<table>
<thead>
<tr>
<th>CONTINUED EMPHASIS</th>
<th>SPECIFIC PA CORE EMPHASIS</th>
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</table>
| **Comprehension Skills (Fiction and Non-Fiction)** | • Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (CC.3.R.1.3) (PACC Introduction, Pg. 2)  
• Using text illustrations to enhance text meaning (CC.1.3.3.G)  
• 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)  
• Comparing student point of view with narrator or character’s point of view (CC.1.2.3.D, CC.1.3.3.D)  
• Demonstrating comprehension through oral/written responses (CC.1.4.3.A)  
• Increasing amount of student reading (CC.1.1.3.E, CC.1.2.3.L, CC.1.3.3.K) |
| **Vocabulary Development** | • 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)  
• Making real life connections between words and their use (CC.1.2.3.C) (CC.1.2.3.F)  
• Using glossaries and dictionaries (print/digital) (CC.1.2.3.E) |
| **Word Recognition Skills Decoding Skills** | • Emphasizing multisyllabic words, common prefixes and derivational/Latin suffixes, grade-appropriate irregularly spelled words (CC.1.1.3.D) |
| **Fluency** | • Reading proficiently, with sufficient accuracy and fluency to support comprehension (CC.1.1.3.E, CC.1.3.3.K) |
| **Types of Writing Quality of Writing** | • Writing every day in response to learning (CC.1.4.3.X)  
• Participating in shared research and writing projects (CC.1.4.3.X)  
• Writing opinion pieces on familiar topics or texts supporting a point of view with reasons (CC.1.4.3.G-I) |
| **Research** | • Emphasizing short research projects that build knowledge about a topic (CC.1.4.3.V.)  
• Emphasizing gathering information from print/digital sources, taking notes, and sorting evidence into provided categories (CC.1.4.3.W) |
| **Speaking and Listening** | • Establishing agreed-upon rules for discussions (CC.1.5.3.A)  
• Students collaborating in small/large learning groups about Grade 3 topics and texts (CC.1.5.3.A)  
• Emphasizing students’ oral responses and conversations to deepen understanding of a topic or issue (CC.1.5.3.C) |
| **Conventions of Standard English** | • 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)  
• 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)  
• Emphasizing commas (addresses/dialogue), quotation marks, possessives, apostrophes (contractions/possessives), capitalization (titles) (CC.1.4.3.R) |
| **Technology Literacy** | • Using technology to produce and publish writing (keyboarding) (CC.1.4.3.U) |

* 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.

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