

# OSPI's Grade Level Standards & Resources Web site



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# Standards & Resources Web site

This site can be accessed:



- Directly: <http://standards.ospi.k12.wa.us>
- Main OSPI webpage: [www.k12.wa.us](http://www.k12.wa.us)
- All subject area pages (e.g., Math, Reading, Writing, Communication, Science, etc.)
- Teaching and Learning web page:  
<http://www.k12.wa.us/CurriculumInstruct/default.aspx>

*The Online Grade Level*

# Standards & Resources Web site



## Current content areas on site:

- Reading
- Mathematics
- Writing
- The Arts and Options for Implementing
  - Dance
  - Music
  - Theatre
  - Visual Arts
- Social Studies
- Science
- Educational Technology
- Communication
- Health and Fitness
- World Language
- Integrated Environmental and Sustainability Education

# In addition to easy access to the Standards...

This interactive resource provides the following features:



- Instructional support materials aligned to the standards
- English Language Learner (ELL) information
- Integration links to other content areas
- Reports - Access to standards in different formats
- Glossary - links and full glossary
- Support for OSPI-developed assessments
- Links to State assessment strands, learning targets, and released items
- Search capability to identify which standards contain specific skills



## Online Grade Level Standards & Resources



The Grade Level Standards & Resources Web site provides quick access to all content standards with aligned resources to support curriculum development, instructional practices, and assessment of student learning. To begin, please use the drop-down menu to select a subject area.

Select Subject:

Select a Subject
Select a Subject
The Arts
Dance - Options for Implementing
Music - Options for Implementing
Theatre - Options for Implementing
Visual Arts - Options for Implementing
Communication
Educational Technology
Health and Fitness
Integrated Environmental and Sustainability
Mathematics, 2008
Reading
Science, 2009
Social Studies
World Languages
Writing

- > The Arts
- > Communication
- > Educational Technology
- > Health and Fitness
- > Integrated Environmental and Sustainability
- > Mathematics, 2008
- > Reading
- > Science, 2009
- > Social Studies
- > World Languages
- > Writing

- What's New  
*click here*
- Related Key Documents
- Standards Download
- Order Copies



# Online Grade Level Standards & Resources

## Reading



- > The Arts
- > Communication
- > Educational Technology
- > Health and Fitness
- > Integrated Environmental and Sustainability
- > Mathematics, 2008
- > Reading
- > Science, 2009
- > Social Studies
- > World Languages
- > Writing

The Grade Level Standards & Resources Web site provides quick access to all content standards with aligned resources to support curriculum development, instructional practices, and assessment of student learning. To begin, please use the drop-down menu to select a subject area.

Select Subject:

Select Grade:  K  1  2  3  4  5  6  7  8  9  10

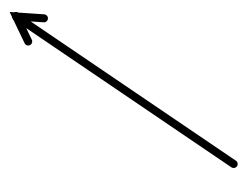
Then click

or

Search by Component  then click

or

Search by GLE  then click



- What's New click here
- Related Key Documents
- Standards Download
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This Web site is not an open public forum. OSPI reserves sole discretion for determining what materials to place on or link to on this Web site. OSPI does not endorse any of the publications or materials placed or linked to from this site. These materials are listed as examples to support classroom instruction aligned with the standards.

# Washington State's Basic Education Act

**1993** (RCW 28A.150.210 -- revised in 2007)

**“... to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their own economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.”**

