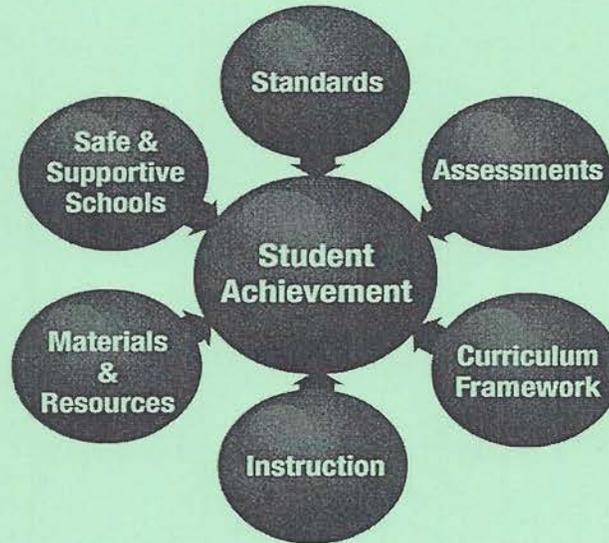


Transition to PA Common Core Standards

ELA-Module 4 – “Evaluating Existing Curriculum”



Easton Area School District

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Assessment Planner
 PSSA/Keystone Exams

REVISED PSSA PERSPECTIVE <i>Planning Ahead</i> <i>Grades 3, 4, 5</i>	
2012-13	2013-14 Operational PSSA First Class Revised PSSA
Grade 2	Grade 3
Grade 3	Grade 4
Grade 4	Grade 5

REVISED PSSA PERSPECTIVE <i>Planning Ahead</i> <i>Grades 6, 7, 8</i>		
2012-13	2013-14	2014-15 Operational PSSA First Class Revised PSSA
Grade 4	Grade 5	Grade 6
Grade 5	Grade 6	Grade 7
Grade 6	Grade 7	Grade 8

Assessment Planner
PSSA/Keystone Exams

KEYSTONE EXAM: PERSPECTIVE				
2012-13	2013-14	2014-15	2015-16	2016-17 <i>First Class Keystone Exams AYP & Graduation Requirements</i>
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
KEYSTONE EXAM: IMPLEMENTATION				
2012 – 2013	Algebra I Biology Literature			
2015 - 2016	Algebra I Biology Literature Composition			
2016 – 2017	Algebra I Biology Literature Composition Civics and Government			

Analyzing Texts: "Text Talk Time"

Teaching
Channel
video

PA Common Core Standards:

- CC.1.2.5.B** - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.5.5.A** - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

1. What routines does Ms. Brewer have in place to help discussion run smoothly?

review rules each time
signals
she's the facilitator

2. Notice the questions Ms. Brewer asks her class. What makes these questions rich?

They are open-ended /
critical thinking

3. Why is it beneficial to engage students in both small and large group discussions before writing?

think
pair
share

understanding
topics / ?s

more
comfortable /
validates
thoughts

Pinwheel Discussions: Texts in Conversations

PA Common Core Standards:

- CC.1.2.11-12.C** - Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC.1.5.11-12.A** - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11-12.C** - Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CC.1.5.11-12.D** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

1. In what ways do the mini-lesson and prep time provide for a successful discussion?

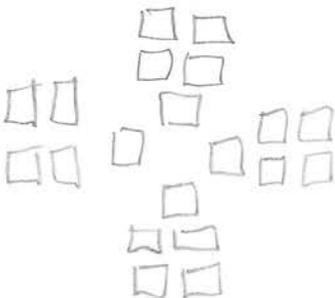
↓
formula for asking / formulating
a good ?

2. How does the role-playing support more rigorous discussion and encourage students to take risks?

↓ not sure...
out of character...

3. Why are Ms. Wessling's tally marks an important part of the discussion?

textual evidence, follow up ?,
new ideas,



PA Common Core Action Planning

Step 1: What are the goals?

What are your short and long term goals in terms of reaching full implementation of PA Common Core?

Step 2: What will you do?

What activities or specific steps will you take for ensuring PA Common Core is implemented with fidelity in your district?

Step 3: How will you get there?

What needs to be done to implement these steps?

	By whom?	When?	What resources?

PA Common Core Action Planning

Step 4: How will you know you are doing what you planned? [Indicators of Implementation]

What specific indicators will you look for to show that implementation is occurring as planned?

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Step 5: What will you do to sustain the focus on PA Common Core and the critical instructional shifts?

What is the maintenance required to ensure that students are receiving instruction based upon the content and challenge of PA Common Core?

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