Standards Review Webinar

Welcome!

Please rename yourself with your full name and district/organization.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Standards Review Project Open Office Hour

Kara Todd, project coordinator

Washington Office of Superintendent of
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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.

Goals & Agenda for today

- Goals:
  - To share information about the project
  - To gather questions for FAQ on webpage

- Agenda:
  - Overview of the project (30 minutes)
  - Gather questions (20 minutes)

Overview of Standards Review Project

Vision

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

Mission

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.

Values

- 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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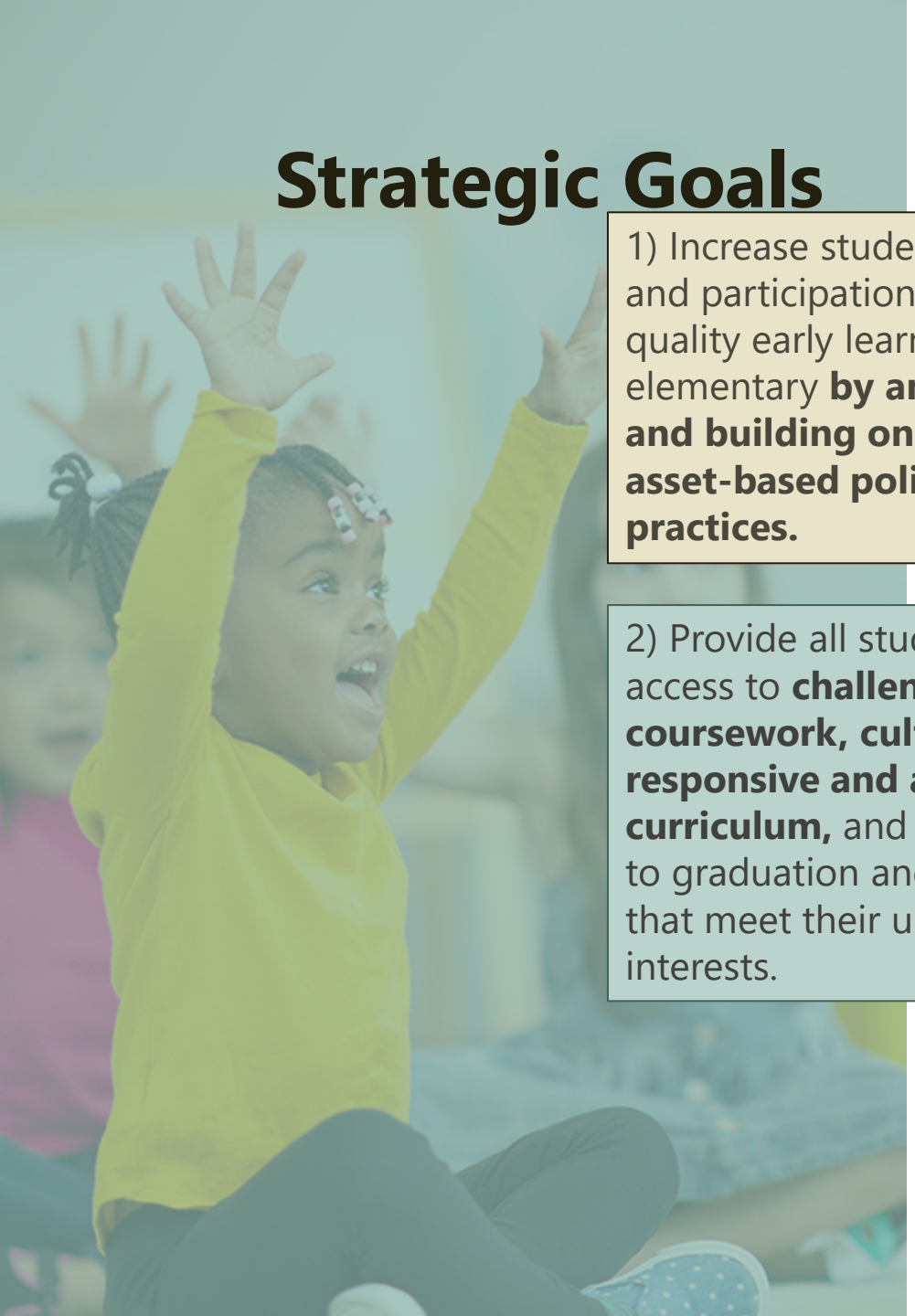
Strategic Goals



1) Increase student access to and participation in high-quality early learning and elementary **by amplifying and building on inclusive, asset-based policies and practices.**

2) Provide all students with access to **challenging coursework, culturally responsive and anti-racist curriculum,** and pathways to graduation and beyond that meet their unique interests.

OSPI STRATEGIC GOALS

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting **all** of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently.

GOAL 1 — Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:

- Universal access to pre-K
- New K–3 literacy focus
- Universal access to dual language learning by elementary

GOAL 2 — Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives

- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options

GOAL 3 — A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives

- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators

GOAL 4 — A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.

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Why this? Why now?

