

**Transition to PA Common Core Standards**  
**Module 1: Unpacking the Standards**

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

All handout titles are included in the slide descriptions below and are numbered by slide on the Moodle.

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**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.*

**Slide 2:** This is one of four modules designed to assist educators in understanding and transitioning to PA Common Core.

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

**Slide 4:** Today we are focusing on three 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 Pennsylvania Standards and the Common Core State Standards?

What is rigor in the classroom? How does this relate to Webb's Depth of Knowledge?

What are the instructional implications of the shift to the PA Common Core Standards?

**Slide 5:** The Structure of the PA Common Core Standards  
PA Common Core Introduction-pages 2 and 3 from Common Core document  
(Common Core Introduction Handout)

*Distribute the Common Core Handout. Have the participants read through the document to highlight the big ideas. Use poster paper or an electronic application like Wallwisher to share big ideas or capture questions that they may have.*

**Slide 6:** Common Core State Standards graphic

## Transition to PA Common Core Standards

### Module 1: Unpacking the Standards

This graphic depicts the design of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The CCR standards provide an overarching structure for the Common Core State Standards and define general, cross disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. They are consistent across all grades and content areas.

The Standards are organized around four strands: Reading, Writing, Speaking and Listening, and Language strands. The strands are broken into grade-specific standards by clusters at grades K-8 and grade-band standards by cluster at grades 9-10 and 11-12.

Foundational Skills is a sub-strand of Reading only found within the K-5 section and focuses on print concepts, phonological awareness, phonics and word recognition, and fluency.

Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-12 focus on reading and writing. These standards must be taught by teachers of every content area (except ELA).

There are three appendices included with the Common Core State Standards documents.

- Appendix A provides the research supporting the key elements of the ELA Standards and a complete discussion on the topic of text complexity.
- Appendix B provides K-12 text exemplars to illustrate the complexity, quality, and range of student reading at various grade levels. Sample performance tasks are provided to further illustrate the application of the standards to texts of sufficient complexity, quality and range.
- Appendix C provides samples of student writing with an explanation as to the quality of the writing. It includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

**Slide 7:** PA Common Core Standards graphic

This graphic depicts the design of the PA Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The CCR standards were used as the overarching structure for the PA Common Core Standards.

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### Module 1: Unpacking the Standards

The PA Common Core Standards are organized around five Standard Categories: Foundational Skills, Reading Informational Text, Reading Literature, Writing, and Speaking and Literature.

There are five supporting documents for the PA Common Core Standards. They include the three appendices from the Common Core State Standards (Appendix A, Appendix B, and Appendix C) and the Literacy standards for History and Social Studies (Appendix D) and Literacy standards for Science and Technical Subjects (Appendix E).

**Slide 8:** *Golden Line Activity*

*Notes on Range and Content (Handout)*

*Note: There are two handouts for this activity. One is for elementary and one is for secondary. You can determine the handouts you will use based on your audience.*

On your own, read the first section of the Range and Content notes. As you read, underline or highlight words or phrases that stand out as profound. From the words or phrases you selected, choose the one word or phrase that you would classify as gold.

Turn and share with a partner or small group. Build consensus and choose the one word or phrase that you can all agree on as most valuable.

*Discuss the premise that shifting words (language) speaks to a shift in practice. Word choices are different in the CC, therefore practice is impacted.*

*Now split the group into thirds to do a jigsaw activity with the additional 3 sections following the same 3 step process followed by whole group report out.*

**Slide 9 :** Numbering Structure of the PA Common Core Standards (Handout Optional)

**Slide 10:** Numbering Structure of the PA Eligible Content

**Slide 11:** Layout of Standard and Eligible Content

**Slide 12:** This graphic shows an example of a Grade 9-10 standard and eligible content for the Literature Keystone Exam.

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**Slide 13:** Why Common Core?

