content.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W5th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W5th.1 must be taken through W5th.2 – W5th.10.]

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.5.3.D</u> Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>CCSS.ELA-LITERACY.W.5.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>CCSS.ELA-LITERACY.W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <u>CCSS.ELA-LITERACY.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<u>WA.ELA-LITERACY.W5th.2</u> Students compose multimodal texts in a variety of genres to communicate with others. Compose descriptions, including concrete, sensory details and figurative language. Inform others about their observations and explanations of the world. Express their opinions and preferences. - Persuade others to consider new options, resolve conflicts, and create and strengthen communities. Tell stories and narratives.
<u>CCSS.ELA-LITERACY.W.5.8</u> With guidance and support from peers and adults*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	<u>WA.ELA-LITERACY.W5th.3</u> Students plan and complete writing projects. - Connect the prompt to personal interests, perspectives, and/or experiences and/or community needs. - Determine the process or steps needed to complete the project. - Adjust focus and timeline when needed.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<u>WA.ELA-LITERACY.W5th.4</u> Students generate and gather ideas, including appropriate use of tools. - Generate topics from experience, imagination, reading, research (see RML5th.4), media, conversations, products from W5th.1, and/or desire to communicate. - Determine which features and/or genre conventions to follow or adapt from mentor texts. - Identify what the writer knows that the audience does not. Choose material from research (see RML5th.4), images, and other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
<u>CCSS.ELA-LITERACY.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.5.2.A</u> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.5.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<u>WA.ELA-LITERACY.W5th.5</u> Students draft content within the genre to develop ideas, express voice, and engage the audience. Establish a general focus. Develop topics with facts, definitions, examples, and/or quotations. Supply reasons for opinions that are supported by facts and details. Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters as appropriate to the genre. Use evidence from texts to support analysis, reflection, or research. Use text features and/or formatting noticed in mentor texts where appropriate, such as headings, titles, labels, illustrations, greetings, the formatting of dialogue, etc. Attribute sources in ways that are consistent with the genre.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.1.B</u> Provide logically ordered reasons that are supported by facts and details. <u>CCSS.ELA-LITERACY.W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <u>CCSS.ELA-LITERACY.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>CCSS.ELA-LITERACY.W.5.3.B</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>CCSS.ELA-LITERACY.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.2.A</u> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.5.1.A</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>CCSS.ELA-LITERACY.W.5.3.A</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.5.2.E</u> Provide a concluding statement or section related to the information or explanation presented. <u>CCSS.ELA-LITERACY.W.5.1.D</u> Provide a concluding statement or section related to the opinion presented. <u>CCSS.ELA-LITERACY.W.5.3.E</u> Provide a conclusion that follows from the narrated experiences or events.	<u>WA.ELA-LITERACY.W5th.6</u> Students compose introductions and conclusions that engage the audience, express voice, and support the development of content in the body of the text. - Engage the reader by clearly introducing topics, opinions, or points of view. - Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters. Compose conclusions or concluding statements or sections that fit within the genre, follow from the stories or ideas developed in the text, and allow the reader to reflect on what they read and/or how they feel after reading.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.5.2.A</u> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.5.1.A</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>CCSS.ELA-LITERACY.W.5.1.B</u> Provide logically ordered reasons that are supported by facts and details. <u>CCSS.ELA-LITERACY.W.5.3.A</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.5.3.C</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<u>WA.ELA-LITERACY.W5th.7</u> Students organize content by using or adapting the genre's structure.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W5th.8</u> Students evaluate drafts. a. Re-read to determine whether the draft says what they want it to say. b. Re-read to identify differences between what they intend and what the audience would understand from the text itself. c. Gather feedback and determine whether it improves readers' understanding and/or experience.
<u>CCSS.ELA-LITERACY.W.5.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	<u>WA.ELA-LITERACY.W5th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology. a. Use what they learned from re-reading and feedback to strengthen their compositions. b. Edit for conventions and consistency of text features, including attributions. (Demonstrate command of Language standards K–5.)
<u>CCSS.ELA-LITERACY.W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<u>WA.ELA-LITERACY.W5th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing a. Identify who might be able to access compositions and how it might make those people feel.
<u>CCSS.ELA-LITERACY.W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	See <u>WA.ELA-LITERACY.SpeakingListeningDigitalForums5th</u>
<u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	See <u>WA.ELA-LITERACY.RML5th.1-4</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	See <u>WA.ELA-LITERACY.RML5th.1-4</u> <u>WA.ELA-LITERACY.RML5th.2</u> <u>WA.ELA-LITERACY.R5th.5h</u> <u>WA.ELA-LITERACY.R5th.8c</u>
<u>CCSS.ELA-LITERACY.W.5.9.A</u> Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Not in WA ELA (2024).
<u>CCSS.ELA-LITERACY.W.5.9.B</u> Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Not in WA ELA (2024).

