

Learning Standards Update - ELA

AWSP

March 10, 2026

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Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Washington State Learning Standards Review and Revision Project

Today's Time:



Project Goals and Process

Including revision timeline and expected products



What's New in Content

ELA



Making Connections

Objectives:

Participants will be provided with a brief overview of the process used for the revision project and change in content areas



Project Goals: Refine and clarify...



Provide a consistent format for all standards documents



Consistent coding/numbering system



Prioritize and Clarify the language of specific standards

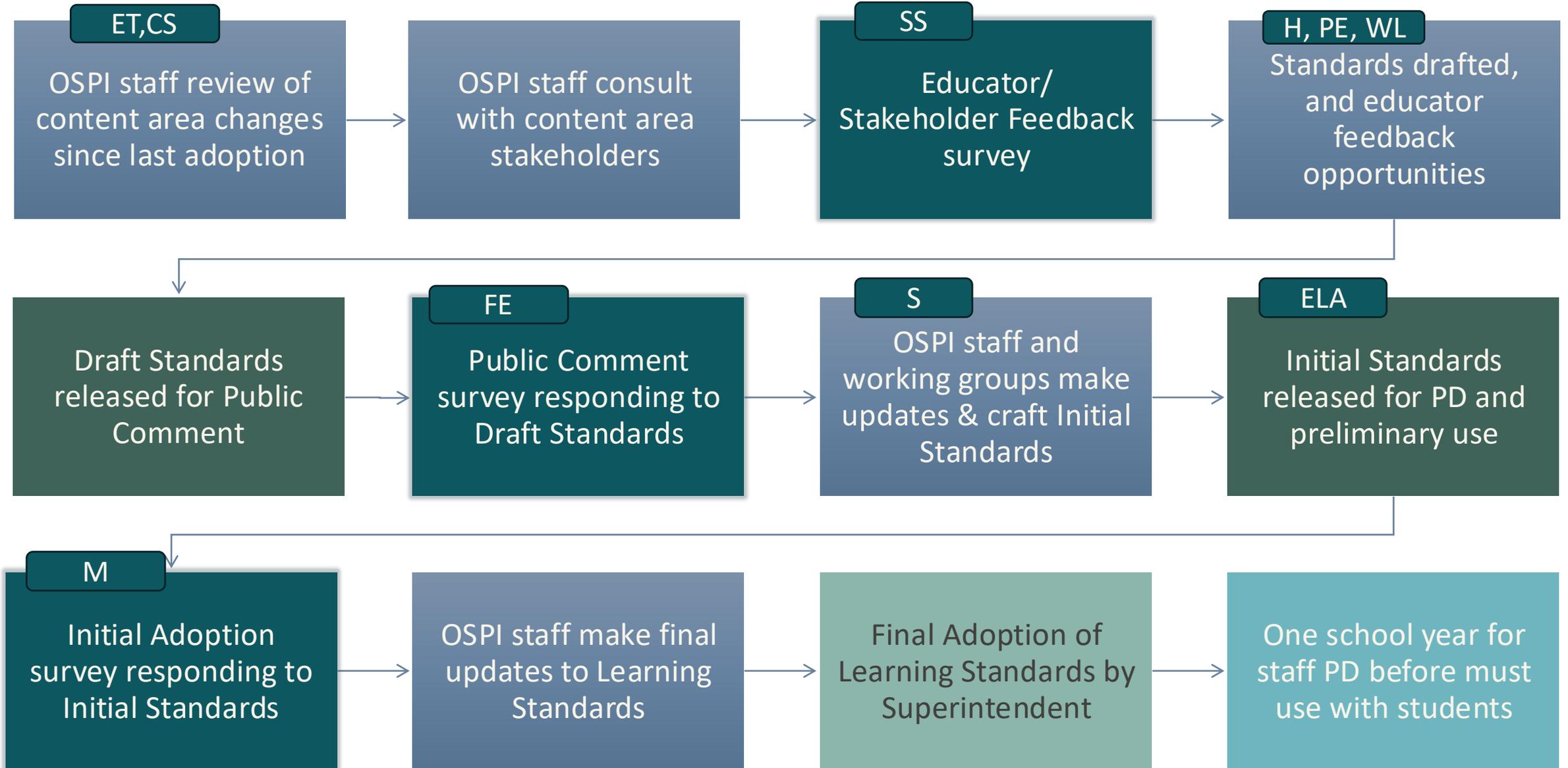


Revisions include necessary content updates; emerging knowledge needs and alignment of existing standards

