GRADE 3 PA CORE STANDARDS TRANSITION GUIDE \*

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| **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) (CC.3.R.I.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 | * 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 | * Emphasizing multisyllabic words, common prefixes and derivational/Latin suffixes, grade-appropriate irregularly spelled words (CC.1.1.3.D) |
| Fluency | * 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 | * 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 | * 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 | * 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 | * 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 | * Using technology to produce and publish writing (keyboarding) (CC.1.4.3.U) |