- Disparate standards across states
- Global competition
- Today's jobs require different skills
- States are ready and able for collective action
- Aligned with college and work expectations

**Slide 13 :** Why Common Core?

- Focused and coherent
- Includes rigorous content and application of knowledge through high- order skills
- Built upon strengths and lessons of current state standards
- Internationally benchmarked
- Based on evidence and research

**Slide 14:** Why PA Common Core-Pennsylvania Timeline

*This slide speaks to the evolution of standards in Pennsylvania through the years.*

We in Pennsylvania have been using and refining standards in education since the 1990s. This progression builds on all the lessons we have learned over the last two decades.

The reason the new Pennsylvania administration make the decision to develop a Pennsylvania Common Core instead of simply using the Common Core State Standards is the desire to make the CCSS our own Standards and reframe them in the style and format of the Pennsylvania Standards. We wanted to have the flavor, feel and style of the PA Standards. The work of the PA Common Core is the Common Core.

**Slide 15:** Why PA Common Core-Pennsylvania Timeline

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### Module 1: Unpacking the Standards

In July 2010, the State Board adopted the Common Core Standards. Since that time the decision was made by the current administration to create a set of PA CC Standards in ELA and Math. A group of PA educators created a draft set of standards that mirror the content and rigor of the Common Core, but reflect the organization and design of the PA Academic Standards. The reason the new Pennsylvania administration make the decision to develop a Pennsylvania Common Core instead of simply using the Common Core State Standards is the desire to make the CCSS our own Standards and reframe them in the style and format of the Pennsylvania Standards. We wanted to have the flavor, feel and style of the PA Standards. The work of the PA Common Core is aligned with the Common Core.

#### Slide 16

Why PA Common Core? Vertical Progression of a Standard (Handout)

Look at one standard – PreK-Grade 12

- Pair and Share: Begin at PreK and go to K. What is different? Follow the standard through Grade 12.
- Discuss: At what grade levels are significant shifts or additions evident?

*Look at Standard CC. 2 . PK-12. C (Reading Informational Texts) from left to right, PK-12. Highlight the changes as the standard progresses through a grade. Discuss the shifts that occur through the grades as well as the concept of “Spiraling” through the grades.*

***Note: Do not print the handouts back to back. You want the participants to lay them side by side so that they can look at them PK-12.***

**Slide 17:** What is Depth of Knowledge (DOK)?

- A scale of cognitive demand (thinking) to align standards with assessments
- Based on the research of Norman Webb, University of Wisconsin Center for Education Research and the National Institute for Science Education
- Defines the “ceiling” or highest DOK level for each Core Content standard for the state assessment
- Guides item development for state assessments

**Slide 18:** Webb’s DOK

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Definitions	
1.0	Student recalls facts, information, procedures, or definitions.
2.0	Student uses information, conceptual knowledge, and procedures.
3.0	Student uses reasoning and develops a plan or sequence of steps; process has some complexity.
4.0	Student conducts an investigation, needs time to think and process multiple conditions of problem or task.

**Slide 19:** Levels of Cognitive Complexity (DOK Wheel Handout)

*Distribute the DOK Wheel handout. This visual representation points out the kind of actions typically associated with each of the levels.*

Level 1: Recall and Reproduction

Level 2: Skills & Concepts

Level 3: Strategic Thinking

Level 4: Extended Thinking

**Slide 20:** Depth of Knowledge

The Depth of Knowledge is NOT determined by the verb, but the **context in which the verb is used** and the **depth of thinking required**.

*This slide points out the danger of the oversimplification found in the DOK wheel handout. The next slide will illustrate this point further.*

**Slide 21:** One verb, three different DOK levels (Handout-Hess Matrix)

**DOK 3- Describe** a model that you might use to represent the relationships that exist within the rock cycle. (requires deep understanding of rock cycle and a determination of how best to represent it)

**DOK 2- Describe** the difference between metamorphic and igneous rocks. (requires cognitive processing to determine the differences in the two rock types)

**DOK 1- Describe** three characteristics of metamorphic rocks. (simple recall)

*Distribute the Hess Matrix handout.*

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The Hess matrix gives you a more precise way of determining DOK. On the left you will see Bloom's Taxonomy. Think of a task that you would have student do and decide where it would fit in Bloom's Taxonomy. Now move to the right across the matrix to determine DOK.