- OSPI is directed by the Legislature (RCW 28A.655.070) to:

  (a) Periodically revise the state learning standards, as needed, based on the student learning goals in RCW 28A.150.210…

  (b) Review and prioritize the state learning standards and identify, with clear and concise descriptions, the grade level content expectations to be assessed on the statewide student assessment and used for state or federal accountability purposes. The review, prioritization, and identification shall result in more focus and targeting with an emphasis on depth over breadth in the number of grade level content expectations assessed at each grade level.

- It has been 10–12 years since our ELA, math, and science standards have been revisited.

Ensuring equity & Focus on the whole child

- Centering the needs of students farthest from educational justice.
- Updated standards will include opportunities for:
  - Cultural responsiveness
  - Universal Design for Learning
  - Language development
  - Tribal and indigenous learning
  - Social emotional learning
  - Cross-content integration

Internal Project Team

- ELA, math, science content experts from Elementary, Secondary, and Assessment divisions
- Bilingual
- Dual Language
- Multilingual Education
- Office of Native Education
- Social Emotional Learning
- Special Education
- Tribal Language

External collaboration so far

- Survey sent to all ELA, math, science teachers in the state (77,000)
  - About 10,000 responded
- Surveyed district level curriculum leaders (320)
  - About 100 responded, then 23 in focus groups
- Presentations at education conferences with focus on feedback from attendees

External collaboration in the next year

- Meetings with business and industry leaders
- Presentations at education conferences
- Focus groups of teachers
- Drafts available for public review expected in summer 2024

Timeline

Washington State Learning Standards

▶	Start Standards Review		Implemented in Schools
	State Adoption Target (OSPI)		Statewide Summative Assessment
	Professional Learning/Transition		Next Revision Begins

State Learning Standards Review and Revision Cycle

In accordance with RCW 28A.655.070, the Superintendent of Public Instruction will periodically revise the state learning standards. The projected review and revision cycle is below.

Content Area	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
English Language Arts *(including Media Literacy & Digital Citizenship)* *Adopted 2011*	▶										
Mathematics *(including Data Science)* *Adopted 2011*	▶										
Science *(including Environment and Sustainability Education)* *Adopted 2013*	▶										
Health & Physical Education *Adopted 2016*		▶									
World Languages *Adopted 2015*		▶									
Financial Education *Adopted 2016*		▶									
Social Studies *Adopted 2018*			▶								
Arts *Adopted 2017*			▶								
Computer Science *Adopted 2018*			▶								
Educational Technology *Adopted 2018*			▶								

Content Area Specifics

SCIENCE & BEYOND: CONTRIBUTORS

Kimberley Astle – Associate Director of Elementary Science & Content Integration
Johanna Brown – Associate Director of Secondary Science
Lori Henrickson – Climate Science Curriculum Integration Consultant
Jacob Parikh – Science Assessment Specialist
Korey Peterson – Science Assessment Specialist
Elizabeth Schmitz – Environment & Sustainability Program Supervisor

Priorities in Response to Educator Feedback

1. **Keep fidelity to national science standards (NGSS) and their general organization** so teachers can continue to access high quality instructional resources and to create minimal disruption to the state science assessment (WCAS and WA-AIM).
2. Increase usability of the science standards by **further clarifying** them and **adding examples and other supports**.
3. Improve educator capacity for standards implementation by providing example **groupings of standards** that support coherence, efficiency, and content integrated learning.

Traditional NGSS Document

Students who demonstrate understanding can:

3-LS1-1. **Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** [Clarification Statement: Changes organisms go through during their life form a pattern.] [*Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.*]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Develop models to describe phenomena. ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** • Science findings are based on recognizing patterns.	**LS1.B: Growth and Development of Organisms** • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	**Patterns** • Patterns of change can be used to make predictions.

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels:
MS.LS1.B

Common Core State Standards Connections:

ELA/Literacy —
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *(3-LS1-1)*
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. *(3-LS1-1)*

Mathematics —
MP.4 Model with mathematics. *(3-LS1-1)*
3.NBT Number and Operations in Base Ten *(3-LS1-1)*
3.NF Number and Operations—Fractions *(3-LS1-1)*

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

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OSPI Clarified Document

ESSENTIAL QUESTION 1: HOW DO ORGANISMS VARY IN THEIR TRAITS?

Student Performance Expectation **3-LS1-1:** ***Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.***

Unpacking of this Standard (Click here for more specific descriptors of this standard)

Science and Engineering Practices (SEPs) *What behaviors will students be doing?*	Disciplinary Core Ideas (DCIs) *What facts and concepts will students end up knowing?*	Crosscutting Concepts *What sensemaking lenses and tools will students use for thinking and figuring out?*
Developing and Using Models Develop models to describe phenomena.	LS1.B: Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	Patterns Patterns of change can be used to make predictions

Clarifications for this Standard: ~~Statements:~~
- Changes organisms go through during their life form a pattern.
- Where possible, life cycles of local plants and animals should be explored.

Assessment Boundaries:
- Assessment of plant life cycles is limited to those of flowering plants.
- Assessment does not include details of human reproduction.

Grade Level Progression for this Standard's DCI(s)

What learning of this DCI came before your grade?	What learning of this DCI comes after your grade?
Elementary School • None- this is students' first introduction to this concept in elementary. • Students will not return to this DCI until middle school.	Middle School • Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4) • Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4) • Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)

Suggestions for Content Integration with this Standard

Common Core English Language Arts	Common Core Mathematics
• • •	•

Click here for more standards integration suggestions.

