

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

* 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