#### Slide 22: DOK is NOT about difficulty... 4 Myths of Rigor (Handout)

Difficulty is a reference to how many students answer a question correctly.

How many of you know the definition of *exaggerate*?

If all of you know the definition, this question is an easy question. (DOK 1 - Recall)

How many of you know the definition of *prescient*?

If most of you do not know the definition, this question is a **difficult** question. (DOK 1 – Recall )

*Distribute the "4 Myths of Rigor Article." Read the introduction paragraph together.*

For over 20 years, we've worked with teachers and principals on ways to improve their schools. Our efforts have centered on promoting the core concepts of rigor: creating schools where every student is known by adults, where students have a positive relationship with adults and other students, and where they are challenged to achieve at high levels. We've met thousands of committed teachers and principals who work incredibly hard to positively impact the learning of every student.

Concurrently and on a national level, the 3 R's—Rigor, Relevance, and Relationships—have become accepted as necessary characteristics of quality schools, with many states adopting the 3 R's Model as a requirement for school improvement efforts. And yet, there remain many misconceptions and myths regarding rigor itself. Here, we cite others' research as well as our own work to dispel those myths and to demonstrate how academic rigor can ultimately benefit every one of your students and staff members. It's time to set the record straight on what rigor is and what it isn't.

*Split the group into 4 sections and assign one myth to each section. After reading, the groups should discuss their myth and prepare to share with the larger group. Allow each group to present their myth to the group as a whole and discuss. The next slide is a visual representation of the final section describing what rigor is.*

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**Slide 23:** Graphic depicting the relationship between Meeting the Rigor of the Common Core and Producing Cognitive Sweat.

**Slide 24:** *In this activity, participants should determine the DOK called for in a specific standard. Have paper copies of the standards available or direct them to the online document found on SAS.*

Standards-(Handout)

Use PA Common Core to identify the DOK in a standard.

Page 33 – PreK-Grade 5 (CC.1.5.PK.B)

Page 31 – Grades 6 -12 (CC.1.5.6.B)

*An extension of this activity would be to rewrite the standard on level higher than it is currently written...“Turning up the Heat”.*

**Slide 25:** Grade 3 example from PA Emphasis documents  
As PA transitions to the PA Common Core Standards, focus on the defined content in the PA Academic Standards should continue, as well as emphasis on areas derived from Common Core. The purpose of the Emphasis document is to provide a summary of similarities and differences between PA Academic Standards and Common Core Standards. This is not intended to be a curriculum guide – only to identify shifts in delivery of instruction.

**Slide 26:** *Distribute paper copies of the PA Emphasis Documents or guide participants to their location online on the SAS portal.*

Take a look at look at your grade level first and highlight the Common Core Shifts you may have already addressed.

Provide evidence of how this occurred.

Propose how the ones not highlighted will be addressed.

**Slide 27:** *Read the following quote from Wiggins and McTighe.*

*“The standards are like the building code. Architects and builders must attend to them but they are not the purpose of their design...the house to be built or*



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renovated is designed to meet the needs of the client in a functional and pleasing manner-while also meeting the building code along the way.”

Reflect on what you have learned as related to this quote. Write at least five lines that will extend the analogy of homebuilding or applies the concepts discussed today to this analogy.

*This should be used as the culmination of this module’s learning. Draw on the participants responses to review key points and take-aways.*

**Slide 28:** Today we are focusing on three essential questions related to unpacking the PA Common Core State Standards. *Read each question aloud.*

**Slide 29:** Are there any questions that need to be answered??