Restructured PE Example – 3rd Grade draft

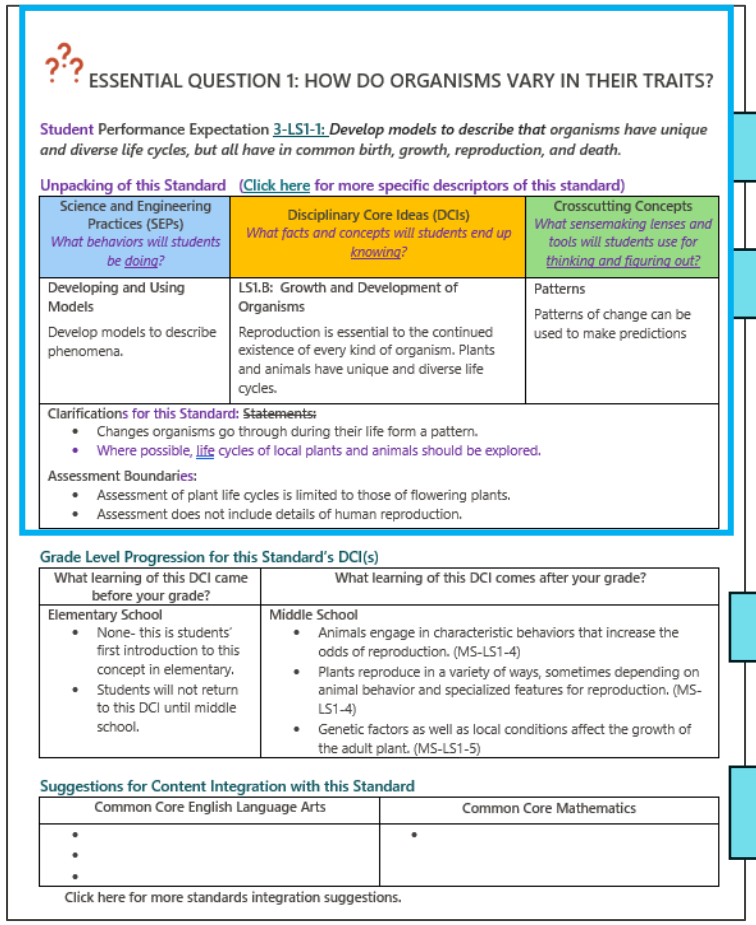

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Table purpose

Column purpose

Section purpose

Clarification and examples

Link: Deeper unpacking

Student Performance Expectation 3-LS … *interpret data to provide evidence that plants and animals have traits th… …t variation of these traits exists in a group of similar organisms.*

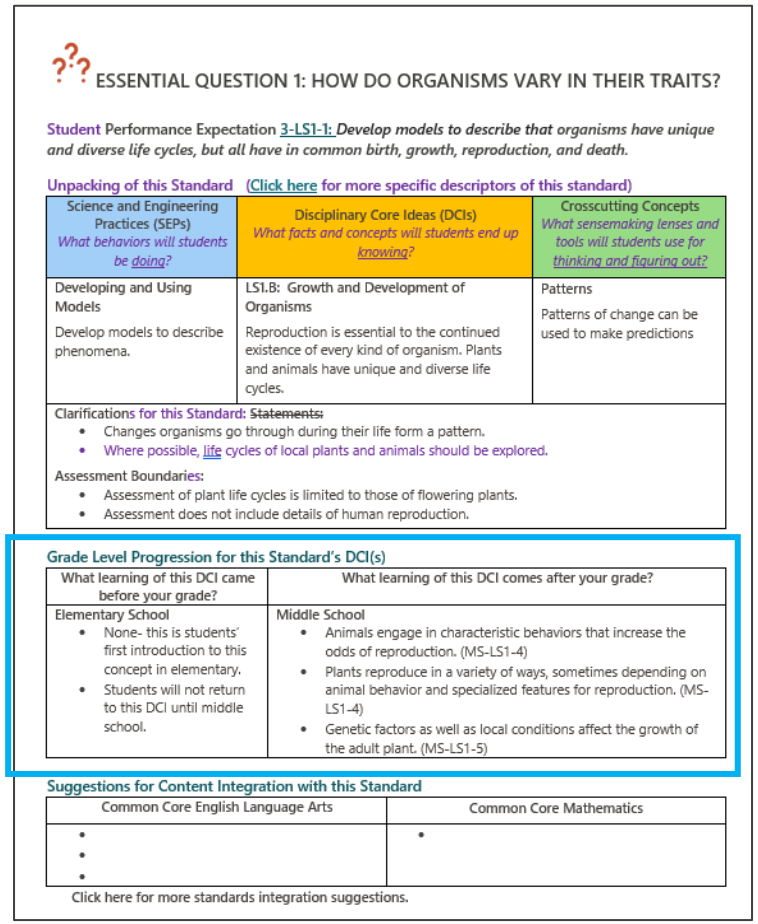
Unpacking this Grade Level Standard (Click here for more specific descriptors of this standard)

Science and Engineering Practices (SEPs) *What behaviors will students be doing?*	Disciplinary Core Ideas (DCIs) *What facts and concepts will students end up knowing?*	Crosscutting Concepts *What sensemaking lenses and tools will students use for thinking and figuring out?*
Analyzing and Interpreting Data Analyze and interpret data to make sense of phenomena using logical reasoning.	**LS3.A: Inheritance of Traits** Many characteristics of organisms are inherited from their parents. **LS3.B: Variation of Traits** Different organisms vary in how they look and function because they have different inherited information.	**Patterns** Similarities and differences in patterns can be used to sort and classify natural phenomena.