* The WA ELA (2024) standards assume that educators at all grade levels 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.

6th Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.6.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing6th</u> Students compose multimodal texts in a variety of genres in the context of grade-level content.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W6th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W6th.1 must be taken through W6th.2 – W6th.10.]

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.6.3.D</u> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <u>CCSS.ELA-LITERACY.W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.6.1</u> Write arguments to support claims with clear reasons and relevant evidence. <u>CCSS.ELA-LITERACY.W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.6.3.B</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<u>WA.ELA-LITERACY.W6th.2</u> Students compose multimodal texts in a variety of genres to communicate with others. Describe experiences, ideas, and imaginings, including concrete, sensory details and figurative language. Inform others about their observations and explanations of the world. Persuade others through arguments, evaluations, and other appeals. Tell stories and narratives, using a variety of techniques and devices consistent with the genre.

ELA CCSS (2011)	WA ELA (2024)
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W.6th.3</u> Students manage and complete writing projects. - Analyze the prompt to determine the purpose of the project and how to meet it. - Connect the project to personal and/or community needs. - Determine the process or steps and plan the time needed to complete the project. - Adjust to feedback and shifts in focus and timeline when needed.
<u>CCSS.ELA-LITERACY.W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection , organization, and analysis of relevant content . <u>CCSS.ELA-LITERACY.W.6.8</u> Gather relevant information from multiple print and digital sources ; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<u>WA.ELA-LITERACY.W.6th.4</u> Students generate and gather ideas and material, including appropriate use of tools. - Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML6th.4), media, conversations, the communicative situation, products from W6th.1, and/or desire to communicate with a variety of audiences. - Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. Curate ideas and material, including findings from their research (see RML6th.4) and media, identifying when and how it's fair to use the creative work of others.
<u>CCSS.ELA-LITERACY.W.6.4</u> Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience . (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<u>WA.ELA-LITERACY.W.6th.5</u> Students draft content within the genre to develop ideas, engage the audience , and express voice. Develop descriptions to activate and build on the audience's prior learning and opinions, and to help the audience to imagine and empathize with the content.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.6.3.B</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. <u>CCSS.ELA-LITERACY.W.6.2.B</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <u>CCSS.ELA-LITERACY.W.6.1.B</u> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <u>CCSS.ELA-LITERACY.W.6.2.A</u> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	b. Develop analysis of experience, events, information, ideas, and/or texts. c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. d. Develop appeals to emotion and reason. e. Use evidence from texts to support analysis, reflection, or research. f. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. g. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.8</u> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
<u>CCSS.ELA-LITERACY.W.6.2.A</u> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.6.1.A</u> Introduce claim(s) and organize the reasons and evidence clearly. <u>CCSS.ELA-LITERACY.W.6.3.A</u> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.6.2.F</u> Provide a concluding statement or section that follows from the information or explanation presented. <u>CCSS.ELA-LITERACY.W.6.1.E</u> Provide a concluding statement or section that follows from the argument presented. <u>CCSS.ELA-LITERACY.W.6.3.E</u> Provide a conclusion that follows from the narrated experiences or events.	<u>WA.ELA-LITERACY.W6th.6</u> Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.2.A</u> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.6.3.A</u> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.6.2.C</u> Use appropriate transitions to clarify the relationships among ideas and concepts. <u>CCSS.ELA-LITERACY.W.6.1.C</u> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <u>CCSS.ELA-LITERACY.W.6.1.A</u> Introduce claim(s) and organize the reasons and evidence clearly.	<u>ELA-LITERACY.W.6.7</u> Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.3.C</u> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W6th.8</u> Students evaluate drafts. - Re-read to determine whether the draft says what they want it to say. - Re-read to identify differences between what they intend and what the audience would understand from the text itself. - Gather feedback and determine whether it supports their intentions and/or improves readers' understanding.
<u>CCSS.ELA-LITERACY.W.6.5</u> With some guidance and support from peers and adults*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	<u>WA.ELA-LITERACY.W6th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology. - Use what they learned from re-reading and feedback to strengthen their compositions. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–6.]
<u>CCSS.ELA-LITERACY.W.6.6</u> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<u>WA.ELA-LITERACY.W6th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms. Determine where to publish after considering potential impacts of intended and unintended audiences.
<u>CCSS.ELA-LITERACY.W.6.1.D</u> Establish and maintain a formal style.	See <u>WA.ELA-LITERACY.L6th.1-1a</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.6.6</u> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	See <u>WA.ELA-LITERACY.SpeakingListeningDigitalForums6th</u>
<u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	See <u>WA.ELA-LITERACY.RML6th.1-2</u>
<u>CCSS.ELA-LITERACY.W.6.9.A</u> Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	See <u>WA.ELA-LITERACY.R6th.6e</u>
<u>CCSS.ELA-LITERACY.W.6.9.B</u> Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Not in WA ELA (2024).

