

GRADE 1 PA CORE STANDARDS TRANSITION GUIDE \*

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Comprehension Skills (Fiction and Non-Fiction)	<ul style="list-style-type: none"> <li>Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (PACC Introduction, Pg. 2)</li> <li>Identifying and using text features (CC.1.1.1.B)</li> <li>Identifying words and phrases in text that suggest feelings or appeal to senses (CC.1.3.1.F.)</li> <li>Comparing/contrasting characters and experiences within and between texts (CC.1.3.1.H)</li> <li>Focusing on similarities and differences between texts (CC.1.2.1.I)</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>Emphasizing inflections, affixes, root words, and conjunctions (CC.1.1.1.D)</li> <li>Using words and phrases acquired through conversations, reading and being read to, and by responding to texts (CC.1.2.1.J, CC.1.3.1.J)</li> <li>Exploring word relationships and nuances of words (CC.1.3.1.J)</li> </ul>
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> <li>Focusing on specific phonetic skills (CC.1.1.1.C) (CC.1.1.1.D) (CC.1.4.1.F) (CC.1.4.1.R)</li> <li>Focusing on spelling sound correspondences for common consonant digraphs; decoding regular one and two-syllable words, final e and common long vowel teams, and inflectional endings (CC.1.1.1.C, CC.1.1.1.D.)</li> <li>Using multiple strategies to decode unknown words (e.g., context clues, rereading, phonics) (CC.1.3.1.I)</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>Connecting fluency explicitly to comprehension (CC.1.1.1.E)</li> <li>Developing fluency for accuracy, expression, and rate (CC.1.1.1.E)</li> </ul>
Types of Writing Quality of Writing	<ul style="list-style-type: none"> <li>Writing every day in response to learning (CC.1.4.1.X)</li> <li>Writing opinion pieces (CC.1.4.1.G-I)</li> <li>Employing peer review in the revising process (CC.1.4.1.T)</li> <li>Using technology tools/digital resources to publish writing (CC.1.4.1.U)</li> </ul>
Research	<ul style="list-style-type: none"> <li>Participating in shared research, oral presentations and writing projects (CC.1.4.1.V)</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>Participating in frequent collaborative discussions with diverse partners (CC.1.4.1.T) (CC.1.5.1.A)</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.1.4.1.F) (CC.1.4.1.L) (CC.1.4.1.R) (CC.1.5.1.G)</li> <li>Using common and proper nouns (possessives, singular and plural nouns, pronouns) (CC.1.4.1.L) (CC.1.4.1.R)</li> <li>Using conjunctions (CC.1.4.1.E) (CC.1.4.1.K) (CC.1.4.1.Q)</li> <li>Varying types of sentences (simple, compound, interrogative, imperative, exclamatory) (CC.1.4.1.K) (CC.1.4.1.Q)</li> <li>Applying capitalization rules to capitalize dates and names (CC.1.4.1.L) (CC.1.4.1.R)</li> <li>Employing punctuation (end punctuation, comma with items in a series) (CC.1.4.1.L)</li> <li>Spell untaught words phonetically (CC.1.4.1.L) (CC.1.4.1.R)</li> </ul>
Technology Literacy	<ul style="list-style-type: none"> <li>Emphasizing digital tools for instructional and student productivity (CC.1.4.1.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