Clarifications for this Standard: ~~Statements:~~
- Emphasis is on plants and animals rather than humans.
- Patterns to focus on are the similarities and differences in traits shared between offspring and their parents, or among siblings.
- Examples of familiar plants and animals that have similarities in body shape and parts but variation in other traits could include but are not limited to zebras (stripes), dogs and cats (fur color and markings), giraffes (spots), trees (branch location and size) etc.

Assessment Boundaries:
- Assessment does not include the genetics science behind trait inheritance or prediction of traits.
- Assessment is limited to non-human examples.

Restructured PE Example – 3rd Grade draft



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Suggestions for Content Integration with this Standard

Common Core English Language Arts	Common Core Mathematics
•	•

Click here for more standards integration suggestions.

Previous grade learning

Trajectory of learning

Grade Level Progression for this Standard's DCI(s)

What learning of this DCI came before your grade?	What learning of this DCI comes after your grade?
First Grade • Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)	**Middle School** • Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (MS-LS3-2) • In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (MS-LS3-1)

Topic Grouping Example – 4th Grade Life Science

UNIT ESSENTIAL QUESTIONS AND PERFORMANCE EXPECTATIONS

- ***How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?***
    - 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
    - 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
    - 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Grouping Document

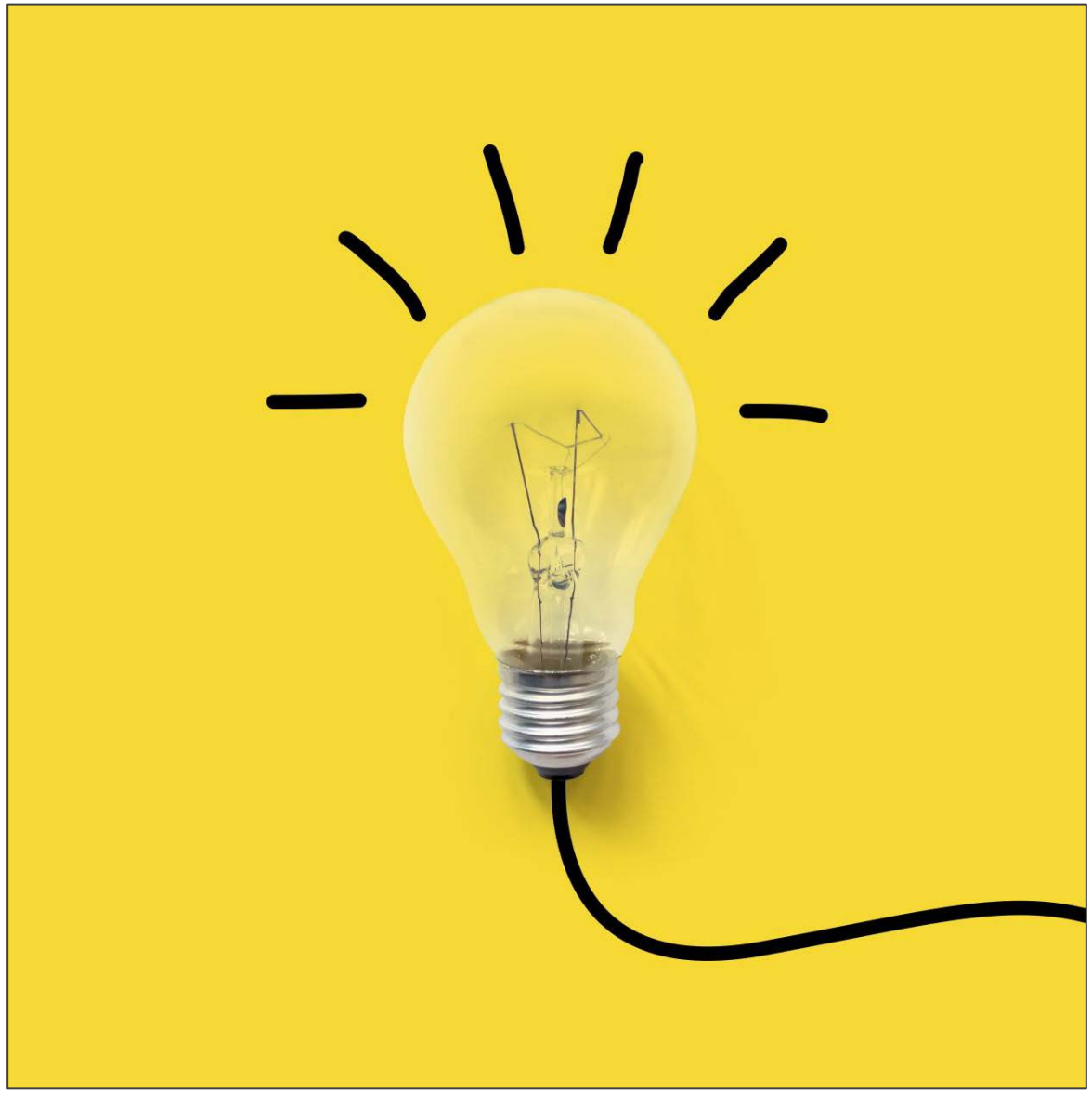
- **Front Matter** - Directs users to shifts in pedagogy and prepares them for use of the document.
- **Grouping Example** - Demonstrates grouping possibilities.
- **Learning Example** - Based on grouping example, demonstrates how the group of standards may play be implemented using best practice. Thoughtfully infuse pedagogical supports.
- **Pedagogical Considerations** -Explicitly call out pedagogical supports and provide users more information and resources.