* The WA ELA (2024) standards assume that educators at all grade levels 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.

7th Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.7.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing7th</u> Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W7th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W7th.1 must be taken through W7th.2 – W7th.10.]

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.7.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.7.1</u> Write arguments to support claims with clear reasons and relevant evidence.	<u>WA.ELA-LITERACY.W7th.2</u> Students compose multimodal texts within a variety of genres across content areas to affect an audience’s ideas, understanding, perspectives, and/or actions. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses. Explain their observations and analysis of texts, ideas, and the world. Persuade others through arguments, evaluations, and other appeals. Tell narratives of stories and events, using techniques and devices consistent with the genre.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W7th.3</u> Students manage and complete writing projects. - Analyze the prompt to determine the purpose of the project and how to meet it. - Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. - Determine the process or steps and plan the time needed to complete the project. - Adjust to feedback and shifts in focus and timeline when needed.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<u>WA.ELA-LITERACY.W7th.4</u> Students generate and gather ideas and material, including appropriate use of technology. - Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML7.4), media, conversations, the communicative situation, products from W.1, and/or desire to communicate with a variety of audiences. - Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. Curate ideas and material, including findings from their research (see RML7th.4) and media, identifying when and how it's fair to use the creative work of others.
<u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.7.3.B</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<u>WA.ELA-LITERACY.W7th.5</u> Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice. Develop descriptions to activate and build on the audience's prior learning and opinions, and to help the audience to imagine and empathize with the content. Develop analysis of experience, events, information, ideas, and/or texts. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. Acknowledge opposing claims. - Develop appeals to emotion and reason. Use evidence from texts to support analysis, reflection, or research.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.3.D</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.7.2.B</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <u>CCSS.ELA-LITERACY.W.7.1.B</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <u>CCSS.ELA-LITERACY.W.7.1.A</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	g. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. h. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.2.A</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.2.A</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.7.1.A</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <u>CCSS.ELA-LITERACY.W.7.3.A</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.7.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>CCSS.ELA-LITERACY.W.7.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented. <u>CCSS.ELA-LITERACY.W.7.3.E</u> Provide a conclusion that follows from and reflects on the narrated experiences or events.	<u>WA.ELA-LITERACY.W7th.6</u> Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.2.A</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.7.2.C</u> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <u>CCSS.ELA-LITERACY.W.7.1.A</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <u>CCSS.ELA-LITERACY.W.7.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <u>CCSS.ELA-LITERACY.W.7.3.A</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.7.3.C</u> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<u>WA.ELA-LITERACY.W7th.7</u> Students organize content, using and/or adapting the genre's structure, to lead readers through the student's thinking.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.5</u> With some guidance and support from peers and adults*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	<u>WA.ELA-LITERACY.W7th.8</u> Students evaluate drafts. Re-read to determine whether the draft says what they want it to say. Re-read to identify differences between what they intend and what the audience would understand from the text itself. Gather feedback and determine whether it supports their intentions and/or improves readers’ understanding.
<u>CCSS.ELA-LITERACY.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	<u>WA.ELA-LITERACY.W7th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology. - Use what they learned from re-reading and feedback to strengthen their compositions. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–7.]
<u>CCSS.ELA-LITERACY.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<u>WA.ELA-LITERACY.W7th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms. Determine where to publish after considering potential impacts of intended and unintended audiences.
<u>CCSS.ELA-LITERACY.W.7.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	See <u>WA.ELA-LITERACY.L7th.3</u>
<u>CCSS.ELA-LITERACY.W.7.2.E</u> Establish and maintain a formal style.	See <u>WA.ELA-LITERACY.L7th1-1a</u>
<u>CCSS.ELA-LITERACY.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	See <u>WA.ELA-LITERACY.SpeakingListeningDigitalForums7th</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	See <u>WA.ELA-LITERACY.RML7th.1-4</u>
<u>CCSS.ELA-LITERACY.W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	See <u>WA.ELA-LITERACY.RML7th.2</u> <u>WA.ELA-LITERACY.RML7th.3</u> <u>WA.ELA-LITERACY.RML7th.7</u> <u>WA.ELA-LITERACY.RML7th.8</u> <u>WA.ELA-LITERACY.R7th.8d</u>
<u>CCSS.ELA-LITERACY.W.7.9.B</u> Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	Not in WA ELA (2024).
<u>CCSS.ELA-LITERACY.W.7.9.A</u> Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	Not in WA ELA (2024).

