

The italicized script provides direction for the presenter while the plain text script is the narrative for the presenter.

Slide 1: *Have Slide 1 on the screen as participants enter the room. Begin by introducing yourself and a bit of background on your job, role, and engagement with PA Common Core.*

This is one of five training modules designed to assist educators in understanding and transitioning to PA Common Core.

Slide 2: This is Module one of five.

Slide 3: *Remind participants to sign on to SAS and complete and display their name tents.*

Slide 4: Today we are focusing on essential questions related to unpacking the PA Common Core State Standards. *Read each question aloud.*

- How do the PA Common Core Standards relate to the existing PA Standards and the Common Core State Standards?
- What are the instructional implications of the shift to the PA Common Core Standards?

Slide 5: *Introduce the first Objective:* Investigate the Common Core State Standards.

Slide 6: **This can be done as a 4 corner activity.**
Ask participants to identify where they are and go to a corner.
Share among the corner group and then share out whole group.

Slide 7: Ensures **consistent expectations regardless of a** student's zip code.
Provides educators, parents, and students with **clear, focused guideposts.**
Prepares students with the knowledge and skills they need to succeed in **college and work.**

Adopted by PA 7/1/10.

Slide 8: The standards for grades K–8 share a similar organization.
<http://www.corestandards.org/>

- Standards define what students should understand and be able to do.
- Clusters are groups of related standards.
- Domains are larger groups of related standards.

Transition to PA Common Core Standards - Mathematics

Module 1: Standards

- The grade 6–8 standards are grouped by grade level and are organized into domains that vary slightly by grade, with five domains encountered at each grade level.
- They are:
Ratios and Proportional Relationships (RP), the Number System (NS), Expressions and Equations (EE), Functions (F), Geometry (G), and Statistics and Probability (SP).
- Note that the abbreviations used for each domain are included on the header bar in the standards document. This is useful to note, as it allows for a consistent way for referring to standards that we will use more later on in this presentation. The first standard in the grade eight The Number System domain, for example, can be described as 8-NS-1. You will see these abbreviations a lot in documents that analyze the Common Core State Standards for Mathematics.
The Common Core high school standards are organized in six conceptual Categories, rather than courses. The categories are:
 - Number and Quantity
 - Algebra
 - Functions
 - Modeling
 - Geometry
 - Statistics and Probability
 - Modeling standards are indicated by a star symbol; those standards are included throughout the other categories.

Slide 9: The first page at any grade level gives you the instructional focus – this is grade 6 on page 22.

Have participants read the Instructional Focus for their grade level, note anything that stands out, turn and talk at their table group, and report out to the whole group on at least two things they noticed.

Slide 10: Turn to page 24 in the Math CCSS document.

The overview of Grade 6 is on the slide.

Notice a summary of the Mathematical Practice Standards in the grey box. A similar overview page appears at the beginning of each grade in the K-8 range.

There are 5 domains at grade 6 that provide a focus to the standards at this grade. The first cluster heading under “The Number System” domain is “Apply and extend understanding of multiplication and division to divide fractions by fractions”. At grade 6, the standards build on a primary focus of fluency with fractions in grade

Transition to PA Common Core Standards - Mathematics

Module 1: Standards

3-5. Fluency with fractions is an important foundational skill needed to prepare students for Algebra.

Slide 11: Now let's look at the language of the standards themselves.

Turn to page 25 in the CCSS document.

"The Number System" domain is in the middle of the slide. Again, notice the abbreviation for this domain, **6.NS**, indicated by the red arrow.

Slide 12: *Have participants choose an appropriate grade level for each group.*

Using the Common Core State Standards or Mathematics, read through the standards for the chosen grade level and identify commonalities and differences using a graphic organizer with 3 headings: What is currently taught, What is missing, and What is new? Each group should complete a chart of their conclusions using the same graphic organizer. Have high school teachers look at Appendix A for mathematics, starting on page 8.

http://static.pdesas.org/content/documents/Math-Appendix_A-Designing-High-School-Mathematics-Courses-Based-on-the-Common-Core-State-Standards.pdf

Participants can either complete the handout on paper or on chart paper.

