<table>
<thead>
<tr>
<th><strong>CONTINUED EMPHASIS</strong></th>
<th><strong>SPECIFIC PA CORE EMPHASIS</strong></th>
</tr>
</thead>
</table>
| **Comprehension Skills (Fiction and Non-Fiction)** | • Emphasizing use of non-fiction text (Introduction to ELA: Key Design Considerations)  
• Identifying non-fiction text structures to aid in comprehension (e.g., problem/solution, cause/effect) (CC.1.2.5.E)  
• Analyzing the impact point of view has on a text (CC.1.2.5.D, CC.1.3.5.D)  
• Assessing how illustrations/multi-media contribute to text presentation (CC.1.3.5.G)  
• Comparing and contrasting structures, ideas, etc. between and among texts (CC.1.3.5.C)  
• Clarifying relationships between theme and topic (CC.1.2.5.C)  
• Providing explicit support when drawing inferences (CC.1.2.5.B, CC.1.3.5.B)  
• Citing reasons and evidence used by the author (CC.1.2.5.H) |
| **Vocabulary Development** | • Varying sentence structure to convey meaning and maintain reader interest (CC.1.4.5.E, CC.1.4.5.K, CC.1.4.5.Q)  
• Using multiple strategies to determine meaning of unknown words (CC.1.2.5.K, CC.1.3.5.I)  
• Developing vocabulary through the use of dictionaries and thesauri (CC.1.2.5.K) (CC.1.3.5.I) |
| **Word Recognition Skills Decoding Skills** | • Using combined knowledge of all letter/sound correspondence, syllabication patterns, and morphology (CC.1.1.5.D) |
| **Fluency** | • Connecting fluency explicitly to comprehension (CC.1.1.5.E)  
• Reading with accuracy and fluency to support comprehension (CC.1.1.5.E) |
| **Types of Writing Quality of Writing** | • Undertaking research projects that build upon comparisons made in text(s) (CC.1.2.4.I)  
• Analyzing and reflecting upon text sources and citing evidence in research (CC.1.2.5.B) |
| **Speaking and Listening** | • Participating in frequent collaborative discussions with diverse partners (CC.1.5.5.A)  
• Posing specific questions that contribute to or enhance group discussions (CC.1.5.5.A)  
• Developing presentations that might include presenting an opinion, and logically sequenced ideas and details (CC.1.4.5.G) |
| **Conventions of Standard English** | • Foundational grammar should be taught in the context of reading, writing, and speaking (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R) (CC.1.5.5.G)  
• Using conjunctions, interjections, perfect verb tense (CC.5.L.1.a) (CC.5.L.1.b)  
• Using commas for a series of elements and introductory elements (CC.1.4.5.F) (CC.1.4.5.L) (CC.1.4.5.R) (CC.1.5.5.6)  
• Use underlining, commas, and italics in titles (CC.1.4.5.F) |
| **Technology Literacy** | • Using keyboarding skills to produce a 2-page piece of writing in a single sitting (CC.1.4.5.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.