Math Standards Review Update

Arlene Crum
Laura Grant
Serena O'Neill

Feedback

- Educator Survey
  - Perception of too many standards
  - **Continued PL** to support interconnectedness of math standards
- Feedback so far:
  - Generally, very positive
  - **Clarifications were a revelation**



Draft Sample

Operations and Algebraic Thinking Version 1.1 Option A

A. Represent and solve problems involving multiplication and division.

Content Standards	Clarifications
1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	• Students model 4 x 5 as 4 groups of 5  • Students develop a model for a variety of situations in context. For example: A set of twins want their own birthday cakes on their eighth birthday. How many candles would you need for the two cakes?  2 x 8=16 • Develop associated vocabulary including* ***multiplication, factor, product, equal groups of*** • Express multiplication symbolically and in words. • Use concrete models to help students to recognize which factor represents the number of groups and which factor represents the number of items in each group.
Connections **Supported by:** 2.OA.C.4	**Connects with:** 3.OA.6 — **Leads Toward:** 4.OA.A.1, 5.NF.B.3
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	• Students see division as a tool to determine: ○ how many groups of a given size can be made from the whole (MEASUREMENT) ○ the number of objects in each group when given the number of groups (PARTITIVE)  • If each fish tank holds 4 fish, how many tanks will be needed for the 20 fish? 5 (***repeated subtraction***) • If there are 2 fishtanks, how many fish in each? 10 (***fair share***) • Introduce symbols associated with division including ÷, ⟌ • Phrases such as "12 divided by 4 equals 3" and "How many groups of 4 are in 12?" can be used to develop student understanding of division
Connections **Supported by:** 2.OA.4	**Connects with:** 3.OA.5 — **Leads Toward:** OA.A.1, 5.NF.B.3
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	• Continue to build conceptual understanding with identifying groups and the amount in each group for problems in context. • Continue to scaffold from concrete understanding to picture representations and symbolic representations, building vocabulary, and providing students opportunities to explain their reasoning. • Concrete models can build to arrays and area models. • Students can use multiple ways to display and demonstrate their understanding of multiplication and division.
Connections **Supported by:** 2.OA.3	**Connects with:** 3.OA.7 — **Leads Toward:** 4.MD.A.3, 4.NF.B.4
4. Determine the unknown whole number in a multiplication or division equation	• Students can write equations with familiar and related facts. • Students build understanding of other facts using concrete, picture, area, and/or array models.

Content Integration Ideas	Culturally Responsive Teaching Ideas	UDL and Differentiation Ideas
• Science – Relate characteristics of objects using multiplication and division. Ex: distance, and time • Music and Dance – Measures as equal groups multiplied together to create a song or dance. • Physical Education & Health – Tracking exercises as repeated groups of equal repetitions	• Higher order thinking from students can focus on processes and strategies, in additional to finding a solution. • Students can use or make connections between a variety of representations, both from their own thinking and that of their peers. • Students may apply their own knowledge and experiences to grapple with the mathematical situation before creating a solution path. • Students may revise their thinking based on hearing and reflecting on the thinking of their peers. • Student-created learning goals, or learning goals presented in multiple ways with student input, creates an entry point for multiple perspectives and multiple means for demonstrating understanding.	Universal Design Ideas • Students may use concrete, picture, and abstract models to represent multiplication or division expressions. Students may use a single model or multiple models throughout their exploration of the domain. • Students may share multiple paths to a similar solution. • Choice of work formats (individual vs. Group, etc.) may facilitate a variety of learning opportunities for students to engage within Differentiation Ideas: • Some students may need specific supports within this domain to retain the meaning of new vocabulary. • Some students may need framing statements to explain their mathematical reasoning for multiplication and division relationships. • Some students may need activities presented in an alternative format to be able to engage with the task. • Students may use additional symbols to represent multiplication: ( )( ), ●, *