* The WA ELA (2024) standards assume that educators at all grade levels 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.

8th Grade

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.8.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing8th</u> Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W8th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W8th.1 must be taken through W8th.2 – W8th.10.]

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.8.3.B</u> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. <u>CCSS.ELA-LITERACY.W.8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.8.1</u> Write arguments to support claims with clear reasons and relevant evidence. <u>CCSS.ELA-LITERACY.W.8.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<u>WA.ELA-LITERACY.W8th.2</u> Students compose multimodal texts in a variety of genres across content areas to affect an audience’s ideas, understanding, perspectives, and/or actions. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses. Explain their observations and analysis of texts, ideas, and the world. Persuade others through arguments, evaluations, and other appeals. Tell narratives of stories and events, using techniques and devices consistent with the genre.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W8th.3</u> Students manage and complete writing projects. - Analyze the prompt to determine the purpose of the project and how to meet it. - Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. - Determine the process or steps and plan the time needed to complete the project. - Adjust to feedback and shifts in focus and timeline when needed.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<u>WA.ELA-LITERACY.W8th.4</u> Students generate and gather ideas and material, including appropriate use of technology. - Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML8th.4), media, conversations, the communicative situation, products from W8th.1, and/or desire to communicate with a variety of audiences. - Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. Curate ideas and material, including findings from their research (see RML8th.4) and media, identifying when and how it's fair to use the creative work of others.
<u>CCSS.ELA-LITERACY.W.8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.8.3.D</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <u>CCSS.ELA-LITERACY.W.8.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>WA.ELA-LITERACY.W8th.5</u> Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice. Develop descriptions to activate and build on the audience's prior learning and opinions, and to help the audience to imagine and empathize with the content. Develop analysis of experience, events, information, ideas, and/or texts. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. - Develop appeals to emotion and reason. Use evidence from texts to support analysis, reflection, or research.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.3.B</u> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. <u>CCSS.ELA-LITERACY.W.8.2.B</u> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>CCSS.ELA-LITERACY.W.8.1.B</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>CCSS.ELA-LITERACY.W.8.2.A</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	f. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. g. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.2.A</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.8.1.A</u> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <u>CCSS.ELA-LITERACY.W.8.3.A</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.8.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented. <u>CCSS.ELA-LITERACY.W.8.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>CCSS.ELA-LITERACY.W.8.3.E</u> Provide a conclusion that follows from and reflects on the narrated experiences or events.	<u>WA.ELA-LITERACY.W8th.6</u> Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.
<u>CCSS.ELA-LITERACY.W.8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<u>WA.ELA-LITERACY.W8th.7</u> Students organize content, using and/or adapting the genre’s structure, to lead readers through the student’s thinking.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.2.A</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.8.1.A</u> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <u>CCSS.ELA-LITERACY.W.8.3.A</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <u>CCSS.ELA-LITERACY.W.8.2.C</u> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>CCSS.ELA-LITERACY.W.8.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. <u>CCSS.ELA-LITERACY.W.8.3.C</u> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	<u>WA.ELA-LITERACY.W8th.8</u> Students evaluate drafts. Re-read to determine whether the draft says what they want it to say. Re-read to identify differences between what they intend and what the audience would understand from the text itself. Gather feedback and determine whether it supports their intentions and/or improves readers’ understanding.
<u>CCSS.ELA-LITERACY.W.8.5</u> With some guidance and support from peers and adults*, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	<u>WA.ELA-LITERACY.W8th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology. - Use what they learned from re-reading and feedback to strengthen their compositions. Edit for conventions and consistency of text features, including attributions. [See Language standards 1–8.]
<u>CCSS.ELA-LITERACY.W.8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<u>WA.ELA-LITERACY.W8th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms. - Identify a variety of environments in which compositions might be published and their intended and unintended audiences. - Determine where to publish based on potential impact and permanence.
<u>CCSS.ELA-LITERACY.W.8.1.C</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	See <u>WA.ELA-LITERACY.L8th.3</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	See <u>WA.ELA-LITERACY.SpeakingListeningDigitalForums8th</u>
<u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	See <u>WA.ELA-LITERACY.RML8th.1-4</u>
<u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	See <u>WA.ELA-LITERACY.RML8th.2</u> <u>WA.ELA-LITERACY.RML8th.3</u> <u>WA.ELA-LITERACY.RML8th.7</u> <u>WA.ELA-LITERACY.RML8th.8</u> <u>WA.ELA-LITERACY.R8th.8d</u>
<u>CCSS.ELA-LITERACY.W.8.9.A</u> <i>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</i>	Not in WA ELA (2024).
<u>CCSS.ELA-LITERACY.W.8.9.B</u> <i>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</i>	Not in WA ELA (2024).

*The WA ELA (2024) standards assume that educators at all grade levels 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.

