

GRADE 2 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) (CC.2.R.1.2) (PACC Introduction, Pg. 2) Moving beyond identification of literary elements and text features to describing/comparing/contrasting between two texts (CC.1.2.2.I) (CC.1.3.2.H) Demonstrating comprehension through oral/written responses (CC.1.5.2.D) (CC.1.4.2.A.)
Vocabulary Development	<ul style="list-style-type: none"> Using sentence level context clues (CC.1.1.2.E) Emphasizing content words, multiple-meaning words, compound words, word relationships, shades of meaning among closely related verbs and adjectives (CC.1.2.2.F) Making real life connections between words and their use (CC.1.2.2.J) (CC.1.2.2.K) Using glossaries and beginning dictionaries (print/digital) (CC.1.3.4.I) (CC.1.3.2.J)
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> Emphasizing long/short vowels (one/two syllable words), vowel teams, common affixes, grade-appropriate irregularly spelled words (CC.1.1.2.D) (CC.1.2.2.K)
Fluency	<ul style="list-style-type: none"> Reading proficiently, with sufficient accuracy and fluency to support comprehension (CC.1.3.3.K)
Types of Writing Quality of Writing	<ul style="list-style-type: none"> Writing every day in response to learning (CC.1.4.2.X) Participating in shared research and writing projects (CC.1.4.2.V) Writing opinion pieces to including topic, opinion, and supporting reasons, and a conclusion (CC.1.4.2.G-I)
Research	<ul style="list-style-type: none"> Modeling of the research process by teacher (CC.1.4.2.T) Reading several books on a single topic to produce a report (CC.1.1.2.E) Recording science observations (CC.1.4.2.A)
Speaking and Listening	<ul style="list-style-type: none"> Establishing agreed-upon rules for discussions (CC.1.5.2.A) Collaborating with peers in small/large learning groups about Grade 2 topics and texts (CC.1.4.2.T, CC.1.5.2.A) Emphasizing students' oral responses to deepen understanding of a topic or issue (CC.1.5.2.C)
Conventions of Standard English	<ul style="list-style-type: none"> Foundational grammar should be taught in the context of reading, writing, and speaking (CC.1.4.2.F) (CC.1.4.2.L) (CC.1.4.2.R) (CC.1.5.2.G) Emphasizing collective nouns, irregular plural nouns, reflexive pronouns, irregular verb tenses, adjectives, adverbs, simple and compound sentences (CC.1.4.2.F) (CC.1.4.2.L) (CC.1.4.2.R) Emphasizing commas (letters), apostrophes (contractions/possessives), capitalization (holidays, product names, geographic names) (CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R)
Technology Literacy	<ul style="list-style-type: none"> Using a variety of digital tools to produce and publish writing (CC.1.4.2.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.