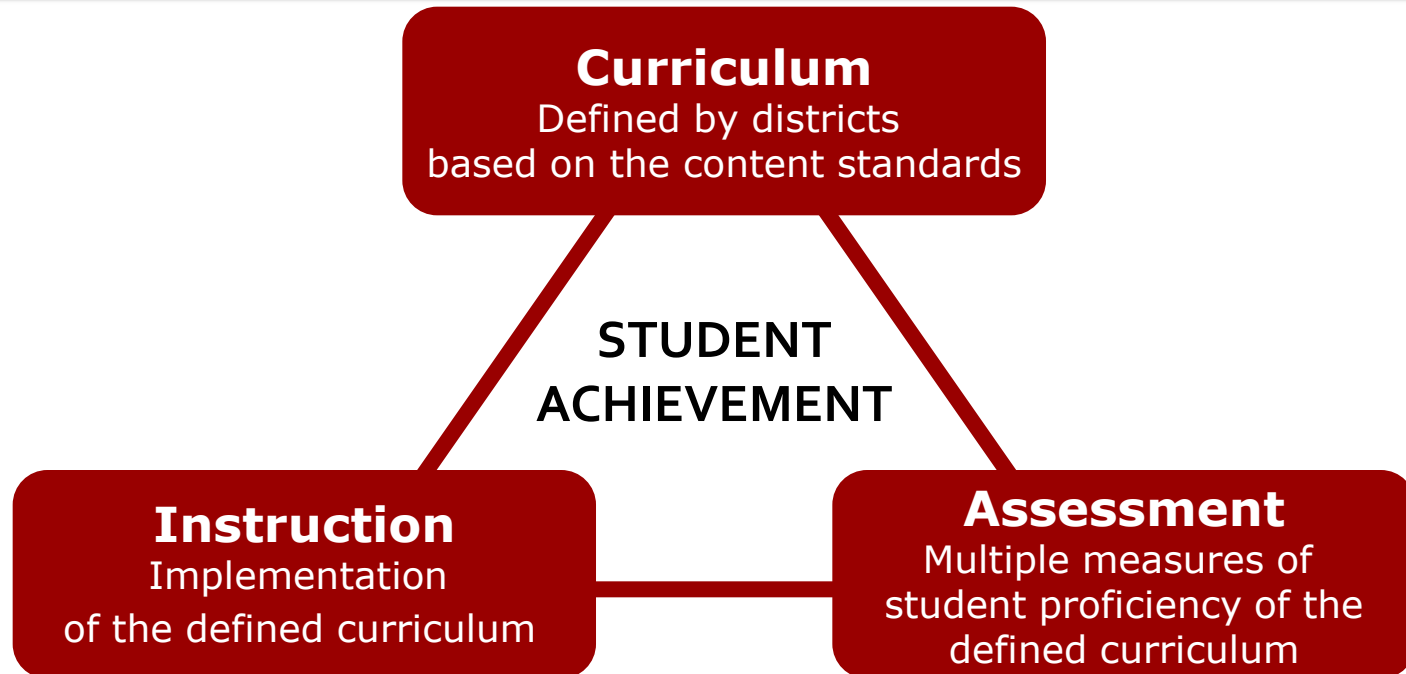
*- Basic Education Act (Goal)*



# Washington State Student Learning Goals

- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- **Think analytically, logically, and creatively**, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand the importance of work and finance** and how performance, effort, and decisions directly affect future career and educational opportunities.

# Alignment for Student Achievement



# All Washington Academic Content Standards

- Explain what students should know and be able to do.
- Move from big content ideas to specific grade level content.
- Are considered proficiency documents.

# Reading EALRs

- **EALR 1:** Student understands and uses different skills and strategies to read.
- **EALR 2:** Student understands the meaning of what is read.
- **EALR 3:** Student reads different materials for a variety of purposes.
- **EALR 4:** Student sets goals and evaluates progress to improve reading.

# Social Studies EALRs

- EALR 1: CIVICS
- EALR 2: ECONOMICS
- EALR 3: GEOGRAPHY
- EALR 4: HISTORY
- EALR 5: SOCIAL STUDIES SKILLS

# Writing EALRs

- **EALR 1:** The student understands and uses a writing process.
- **EALR 2:** The student writes in a variety of forms for different audiences and purposes.
- **EALR 3:** The student writes clearly and effectively.
- **EALR 4:** The student analyzes and evaluates the effectiveness of written work.

# Communication EALRs

- **EALR 1:** The student uses listening and observation skills to gain understanding.
- **EALR 2:** The student uses communication strategies and skills to interact/work effectively with others.
- **EALR 3:** The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.
- **EALR 4:** The student analyzes and evaluates the effectiveness of communication.

# Health and Fitness EALRs

- **EALR 1:** The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
- **EALR 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
- **EALR 3:** The student analyzes and evaluates the impact of real-life influences on health.
- **EALR 4:** The student effectively analyzes personal information to develop individualized health and fitness plans.

# Educational Technology EALRs

- **EALR 1: INTEGRATION** Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.
- **EALR 2: DIGITAL CITIZENSHIP** Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.

