

GRADE 5 PA CORE STANDARDS TRANSITION GUIDE \*

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Comprehension Skills (Fiction and Non-Fiction)	<ul style="list-style-type: none"> <li>• Emphasizing use of non-fiction text (Introduction to ELA: Key Design Considerations)</li> <li>• Identifying non-fiction text structures to aid in comprehension (e.g., problem/solution, cause/effect) (CC.1.2.5.E)</li> <li>• Analyzing the impact point of view has on a text (CC.1.2.5.D, CC.1.3.5.D)</li> <li>• Assessing how illustrations/multi-media contribute to text presentation (CC.1.3.5.G)</li> <li>• Comparing and contrasting structures, ideas, etc. between and among texts (CC.1.3.5.C)</li> <li>• Clarifying relationships between theme and topic (CC.1.2.5.C)</li> <li>• Providing explicit support when drawing inferences (CC.1.2.5.B, CC.1.3.5.B)</li> <li>• Citing reasons and evidence used by the author (CC.1.2.5.H)</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>• Varying sentence structure to convey meaning and maintain reader interest (CC.1.4.5.E, CC.1.4.5.K, CC.1.4.5.Q)</li> <li>• Using multiple strategies to determine meaning of unknown words (CC.1.2.5.K, CC.1.3.5.I)</li> <li>• Developing vocabulary through the use of dictionaries and thesauri (CC.1.2.5.K) (CC.1.3.5.I)</li> </ul>
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> <li>• Using combined knowledge of all letter/sound correspondence, syllabication patterns, and morphology (CC.1.1.5.D)</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Connecting fluency explicitly to comprehension (CC.1.1.5.E)</li> <li>• Reading with accuracy and fluency to support comprehension (CC.1.1.5.E)</li> </ul>
Types of Writing Quality of Writing	<ul style="list-style-type: none"> <li>• Using technology tools/digital resources to publish writing (CC.1.4.5.U)</li> <li>• Logically ordering reasons to support facts and details (CC.1.4.5.J)</li> <li>• Proving writing activities that require varied timeframes for completion (CC.1.4.5.X)</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Undertaking research projects that build upon comparisons made in text(s) (CC.1.2.4.I)</li> <li>• Analyzing and reflecting upon text sources and citing evidence in research (CC.1.2.5.B)</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Participating in frequent collaborative discussions with diverse partners (CC.1.5.5.A)</li> <li>• Posing specific questions that contribute to or enhance group discussions (CC.1.5.5.A)</li> <li>• Developing presentations that might include presenting an opinion, and logically sequenced ideas and details (CC.1.4.5.G)</li> </ul>
Conventions of Standard English	<ul style="list-style-type: none"> <li>• Foundational grammar should be taught in the context of reading, writing, and speaking (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R) (CC.1.5.5.G)</li> <li>• Using conjunctions, interjections, perfect verb tense (CC.5.L.1.a) (CC.5.L.1.b)</li> <li>• Using commas for a series of elements and introductory elements (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R) (CC.1.5.5.6)</li> <li>• Use underlining, commas, and italics in titles (CC.1.4.5.F)</li> </ul>
Technology Literacy	<ul style="list-style-type: none"> <li>• Using keyboarding skills to produce a 2-page piece of writing in a single sitting (CC.1.4.5.U)</li> </ul>

\* The purpose of this document is to provide a summary of similarities and differences between PA Academic Standards and PA Core Standards. This is not intended to be a curriculum guide – only to identify shifts in delivery of instruction.