

GRADE 3 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) (CC.3.R.1.3) (PACC Introduction, Pg. 2)</li> <li>Using text illustrations to enhance text meaning (CC.1.3.3.G)</li> <li>Moving beyond identification of literary elements and text features, main idea and supporting details to explaining/comparing/contrasting across multiple texts (CC.1.2.3.I) (CC.1.3.3.H)</li> <li>Comparing student point of view with narrator or character's point of view (CC.1.2.3.D, CC.1.3.3.D)</li> <li>Demonstrating comprehension through oral/written responses (CC.1.4.3.A)</li> <li>Increasing amount of student reading (CC.1.1.3.E, CC.1.2.3.L, CC.1.3.3.K)</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>Emphasizing domain-specific words, root words, multiple-meaning words, word relationships, idioms, shades of meaning among related words that describe states of mind or degrees of certainty (CC.1.2.3.F, CC.1.3.3.F)</li> <li>Making real life connections between words and their use (CC.1.2.3.C) (CC.1.2.3.F)</li> <li>Using glossaries and dictionaries (print/digital) (CC.1.2.3.E)</li> </ul>
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> <li>Emphasizing multisyllabic words, common prefixes and derivational/Latin suffixes, grade-appropriate irregularly spelled words (CC.1.1.3.D)</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>Reading proficiently, with sufficient accuracy and fluency to support comprehension (CC.1.1.3.E, CC.1.3.3.K)</li> </ul>
Types of Writing Quality of Writing	<ul style="list-style-type: none"> <li>Writing every day in response to learning (CC.1.4.3.X)</li> <li>Participating in shared research and writing projects (CC.1.4.3.X)</li> <li>Writing opinion pieces on familiar topics or texts supporting a point of view with reasons (CC.1.4.3.G-I)</li> </ul>
Research	<ul style="list-style-type: none"> <li>Emphasizing short research projects that build knowledge about a topic (CC.1.4.3.V.)</li> <li>Emphasizing gathering information from print/digital sources, taking notes, and sorting evidence into provided categories (CC.1.4.3.W)</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>Establishing agreed-upon rules for discussions (CC.1.5.3.A)</li> <li>Students collaborating in small/large learning groups about Grade 3 topics and texts (CC.1.5.3.A)</li> <li>Emphasizing students' oral responses and conversations to deepen understanding of a topic or issue (CC.1.5.3.C)</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.1.4.3.F) (CC.1.4.3.L) (CC.1.4.3.R) (CC.1.5.3.G)</li> <li>Emphasizing the function of nouns, pronouns, verbs, adjectives, and adverbs, regular/irregular plural nouns, abstract nouns, regular/irregular verbs, simple verb tenses, subject-verb-pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, coordinating/subordinating conjunctions, produce simple/compound/complex sentences (CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R) (a-j)</li> <li>Emphasizing commas (addresses/dialogue), quotation marks, possessives, apostrophes (contractions/possessives), capitalization (titles) (CC.1.4.3.R)</li> </ul>
Technology Literacy	<ul style="list-style-type: none"> <li>Using technology to produce and publish writing (keyboarding) (CC.1.4.3.U)</li> </ul>

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