# The Arts EALRs

- **EALR 1:** The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.
- **EALR 2:** The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.
- **EALR 3:** The student communicates through the arts (dance, music, theatre, and visual arts).
- **EALR 4:** The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

# The Arts Standards

The Arts Learning Standards consist of:

1. The Washington State K-12 Arts Learning Standards
  - EALRs, Components, Grade Band Descriptions
2. Options for Implementing the Arts Standards through (Dance, Music, Theatre, and Visual Arts) by Grade Level
  - EALRs, Components, GLEs, and Examples

# World Language Standards

## The 5 C's:

- **Communication**
  - Communicate in Languages Other Than English
- **Cultures**
  - Gain Knowledge and Understanding of Other Cultures
- **Connections**
  - Connect with Other Disciplines and Acquire Information
- **Comparisons**
  - Develop Insight into the Nature of Language and Culture
- **Communities**
  - Participate in Multilingual Communities at Home & Around the World

# Integrated Environmental and Sustainability Education Standards

- **Standard 1:** Ecological, Social, and Economic Systems
- **Standard 2:** The Natural and Built Environment
- **Standard 3:** Sustainability and Civic Responsibility

# Learning Standards – Terms

Terms used in:

Reading, Writing, Communication, Social Studies, Health and Fitness, Educational Technology, and The Arts

EALRs, Components, and GLEs:

- GLE statements begin with a statement of *cognitive demand*
- Identify the essential *content or process* to be learned.
- **Evidence of Learning/Examples** is a bulleted list of *student demonstrations* that provides educators with common illustrations of the learning.

# Mathematics Standards, 2008

- **Math terms:**
  - **Core Content** – Major focuses for each grade or course.
  - **Additional Key Content** – important expectations that require less instructional time.
  - **Core Processes** – include expectations that address reasoning, problem solving, and communication.
  - **Performance Expectations** – describe what students should know and be able to do.
  - **Explanatory Comments and Examples** – provide a context and clear understanding of the expectation.

# Science Standards, 2009

- **Science terms**
  - **EALRs** – Essential Academic Learning Requirements
  - **Big Ideas** – Content is organized by nine Big Ideas in the major domains of science (EALR 4: Life, Earth and Space, and Physical) and three 'crosscutting' concepts (EALR 1: Systems, EALR 2: Inquiry, and EALR 3: Application)
  - **Content** – describe what students should know and be able to do.
  - **Performance Expectations** – provide clear guidance about the depth of knowledge and how students are expected to demonstrate their understanding and abilities.

# Standards for Mathematics and Science

- Define the essential content or process to be learned.
- Provide clear descriptions of student demonstrations of the learning.
- Provide explanatory comments and examples.

# K – 12 Learning Standards – the structure

## Level A: Overarching Concepts/Ideas:

EALR Statements, Content/Processes and Additional Key Content,  
EALRs/Big Idea

Level B: More specific information about Level A is  
identified as:

Component, Core Content

Level C: Grade Level or grade span information is  
identified as:

Grade Level Expectations (GLEs), Performance Expectations (PEs),  
Content Standard

K

1

2

3

4

5

6

7

8

9

10

11

12

Level D: This level provides context and/or examples  
of learning and is described with the following terms:

- Evidence of Learning, Explanatory Comments, Performance Expectations
- Examples

# GLE Numbering System

The GLE numbering system identifies:

- EALR (e.g., '1')
- Component (e.g., '1.2')
- GLE (e.g., '1.2.3')

# Example of Numbering System— Reading

**Grade Level: X**

**1.3.1**

**EALR 1:**  
The student understands  
and uses different  
strategies to read

**Component 1.3:**  
Build vocabulary  
through wide reading

**GLE 1.3.1:**  
Understand and apply  
new vocabulary

- Evidence of Learning

**Note:** The grade level is NOT represented by one of the digits

# Understanding the Reading GLEs

EALR 2: The student understands the meaning of what is read.