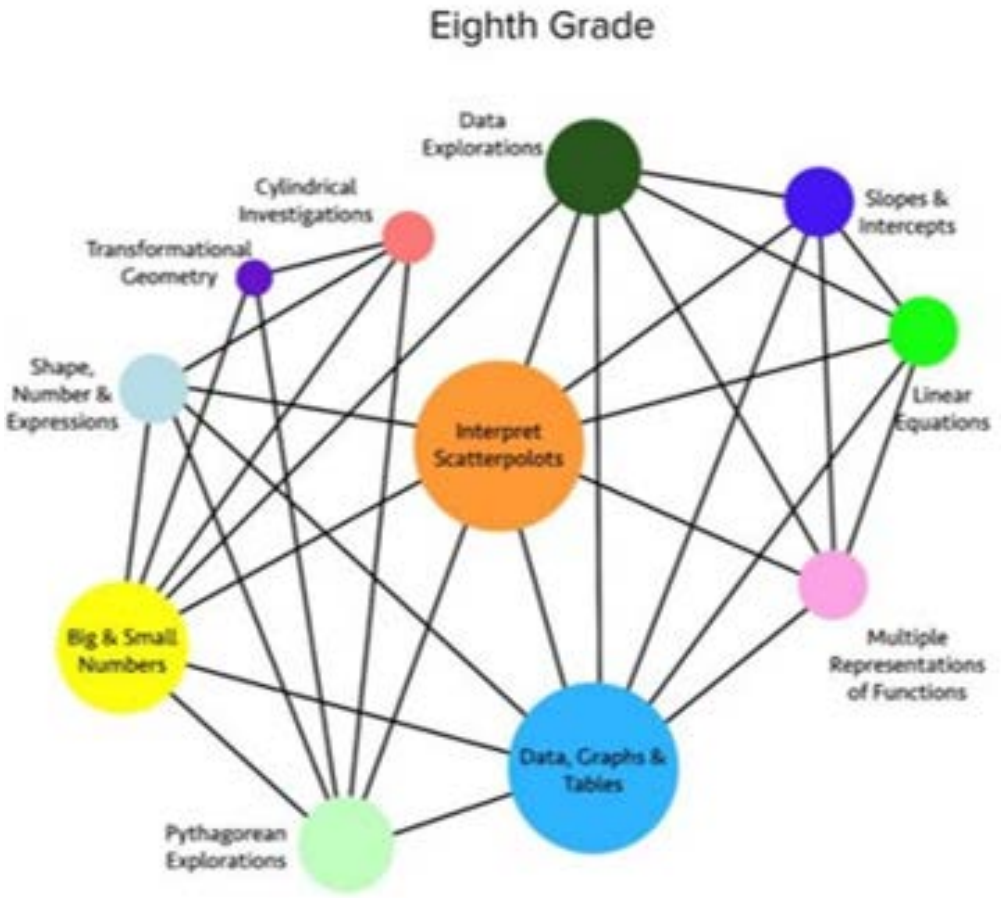
What learning came before your grade?	What learning comes after your grade?
K-2 Operations and Algebraic Thinking • Solving addition and subtraction situations with models within 10. • Decomposing within 10. • Flexibly, accurately, and efficiently adding and subtracting within 5. • Compose and decompose within 20 for situations in context. • Use symbols to represent an unknown number. • Apply properties of addition (Commutative and Associative). • Add and subtract within 20 using flexible, accurate, and efficient means. • Add and subtract within 100 within one- and two-step word problems using models and symbols for unknown numbers.	**4-5 Operations and Algebraic Thinking** • Interpret multiplication as comparisons. • Distinguish between multiplicative comparisons and additive comparisons. • Solve multistep word problems with four operations, understanding what a remainder means in context. • Understand the difference between prime and composite numbers and how that relates to factor pairs, and multiples within 100. • Begin to generate number patterns that follow a rule, and identify pattern in absence of a rule. • Write expressions with grouping symbols. • Generate number patterns that correlate to graphing ordered pairs. **4-5 Numbers and Fractions** • Apply and extend previous understanding of multiplication and division to: ○ multiply a fraction and a whole number ○ multiply and divide fractions **4-5 Measurement and Data** • Apply multiplication and division to area and perimeter formulas for rectangles in the real world and mathematical problems

Families and Communities

Student Identity

Math

What	Why	How
The What Dimension below provide guidance on what learning of the grade connects to the major concept and essential question	The Why Dimension provides guidance on why the math concepts connect to the major concept and essential question, and why it matters for students	The How Dimension provides guidance on how different standards within the grade are interconnected and can be taught in concert with each other to support the major concept and work toward addressing the essential question.



Data Science

- Next steps:
  - Highlight connections to CCSSM
  - Integrate GAISE II guidance
- Add numbering for data science standards
- Currently consulting:
  - ASSM
  - Data Science for All (national non-prof)
  - RISC through U of Chicago (K-20 data science lens)