State Learning Standards Review and Revision Cycle

Per RCW 28A.655.070, the Superintendent of Public Instruction will periodically revise the state learning standards. The following detail provides the review and revision cycle overview

		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035		
		Jan-Jul	Aug-Dec																							
	English Language Arts <i>(including media literacy and digital citizenship)</i> Adopted 2011	▶	🔄	🔄	🔄	📄	🎯	📄	📄	🏫	🏫				📄						🔄					
	Mathematics <i>(including data science)</i> Adopted 2011	▶	🔄	🔄	📄	🎯	📄	📄	📄	🏫	🏫		📄									🔄				
	Financial Education Adopted 2016	▶	🔄	🔄	🔄	📄	🎯	📄	📄	🏫	🏫											🔄				
	Science <i>(including Environment and Sustainability)</i> Adopted 2013			▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫				📄								🔄		
	World Languages Adopted 2015			▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫												🔄		
	Health & Physical Education Adopted 2016			▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫												🔄		
	Social Studies Adopted 2018				▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫	🏫	🏫										🔄	
	Computer Science Adopted 2018				▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫	🏫	🏫										🔄	
	Educational Technology Adopted 2018				▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫	🏫	🏫										🔄	
	Arts Adopted 2017											▶	🔄	🔄	📄	🎯	📄	📄	🏫	🏫						



Prioritized Learning Standards



Priority Learning Standards are the most essential academic skills and concepts students need to succeed from one grade level to the next.



The Priority Learning Standards identify the universal set of standards that each and every student should have the opportunity to learn and be able to do.



Priority Learning Standards were identified using the following criteria:

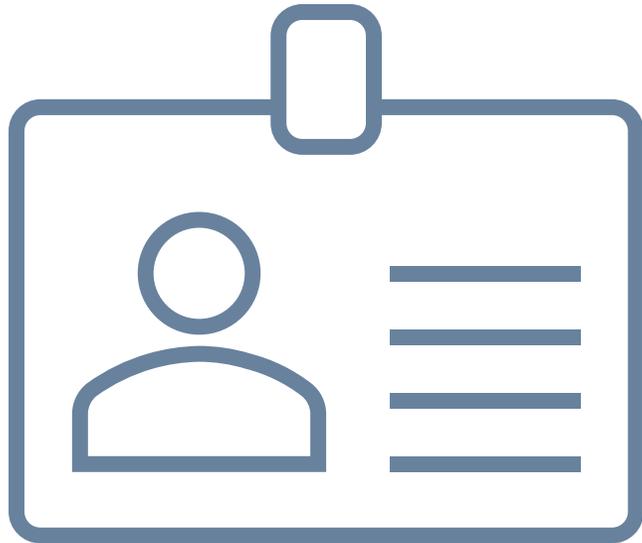
Endurance: Will this skill or knowledge still be valuable beyond a single test, school year, or post-high school?

Leverage: Is it useful across multiple subjects (for example, writing or critical thinking)?

Readiness: Does it prepare students for success in the next grade level, course, or post-high school option?



Naming Structure-Need



Current learning standards have different kinds of coding systems.

This is a burden for district staff, administrators, and teachers who work with more than one or two content areas.