9th–10th Grades

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.9-10.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing9th-10th</u> Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W9th-10th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language and genre, and make personal sense of the world, events, and experiences. [Not all products from W9th-10th.1 must be taken through W9th-10th.2 – W9th-10th.1.]
<u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.9-10.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<u>WA.ELA-LITERACY.W9th-10th.2</u> Students compose multimodal texts within a variety of genres across content areas to affect an audience’s ideas, understanding, perspectives, and/or actions. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses. Explain their observations and analysis of texts, ideas, and the world. Persuade others through arguments, evaluations, and other appeals.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <u>CCSS.ELA-LITERACY.W.9-10.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	d. Tell narratives of stories and events, using techniques and devices consistent with the genre.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA.ELA-LITERACY.W9th-10th.3</u> Students manage and complete writing projects. - Analyze the prompt to determine the purpose of the project and how to meet it. - Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. - Determine the process or steps and plan the time needed to complete the project. - Adjust to feedback and shifts in focus and timeline when needed.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.	<u>WA.ELA-LITERACY.W9th-10th.4</u> Students generate and gather ideas and material, including appropriate use of technology. - Generate ideas for topics, genres, and material from experience, imagination, reading, research (see RML9th-10th.4), media, conversations, the communicative situation, products from W9th-10th.1, and/or desire to communicate with a variety of audiences. - Determine which features and conventions of genres and medias to follow, adapt, combine, or break from mentor texts. Curate ideas and material, including findings from their research (see RML9th-10th.4) and media, determining when and how it's fair and legal to use media created by others.
<u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.9-10.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <u>CCSS.ELA-LITERACY.W.9-10.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<u>WA.ELA-LITERACY.W9th-10th.5</u> Students draft content within the genre and purpose to develop ideas, engage the audience, and express voice. Develop descriptions to activate and build on the audience's prior learning and opinions, and to help the audience to imagine and empathize with the content. Develop analysis of experience, events, information, ideas, and/or texts. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. - Develop appeals to emotion, reason, and status.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.2.D</u> Use precise language and domain-specific vocabulary to manage the complexity of the topic. <u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.2.B</u> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>CCSS.ELA-LITERACY.W.9-10.1.B</u> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>CCSS.ELA-LITERACY.W.9-10.2.A</u> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	e. Present experience and counterexample to further or challenge a claim, solution, or motive. f. Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration. g. Use evidence from texts to support analysis, reflection, or research. h. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. i. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.2.A</u> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>CCSS.ELA-LITERACY.W.9-10.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>CCSS.ELA-LITERACY.W.9-10.1.A</u> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <u>CCSS.ELA-LITERACY.W.9-10.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented. <u>CCSS.ELA-LITERACY.W.9-10.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. <u>CCSS.ELA-LITERACY.W.9-10.3.E</u> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<u>WA.ELA-LITERACY.W9th-10th.6</u> Students craft introductions and conclusions within genre and purpose to engage the audience, establish voice, and support content in the body of the text.

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

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.1.A</u> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <u>CCSS.ELA-LITERACY.W.9-10.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. <u>CCSS.ELA-LITERACY.W.9-10.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
<u>CCSS.ELA-LITERACY.W.9-10.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	<u>WA.ELA-LITERACY.W9th-10th.8</u> Students evaluate drafts. Re-read to determine whether the draft says what they want it to say. Re-read to identify differences between what they intend and what the audience would understand from the text itself. Gather feedback and determine whether it supports their intentions and/or improves readers’ understanding.

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	<u>WA.ELA-LITERACY.W9th-10th.9</u> Students revise and edit using a variety of strategies, including use of appropriate technology. - Use what they learned from re-reading and feedback to strengthen their compositions. Edit for conventions and consistency of text features, including attributions. [See Language standards 1-9-10.]
<u>CCSS.ELA-LITERACY.W.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<u>WA.ELA-LITERACY.W9th-10th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms. - Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. - Monitor and update published works when appropriate.
<u>CCSS.ELA-LITERACY.W.9-10.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	See <u>WA.ELA-LITERACY.L9th-10th.1</u>
<u>CCSS.ELA-LITERACY.W.9-10.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	See <u>WA.ELA-LITERACY.L9th-10th.1</u>
<u>CCSS.ELA-LITERACY.W.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	See <u>WA.ELA-LITERACY.RML9th-10th.1</u> <u>WA.ELA-LITERACY.RML9th-10th.2</u> <u>WA.ELA-LITERACY.RML9th-10th.3</u>

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.9-10.1.C</u> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	See <u>WA.ELA-LITERACY.L9th-10th.4</u>
<u>CCSS.ELA-LITERACY.W.9-10.2.C</u> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	See <u>WA.ELA-LITERACY.L9th-10th.4</u>
<u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	See <u>WA.ELA-LITERACY.RML9th-10th.2</u> <u>WA.ELA-LITERACY.RML9th-10th.3</u>
<u>CCSS.ELA-LITERACY.W.9-10.9.A</u> Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Not in WA ELA (2024).
<u>CCSS.ELA-LITERACY.W.9-10.9.B</u> Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Not in WA ELA (2024).

11th–12th Grades

Writing

ELA CCSS (2011)	WA ELA (2024)
<u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>CCSS.ELA-LITERACY.W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Priority: <u>WA.ELA-LITERACY.Writing11th-12th</u> Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.
Not in ELA CCSS (2011); new in WA ELA (2024).	<u>WA ELA-LITERACY.W11th-12th.1</u> Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language and genre, and make personal sense of the world, events, and experiences. [Not all products from W11th-12th.1 must be taken through W11th-12th.2–W11th-12th.10.]

