GRADE 1 PA CORE STANDARDS TRANSITION GUIDE \*

|  |  |
| --- | --- |
| **Continued emphasis** | **Specific PA Core Emphasis** |
| 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) |