Naming Structure-Need

- Current learning standards have different kinds of coding systems.
- This is a burden for district staff, administrators, and teachers who work with more than one or two content areas.
- Examples with **grade level** highlighted:

DA:Cr1.1.K

1B-AP-15

HSF-LE.A.4

RI.7.2

2.CD.1

H7.W2.8b

PE2.4.3

5-LS1-1

H2.6-8.6

Naming Structure-Need

- Current learning standards have different kinds of coding systems.
- This is a burden for district staff, administrators, and teachers who work with more than one or two content areas.
- Examples: *Can you name what number matches which content?*

DA:Cr1.1.K (Dance) 1B-AP-15 (CompSci) HSF-LE.A.4 (Math)

RI.7.2 (ELA) 2.CD.1 (Financial Ed) H7.W2.8b (Health)

PE2.4.3 (PE) 5-LS1-1 (Science) H2.6-8.6 (SocStudies)

Solution: Standardized Naming Structure

Structure that is *as similar as possible* for all sets of learning standards.

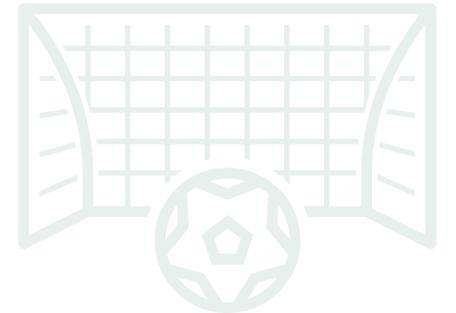
- **Content:** ELA, M, FE, S, PE, H, WL, SS, A, CS
- **Grade:** a single grade, if a grade band show range of the band: middle school (MS), Kindergarten to second grade (K-2)
- **Domain:** ex R = Reading, Q = Quantity, PS = Physical Science
- **Category:** a capital number or letter (*some content areas will not have this level*)
- **Standard:** a number, and may include a lowercase letter as an indicator

What's New in Content: English Language Arts Standards Update



Key Goals of the Revisions

- **Media Literacy and Digital Citizenship** — Integrate media literacy and promote responsible digital citizenship.
- **Critical Thinking** — Emphasize critical thinking skills, encouraging students to analyze, evaluate, and synthesize information effectively.
- **Research-Based** — Reflect literacy research and scholarship.
- **Usability** — Reduce repetition to become more user-friendly.
- **Process-Oriented Learning** — Focus on the process of literacy development to scaffold students' learning experiences.
- **Relevance** — Emphasize relevance as a pathway to academic rigor.
- **Prioritize** — Priority standards to provide context and purpose.



Revisions to Strands – 2026 Domains

ELA CCSS (2011): Strands

1. Reading

Literary Text

Informational Text

Foundational Skills

2. Writing →

3. Speaking & Listening →

4. Language →

WA Revision: Domains

1. Reading

2. Writing

3. Speaking, Listening, **& Digital Forums**

4. Language

5. **Research & Media Literacy**



Media Literacy & Digital Citizenship



Skills have been *added* and *integrated* into multiple domains:

- A new domain (*Research and Media Literacy*) contains new Media Literacy standards and makes the connection between research and Media Literacy skills explicit.
- Concepts critical to Media Literacy (*communicative situation, genre, visual elements*) are integrated into *Reading, Writing, and Speaking, Listening, and Digital Forums*.
- Skills related to Digital Citizenship have been integrated into *Speaking, Listening, and Digital Forums*.
- To address publishing online, skills related to Digital Citizenship have been integrated into *Writing*.

Standardized Naming Structure - ELA

Speaking, Listening, and Digital Forums

Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres for a range of communicative situations in the context of grade-level content, face-to-face and/or in teacher-moderated digital forums.

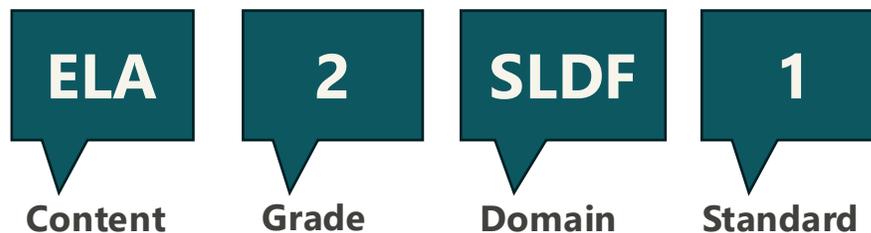
Discussion

PRIORITY: ELA.2.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Discuss expectations and roles within the community, changing them when needed.

