## GRADE 1 PA CORE STANDARDS TRANSITION GUIDE *

<table>
<thead>
<tr>
<th>CONTINUED EMPHASIS</th>
<th>SPECIFIC PA CORE EMPHASIS</th>
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| **Comprehension Skills (Fiction and Non-Fiction)** | • 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** | • 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** | • 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** | • 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** | • 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** | • Participating in shared research, oral presentations and writing projects (CC.1.4.1.V) |
| **Speaking and Listening** | • Participating in frequent collaborative discussions with diverse partners (CC.1.4.1.T) (CC.1.5.1.A) |
| **Conventions of Standard English** | • 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** | • 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.