

GRADE 4 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) (Introduction to ELA: Key Design Considerations) • Reading mythology, traditional literature, and multicultural texts (CC.4.R.I.4) (CC.1.3.4.H, CC.1.3.4.K) • Comparing point of view across texts (CC.1.2.4.D) (CC.1.3.4.D) • Assessing how illustrations/multi-media contribute to text presentation (CC.1.2.4.G) • Providing explicit support when drawing inferences (CC.1.2.4.B) (CC.1.2.4.C) • Citing reasons and evidence used by the author (CC.1.2.4.H) (CC1.3.4.B) • Integrating information on a single topic from two texts (CC.1.2.4.I) (CC.1.5.4.C)
Vocabulary Development	<ul style="list-style-type: none"> • Using multiple strategies to determine meaning of unknown words (context clues) (CC.1.1.4.E) (CC.1.2.4.K) (CC.1.3.4.I) • Developing vocabulary through the use of dictionaries and thesaurus (CC.1.2.4.K) (CC.1.3.4.I) • Incorporating the use of figurative language, word relationships, and nuances to determine word meaning (CC.1.2.4.F, CC.1.3.4.F)
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> • Using combined knowledge of all letter/sound correspondence, syllabication patterns, and morphology (CC.1.1.4.D)
Fluency	<ul style="list-style-type: none"> • Connecting fluency explicitly to comprehension (CC.1.1.4.E) • Instructing fluency for accuracy, expression, and rate (CC.1.1.4.E)
Types of Writing Quality of Writing	<ul style="list-style-type: none"> • Providing writing activities that that require a response to reading (CC.1.4.4.A) • Providing writing activities that require varied time frames for completion (CC.1.4.4.X)
Research	<ul style="list-style-type: none"> • Undertaking research projects that build upon comparisons made in text(s) (CC.1.4.4.V) • Analyzing and reflecting upon text sources and citing evidence in research (CC.1.4.4.W)
Speaking and Listening	<ul style="list-style-type: none"> • Participating in frequent collaborative discussions with diverse partners (CC.1.5.4.A) • Posing specific questions that contribute to or enhance group discussions (CC.1.5.4.A) • Providing opportunities for structured oral response (e.g., paraphrase, retell, recount) (CC.1.1.4.E) • Applying conventions of language to speaking and listening (CC.1.5.4.G)
Conventions of Standard English	<ul style="list-style-type: none"> • Foundational grammar should be taught in the context of reading, writing, and speaking (CC.1.4.4.F) (CC.1.4.4.L) (CC.1.4.4.R) (CC.1.5.4.G) • Using relative pronouns, progressive verb tenses, modal auxiliary, order of adjectives, prepositional phrases, homonyms, and complete sentences (CC.1.4.4.F, CC.1.4.4.L, CC.1.4.4.R) (CC.1.5.4.A)
Technology Literacy	<ul style="list-style-type: none"> • Using keyboarding skills to produce a 1-page piece of writing in a single sitting (CC.1.4.4.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.