3rd Grade Data Science – GAISE II

Levels and Process Component	Clarifications
Level A Formulate Statistical Investigative Questions: • Understand when a statistical investigation is appropriate. • Pose statistical investigative questions of interest to students where the context is such that students can collect or have access to required data. • Pose summary (or descriptive) statistical investigative questions about of variable regarding small, well-defined groups, and extend these to include comparison and association statistical investigative questions between variables. • Experience different types of questions in statistics: those used to frame an investigation, those used to collect data, and those used to guide analysis and interpretation.	**Where it is supported in math standards:** • Standards for Mathematical Practice: o Make sense of problems and persevere in s o Reason abstractly and quantitatively o Construct viable arguments and critique th • 3.MD.B Represent and Interpret Data **How to address this process component within the g** • Content Integration Opportunities including but no o Sociological investigations o Climate science investigations o Monitoring weather, weather patterns, accu o Evaluating impacts of natural hazards and r o Important investigative issues for the stude ▪ Opportunities for student voice, ad engagement
Level A Collect/Consider Data: • Understand that data are information; recognize that to answer a statistical investigative question, a person may collect data themselves specifically for that purpose, or a person may use data that have been collected by other people for another purpose. • Understand how to collect and record information from the group of interest using surveys and measurements collected from observations and simple experiments. • Understand that a variable measures the same characteristics on several individuals or objects and results in data values that may fluctuate. • Understand that within a data set there can be different types of variables. • Interrogate the data set to understand the context of the variables as they may related to statistical investigative questions.	**Where it is supported in math standards:** • Standards for Mathematical Practice: o Reason abstractly and quantitatively o Model with mathematics o Use appropriate tools strategically o Attend to precision o Look for and make use of structure o Look for and express regularity in repeated • 3.OA.D Solve problems involving the four operation in arithmetic • 3.NBT.A Use place value understanding and proper digit arithmetic • 3.MD.B Represent and Interpret Data • Other domains and clusters as organically connecte **How to address this process component within the g** Guide students/class through problem solving strategie investigative question and what means of sampling mig data and consider data (surveys, sampling, observe and

ELA

Heidi Aijala, Ph.D.
Associate Director of Secondary ELA

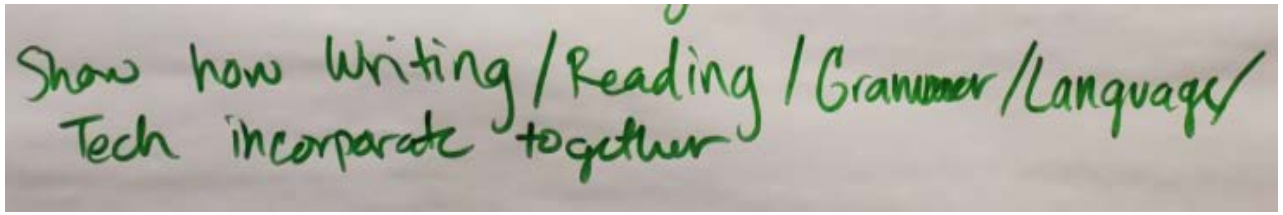
Carey Kirkwood
Associate Director of Elementary ELA

Lesley James
Media Literacy and Digital Citizenship Program Supervisor

Maja Wilson, Ph.D.
ELA Assessment Specialist

ELA Standards Review Considerations

- Leadership
  - include media literacy & digital citizenship in the ELA standards



- Educators
  - too many standards
  - clarify reading/writing standards
  - guidance on AI

- National Professional Organizations
  - suggestions for enhancing/improving the standards