This will take time – allow at least 30 minutes depending on your allotted time frame.

Slide 13: *Display charted results and conduct a gallery walk. During the walk teachers can circle any items that are listed as missing or new and identify what grade level they moved from.*

(A general description of a gallery walk can be found at http://literacy.kent.edu/eureka/strategies/gallery_walk.pdf).

Example: Fifth grade chart may say that multiplication of decimals is missing, 4th grade may circle it and write moved to 4th grade, OR a 5th grade chart may say solving one step equations and 7th grade may circle and write moved from 7th grade.

This will allow the teachers to see how the progression has changed.

Slide 14: *Have participants reflect by completing a Do Now where they write some thoughts on the changes at their grade level.*

Participants may share out if time permits.

Transition to PA Common Core Standards - Mathematics

Module 1: Standards

- Slide 15:** *Introduce the second objective:* Using the PA Common Core Mathematics Standards to understand the development and progression of the mathematical standards.
http://static.pdesas.org/content/documents/PA_CC_Standards_PreK-HS.pdf
- Slide 16:** *Opening activating activity. Put a set of all Standard Conceptual Strands (ie. (A) Counting & Cardinality) in an envelope for each group, have each group determine the instructional grade level for each strand.* Example: A) Geometry if you think geometry is a focus only in high school, you would write 9-12 on the paper.
Read pages 1-4 from the PA Common Core Mathematics Standards, noting the actual placement of the strands.
Reinforce the integration of the Standards for Mathematical Practice within the Math Content Standards.
Question: How are these conceptual strands the same or different from their placement? Any surprises?
- Slide 17:** *Using the PA Common Core Standards Document, starting on page five, participants will select a Conceptual Strand from with the Standards document (note on this screen the strands are Counting and Cardinality and Numbers and Operations in Base Ten), look at the progression of the standards and develop a question (at least DOK 2) at the participant's grade level as well as the grade level below and above the grade selected. So it is important that they choose a strand where they can see the progression at the grade levels above and below – except Pre K and they could do two grades above them. This can be done on Chart paper or through a wiki or Google Docs.*
Report out the questions, what difficulties did they have or what surprised them?
Compile and share the questions if not completed electronically.
http://static.pdesas.org/content/documents/PA_CC_Standards_PreK-HS.pdf
- Slide 18:** *Introduce Objective #3:* Investigate the Assessment Anchors and Eligible Content for Grades 3-8 and the Keystone Assessment Anchors and Eligible Content
- Slide 19:** Go to www.pdesas.org and follow the directions on the slide.

Transition to PA Common Core Standards - Mathematics

Module 1: Standards

Slide 20: *Using the Assessment Anchors and Eligible Content, open the 3rd grade and the 6th grade documents refer to page 2 and discuss the coding of the anchors and eligible content.*

Example: M06.A-N: The first Letter refers to one of the four classifications (A = Numbers and Operations), the second letter refers to the Domain as stated in the Common Core State Standards for Mathematics (N – Number System).

Spend time to ensure the participants know the system.

What conclusions can be made?

Slide 21: Follow the directions on the slide.

Slide 22: *Read slide to participants. They should use the Common Core, PA Common Core and PA Assessment Anchor documents to fill in the Tasks to Standards Sheet.*

Handouts: Tasks to Standards sheet and sheet of Tasks.

Discuss: What connections do you see among the Common Core Standards, the PA Common Core Standards and the PA Assessment Anchors at each grade level?

Slide 23: Participants do Tasks to Standards part 2 and complete the task independently.

Handouts: Tasks to Standards sheet and sheet of Tasks, part 2.

Discuss: What connections do you see among the Common Core Standards, the PA Common Core Standards and the PA Assessment Anchors at each grade level?

Slide 24: **Complete a 3-2-1 about the entire PA Common Core Standards documents. If time permits have a discussion about the one thing there still have questions about.**

Slide 25: **Wrap up and questions?**