ELA.2.SLDF.1





Using Standards

Where To Start With The Standards

- Begin with reading through “What’s New” – Handout
- What is different from the CCSS standards?
- What impacts will these changes have on instruction, systems, instructional materials connections, etc.?

Reading Domain

- Foundational skills and comprehension develop at the same time.
- Literary and informational texts are combined and reorganized around genre, including emerging genres (e.g., social media posts).
- Text features expand into grades 6–12, teaching students to “decode” genre-specific visual elements.
- Student selection of texts supports student interest, experience, and prior knowledge.
- Emphasis on linking reading to research, discussion, writing, projects, and real-life applications.

Writing Domain

- Students compose genres that integrate text types (argument, informative, narrative) with flexibility (e.g., a narrative element in a lab report vs. a novel).
- Persuasion broadened beyond argument.
- Intentionally aligned to WIDA’s English Language Development (ELD) Standards.
- Emphasis on applying the writing process to unfamiliar genres and real-world writing tasks, and in other content areas.
- Digital citizenship added: permanence of digital publishing and ethical use of others’ creative work.

Language Domain

- Supports connection to purpose and context across other domains.
- Useful in dual language settings.
- Emphasizes how and why people use language differently in different settings.

Speaking, Listening, and Digital Forums Domain

- Expanded to include digital discussions, in addition to face-to-face communication.
- Digital citizenship added: permanence of digital contributions, online anonymity, and authenticity in digital forums.
- Prepares students for civil discourse across platforms, including project-based learning.

Research and Media Literacy Domain

- Students begin asking and refining research questions in elementary grades.
- Early introduction to curiosity as part of inquiry.
- Expanded use of digital search tools.
- Encourages independent critical thinking about media messages.
- Students analyze reactions to media messages, purposes of media messages, content accuracy, and source credibility, with the last two explicitly separated.



Key Shift Document – Understandings and Literacy Practices

A key foundational shift is woven throughout the WA ELA 2026: *Students are active decision-makers*. This shift recognizes and builds students' capacity to make thoughtful, purposeful choices as they read, write, speak, listen, and engage with media messages—positioning them as active agents in their own learning.

This shift is also grounded in and made possible by **six key understandings** about literacy. These understandings highlight why students use literacy to pursue personal, academic, community, and other goals.

Six Key Understandings

1. Students' experiences matter.
2. Language is social.
3. Language domains are interdependent and integrated.
4. Literacy is more than the sum of its skills and subskills.
5. All texts are multimodal.
6. Literacy skills connect to students' histories, are relevant to their current realities, and prepare them for unknown futures.

The key shift describes what students do (make active decisions about how to use literacy). The key understandings support the key shift by explaining why students need to make those decisions.

Six Literacy Practices

When students are active decision-makers, they:

1. Use literacy for their own purposes.
2. Think about the communicative situation.
3. Use and adapt genres to create multimodal texts.
4. Use flexible, recursive processes.
5. Make meaning through their own experiences and perspectives.
6. Critically examine texts through various lenses.

These six practices are a consistent thread throughout the WA ELA 2026 standards. Rather than being tied to specific grade levels, they reflect the ongoing development of students' literacy expertise—skills that deepen and expand each year.

Each of the six WA ELA Literacy Practices plays a vital role in this shift, helping students grow as confident, capable decision-makers who use literacy to navigate and shape their world.



Key Shift Conversation



Review the Key Understandings



What do the 6 Understandings mean for instruction?

- Review the 6 Literacy Practices
- What does “active decision-makers” mean?
- Jigsaw with the 6 practices, in each practice what is consistent or different about your current instructional design?