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Not in ELA CCSS (2011); new in WA ELA (2024).	<u>ELA-LITERACY.W.11-12.3</u> Students manage and complete writing projects. - Analyze the prompt and communicative situation to determine the purpose of the project and how to meet it. - Connect the project to personal and/or community experiences, interests, perspectives, and/or needs. - Determine the process or steps and plan the time needed to complete the project. - Adjust to feedback and shifts in focus and timeline when needed.
<u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<u>ELA-LITERACY.W.11-12.4</u> Students generate and gather ideas and material, including appropriate use of technology. - Generate topics and material from experience, imagination, reading, research (see RML11th-12th.4), media, conversations, the communicative situation, products from W.11-12.1, and/or desire to communicate a particular message to an audience. - Determine which features and conventions of genres and medias to follow, adapt, or combine from mentor texts. Curate ideas and material, including findings from their research (see RML11th-12th.4) and media, determining when and how it's fair and legal to use media created by others.
<u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<u>WA.ELA-LITERACY.W.11-12.5</u> Students draft content within the genre, purpose, and discipline to develop ideas, engage the audience, and express voice.

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<u>CCSS.ELA-LITERACY.W.11-12.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <u>CCSS.ELA-LITERACY.W.11-12.2.D</u> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <u>CCSS.ELA-LITERACY.W.11-12.2.B</u> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>CCSS.ELA-LITERACY.W.11-12.1.B</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. <u>CCSS.ELA-LITERACY.W.11-12.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	a. Develop descriptions to activate and build on the audience's prior learning and opinions, and to help the audience to imagine and empathize with the content. b. Develop analysis of experience, events, information, ideas, and/or texts. c. Draft claims and support them with relevant and credible evidence connected by sound and valid reasoning. d. Develop appeals to emotion, reason, status, and authority. e. Present experience and counterexample to further or challenge a claim, solution, or motive. f. Present content outside the audience's experience through analogy, metaphor, empathy, reflection, and/or other appeals to invite consideration. g. Use evidence from texts to support analysis, reflection, or research. h. Select and integrate images, charts, headings, and other text features as appropriate to the genre and useful to audience. i. Attribute sources in ways consistent with the genre and discipline, using technology appropriately.

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

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<u>CCSS.ELA-LITERACY.W.11-12.3.A</u> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. <u>CCSS.ELA-LITERACY.W.11-12.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). <u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
<u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	<u>WA.ELA-LITERACY.W11th-12th.8</u> Students evaluate drafts. Re-read to determine whether the draft says what they want it to say. Re-read to identify differences between what they intend and what the audience would understand from the text itself. Gather feedback and determine whether it supports their intentions and/or improves readers’ understanding.

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<u>CCSS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<u>WA.ELA-LITERACY.W11th-12th.10</u> Students share and publish compositions in person and/or on digital or non-digital platforms. a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. b. Monitor and update published works when appropriate.
<u>CCSS.ELA-LITERACY.W.11-12.1.C</u> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	See <u>WA.ELA-LITERACY. L11th-12th.4</u>
<u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	See <u>WA.ELA-LITERACY.L11th-12th.1</u>
<u>CCSS.ELA-LITERACY.W.11-12.2.C</u> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	See <u>WA.ELA-LITERACY. L11th-12th.4</u>

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CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	See WA.ELA-LITERACY.L11th-12th.1
CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	See WA.ELA-LITERACY.RML11th-12th.1 WA.ELA-LITERACY.RML11th-12th.2 WA.ELA-LITERACY.RML11th-12th.3 WA.ELA-LITERACY.RML11th-12th.4
CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	See WA.ELA-LITERACY.RML11th-12th.2 WA.ELA-LITERACY.RML11th-12th.3 WA.ELA-LITERACY.RML11th-12th.4
CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	Not in WA ELA (2024).

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<u>CCSS.ELA-LITERACY.W.11-12.9.B</u> Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	Not in WA ELA (2024).