***Component 2.2: Understand and apply knowledge of text components to comprehend text.***

GLE	Grade 4
2.2.1	<p data-bbox="625 668 1676 776"><b>Understand sequence in literary/narrative text and informational/expository text.</b> A</p> <ul data-bbox="680 805 1665 1245" style="list-style-type: none"><li>■ Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)</li><li>■ Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures).</li><li>■ Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon).</li><li>■ Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).</li></ul>

Grade Level Expectation

Evidence of Learning

Test Eligible GLE

# Understanding the Writing GLEs

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

*Component 2.1 Adapts writing for a variety of audiences.*

GLE	Grade 6
2.1.1	<p><b>Applies understanding of multiple and varied audiences to write effectively</b></p> <ul style="list-style-type: none"><li>▪ Identifies an intended audience.</li><li>▪ Identifies and includes information audience needs to know (e.g., defines scientific terms, makes no assumptions about audience's prior knowledge).</li><li>▪ Identifies audience's interest and knowledge of topic to determine emphasis</li><li>▪ Anticipates reader's questions in persuasive writing and writes accordingly</li></ul>

Grade Level Expectation

Evidence of Learning

# Working with test eligible

Teaching only test eligible standards



Teaching all learning standards



# The Mathematics, 2008 Numbering System

The mathematics numbering system identifies:

- Grade Level (e.g., '6')
- Content or Process (e.g., '6.2')
- PE (e.g., '6.2.A')

# Mathematics, 2008

## Grade 6

Two numbers represent the content or process

### Grade 6

#### 6.2. Core Content: Mathematical expressions and equations

(Operations, Algebra)

Students continue to develop their understanding of how letters are used to represent numbers in mathematics—an important foundation for algebraic thinking. Students use tables, words, numbers, graphs, and equations to describe simple linear relationships. They write and evaluate expressions and write and solve equations. By developing these algebraic skills at the middle school level, students will be able to make a smooth transition to high school mathematics.

#### Performance Expectations

Students are expected to:

- 6.2.A Write a mathematical expression or equation with variables to represent information in a table or given situation.

- 6.2.B Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.

#### Explanatory Comments and Examples

Examples:

- What expression can be substituted for the question mark?

x	1	2	3	4	...	x
y	2.5	5	7.5	10	...	?

- A t-shirt printing company charges \$7 for each t-shirt it prints. Write an equation that represents the total cost,  $c$ , for ordering a specific quantity,  $t$ , of these t-shirts.

Example:

- Mikayla and her sister are making beaded bracelets to sell at a school craft fair. They can make two bracelets every 30 minutes. Draw a graph that represents the number of bracelets the girls will have made at any point during the 6 hours they work.

The first number is the grade level

Two numbers and a letter represent the Performance Expectation.

Explanatory Comments and Examples

# Science, 2009

EALR 3:

Application

Application (APP)

Science, Technology, and Problem Solving

Students learned to work individually and collaboratively to produce a product of their own design. In working with other members of the team to apply the full process of technological design, combined with scientific concepts, to solve problems. In doing so they learn to define a problem, conduct research on similar problems, generate possible solutions, test the design, and communicate the results. They investigate professions in which science and technology are required so they can learn how the abilities they are developing in school are valued in the world of work.

The first numbers indicate the grade band.

The letters indicate the Big Idea and the identification letter..

	Content Standards	Performance Expectations
	<i>Students know that:</i>	<i>Students are expected to:</i>
6-8 APPA	People have always used <i>technology</i> to solve problems. Advances in human civilization are linked to advances in <i>technology</i> .	<ul style="list-style-type: none"><li>• Describe how a <i>technology</i> has changed over time in response to societal challenges.</li></ul>
6-8 APPB	<i>Scientists</i> and technological designers (including <i>engineers</i> ) have different goals. <i>Scientists</i> answer <i>questions</i> about the <i>natural world</i> ; technological designers solve problems that help people reach their goals.	<ul style="list-style-type: none"><li>• Investigate several professions in which an understanding of <i>science</i> and <i>technology</i> is required. Explain why that understanding is necessary for success in each profession.</li></ul>

# State Level Tests in Washington

Information about [state testing](#) can be found at:

<http://www.k12.wa.us/assessment/StateTesting/default.aspx>

- Measurements of Students Progress ([MSP](#))
- High School Proficiency Exam ([HSPE](#))

# Accessing the learning standards

## ⦿ Grade Level Standards & Resources Web site

(contains the standards and aligned resources)

- <http://standards.ospi.k12.wa.us/>

- Or: [www.k12.wa.us](http://www.k12.wa.us)

## ■ Content area web pages

- <http://www.k12.wa.us/CurriculumInstruct/default.aspx>

## ■ National Common Core Initiative

- <http://www.k12.wa.us/Corestandards/default.aspx>

# For More Information...

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# Let's Tiptoe Through the Site!