FAQ on Website

- Look through the FAQ sections for answers to commonly asked questions.
- Submit questions to standards.review@k12.wa.us
- Example:
- **Q: There are strong, sometimes conflicting feelings about how reading should be taught. Do the revised ELA standards take a position in this conversation?**
- A: Reading involves multiple skills, and the revised ELA standards unify these through research-based approaches. Research shows that students benefit from explicit, systematic instruction in foundational skills, now elevated to a primary domain in the standards. Additionally, all students gain simultaneous instruction in comprehension, interpretation, analysis, evaluation, and use of texts in a language and text-rich environment. The revised standards reflect these research-based components, addressing integrated and comprehensive approaches to literacy instruction.

Excel Spreadsheet – Coming Soon

- **In the What is New Tab:**
- Review the coding system. What are some noticing's that you have with the coding system and how does this support your alignment to your adopted instructional materials?
- What support do you need from your district to be able to connect instructional materials.

Excel Spreadsheet

- **Review the Crosswalk Tab:**
- This tab shows the changes in learning standards from the CCSS ELA standards to the current WA ELA 2026 standards. Notice the differences in the coding structure between the two sets of standards. What is different? How can you use the new structure to find the connections with your district adopted instructional materials or local assessments? Identify a WA ELA 2026 learning standard. What is the change? What implications or changes in language have on your instruction or district materials and resources?
- **Glossary Tab:**
- Review the glossary tab for terms used in the ELA 2026 standards. What terms would be helpful to review individually or review as a collaborative team to develop a shared understanding?

The Word Document of Standards



Spend time in the introduction



There is more explanation and content in the introduction sections of each content area



Standards listed by grade

Provide Feedback On The Survey



Find the survey link in the ELA section of the website and encourage staff to fill it out.



Open from March 12 to May 3, 2026

Unpacking Standards – A Universal Skill

Skills and Concepts – Nouns and Verbs

- Identify by highlighting in the standard

Learning Targets

- What will students need to know or be able to do today to learn or understand the skills and concepts

