

GRADE 3 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.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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Emphasizing multisyllabic words, common prefixes and derivational/Latin suffixes, grade-appropriate irregularly spelled words (CC.1.1.3.D)
Fluency	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.