## Comprehension Skills (Fiction and Non-Fiction)
- 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) (CC.1.3.4.B)
- Integrating information on a single topic from two texts (CC.1.2.4.I) (CC.1.5.4.C)

## Vocabulary Development
- 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
- Using combined knowledge of all letter/sound correspondence, syllabication patterns, and morphology (CC.1.1.4.D)

## Fluency
- 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
- 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
- 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
- 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
- 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
- Using keyboarding skills to produce a 1-page piece of writing in a single sitting (CC.1.4.4.U)

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* 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.

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