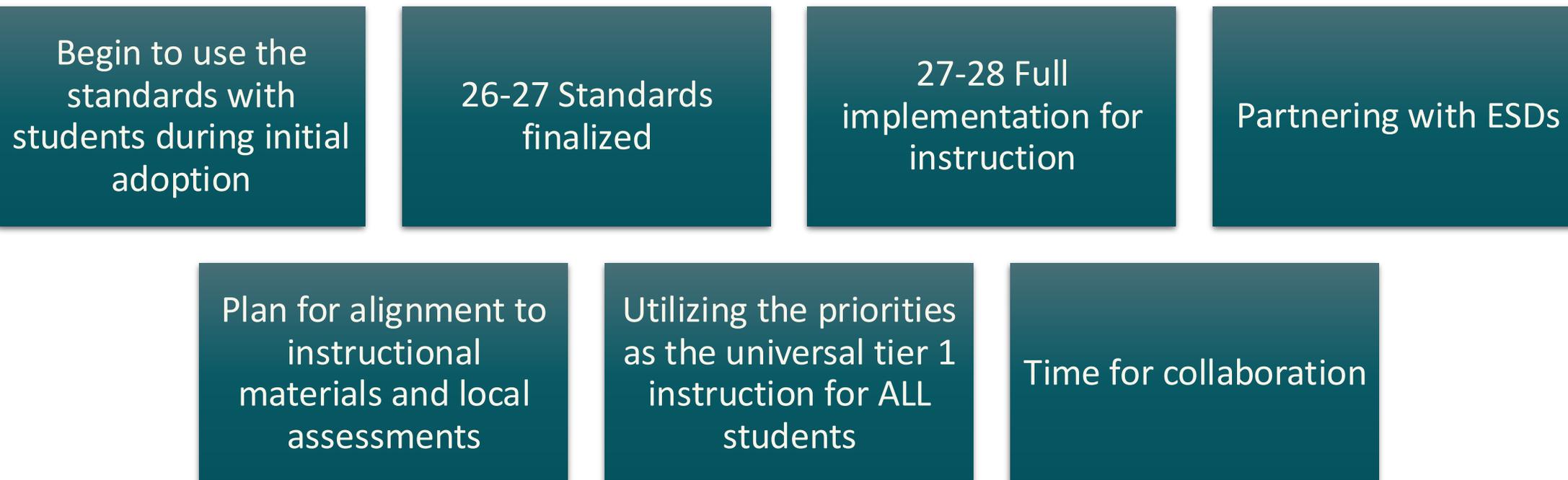
Success Criteria

- Students will know if they have learned or can do, if they can do these things...

Formative/Summative Assessments

- How will you assess students understanding of the skills and concepts

District Impacts and Planning – M & ELA



Summer Planning

Both Math and ELA will be formally adopted this summer.

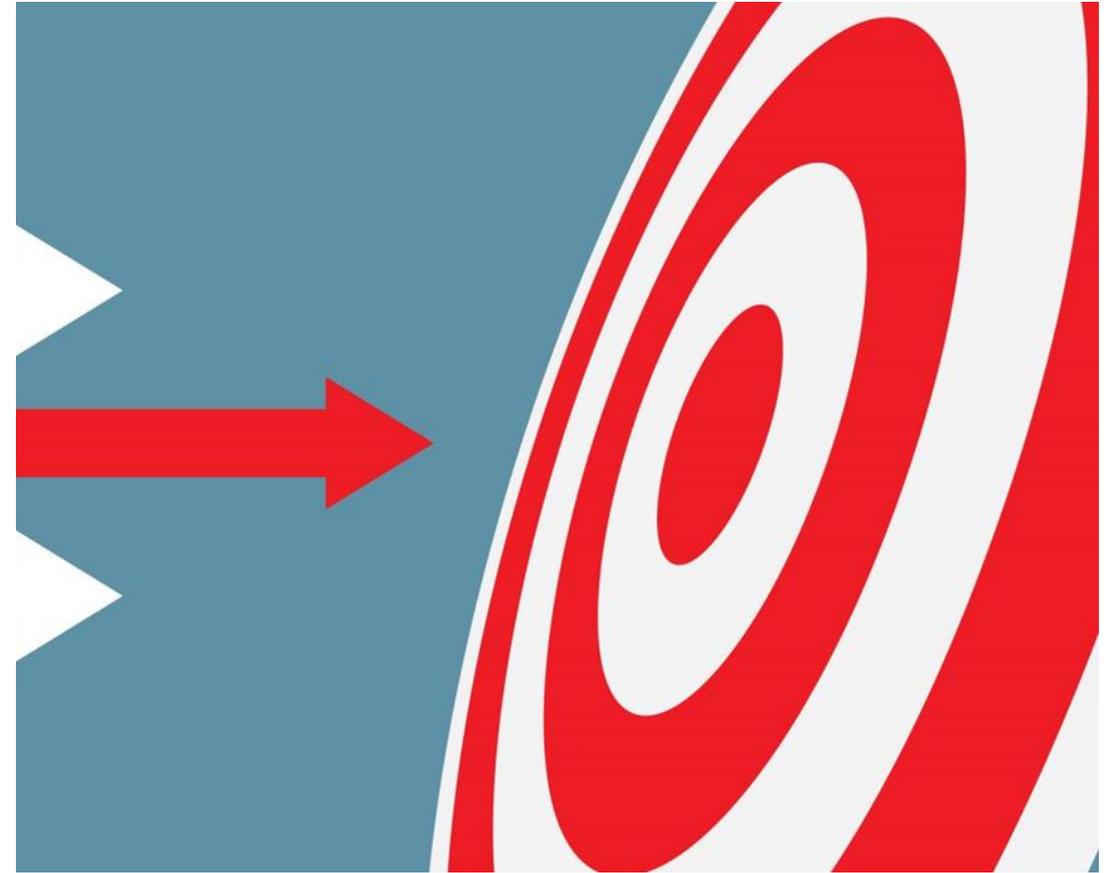
What professional learning time can you set aside for implementation of the standards and alignment to school and district systems.