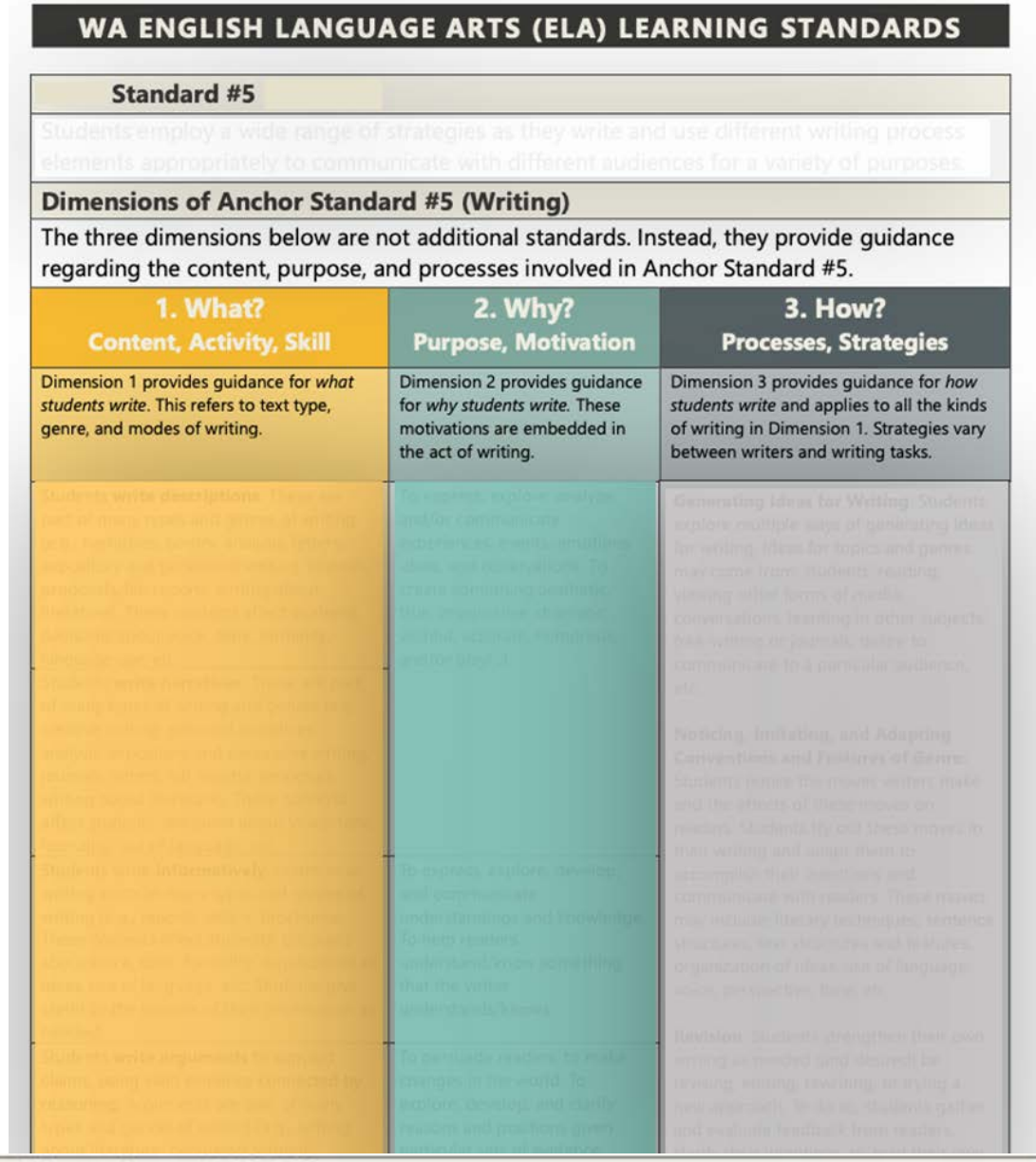
Educator Survey: *Priority Standards?*

	Definitely Not Helpful	Likely Not Helpful	Moderately Helpful	Very Helpful	Responses
Clarify which ELA standards are most important for future learning.	49	141	866	2,085	3,141
Count					
Row %	1.6%	4.5%	27.6%	66.4%	

Updated Washington ELA Standards

Components of the Standards Documents

1. Updated WA ELA Standards
2. 3 Dimensions (What? Why? How?)
3. Grade Level Considerations
4. Connections to OSPI Priorities and Initiatives



WA ENGLISH LANGUAGE ARTS (ELA) LEARNING STANDARDS

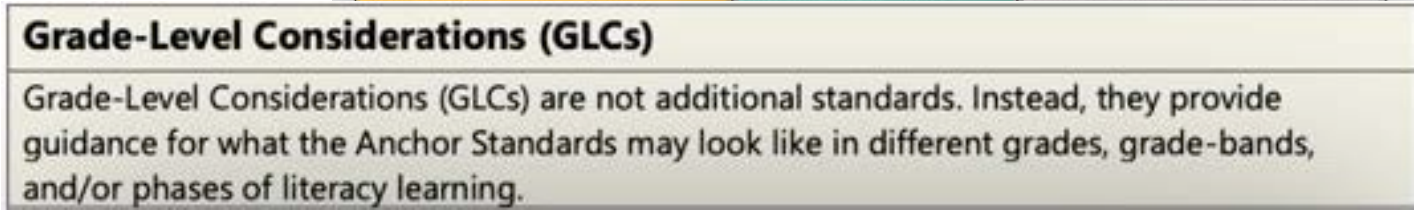
Standard #5

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Dimensions of Anchor Standard #5 (Writing)

The three dimensions below are not additional standards. Instead, they provide guidance regarding the content, purpose, and processes involved in Anchor Standard #5.

1. What? Content, Activity, Skill	2. Why? Purpose, Motivation	3. How? Processes, Strategies
Dimension 1 provides guidance for *what students write*. This refers to text type, genre, and modes of writing.	Dimension 2 provides guidance for *why students write*. These motivations are embedded in the act of writing.	Dimension 3 provides guidance for *how students write* and applies to all the kinds of writing in Dimension 1. Strategies vary between writers and writing tasks.



Grade-Level Considerations (GLCs)

Grade-Level Considerations (GLCs) are not additional standards. Instead, they provide guidance for what the Anchor Standards may look like in different grades, grade-bands, and/or phases of literacy learning.

How will the science of reading affect the standards?

- It will! We are exploring how.

FAQ: *What support will be available for educators to implement the updated WA ELA standards and the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards together in their classrooms?*

A: ELA and Multilingual Education are collaborating to create documents such as crosswalks, considerations for instructional strategies, and FAQs to support educators as they braid content and language development standards in their language arts classes.

FAQ: Will districts need to adopt new curricula aligned to the updated WA ELA standards?

A: No. OSPI will release resources to help educators understand key concepts in the updated WA ELA standards, as well as suggest how these key concepts can be incorporated into existing curricula and how they might already show up in them. Specific resources and support will also be available that will support educators who work in dual language settings. Districts should continue to follow policies related to their local curriculum review and adoption process.

The updated WA ELA Standards will…

- Prepare students for literacy in the 21st century
- Leverage teachers' knowledge and creativity
- Allow teachers to be responsive to their students
- Engage all students in developing and using literacy to navigate their present realities as well as their futures in postsecondary pathways and their personal lives

Gathering Questions

Thank you

- Webpage: https://ospi.k12.wa.us/student-success/learning-standards-instructional-materials/washington-state-learning-standards-review

- Email: standards.review@k12.wa.us

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