What time can be built in throughout the 26-27 year for collaboration among educators to continue to elevate, unwrap, and align to instructional materials.

What do you need from your district to support this work?

Collective Teacher Efficacy

- The largest determining factor in student achievement
- Supporting teachers and principals on the use of the prioritized standards
- Supporting growth goals for teachers and administrators



TPEP Connections

Washington State Teacher Criteria

- Criterion 4 – Content Knowledge
- Criterion 2 – Instruction
- Criterion 3 – Differentiation
- Criterion 6 – Assessment
- Criterion 7 – Families and Community
- Criterion 8 – Professional Practice



Critical Attributes of Student Growth

Essential Standard = Priority Standard

- Part of the WA State Learning Standards or national standards for a teacher's content area(s) and grade level(s)
- A significant learning that yields the opportunity for students to draw on their cultures, identities, and backgrounds
- A significant learning that demands students' complex thinking
- May include, in addition to a content standard, other learning-supportive standards (e.g., CTE 21st Century Learning Skills, Habits of Mind, Standards for Mathematical Practice, etc.)



Principal Growth Goals

Pilot a growth goal -

Alignment to School Improvement Plans

- Reflect on your current plans
- How can learning standards implementation and use be integrated into your strategic planning, goals, activities
- What professional learning is needed for staff

Content Integration



Finding multiple ways to connect across content areas for more in-depth student application of learning



Supporting cross content collaboration



Student interest based



Project based learning examples



Dismantling silos of content



Professional Learning Communities

Understanding the priority standards

Unwrapping the standard

- Understand the skills and concepts
- Identify learning targets
- How to assess the standard – planning for learner variability
- Developing common understanding of performance
- Aligning materials and resources
- Review data, revisit, adjust, reflect

Growth goal connections

Open Office Hours

March 19th, 4pm

- What's New and Key Shift in the 2026 ELA Learning Standards

March 24th, 9am

- The Reading Domain in the 2026 ELA Learning Standards

March 31th, 4pm

- The Writing Domain in the 2026 ELA Learning Standards

April 9th, 4pm

- The Language Domain in the 2026 ELA Learning Standards

April 15th 4pm

- The Speaking, Listening and Digital Forums Domain in the 2026 ELA Standards

April 22nd, 3pm

- The Research and Media Literacy Domain in the 2026 ELA Standards

Webpage: Keep checking!

[Learning Standards & Instructional Materials](#)

[Washington State Learning Standards Review](#)

Washington State Learning Standards Review

Learning standards define what all students need to know and be able to do at each grade level. As required by state law ([RCW 28A.655.070](#)), OSPI develops the state's learning standards and periodically revises them based on the student learning goals in [RCW 28A.150.210](#).

Update to the Learning Standards Review Project: June 2025: [Bulletin No. 033-25 \(PDF\)](#).

Standards Review Project

OSPI has launched the Washington State Learning Standards Review project to:

- Establish a process to periodically review the state learning standards, and how those standards are used at a classroom, school, and district level to support student learning.
- Refine and prioritize the learning standards with a lens of clarification, integration, and understandability.
- Develop wrap-around guidance that clarifies for educators the opportunities within the learning standards responsiveness, inclusionary practices, universal design, support for multilingual learners, social-emotional content integration, and standards-based assessment practices.
- Develop an implementation plan for the following two to five years to help educators learn about and use resources and tools.
- Updated January 2025 [State Learning Standards Review and Revision Cycle Timeline \(PDF\)](#).

Contact Information

For questions please contact [Standards Review](#).

Learning Standards

- [OSPI Explains: Why Learning Standards Are They Maintained](#)
- [Project to Update Learning Standards Preparing Students for the Future](#)





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