

## KINDERGARTEN PA CORE STANDARDS TRANSITION GUIDE \*

CONTINUED EMPHASIS	SPECIFIC PA CORE EMPHASIS
Comprehension Skills (Fiction and Non-Fiction)	<ul style="list-style-type: none"> <li>• Using fiction and non-fiction texts to develop comprehension skills</li> <li>• Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (CC.1.2.K.A) (CC.1.3.K.A) (PACC Introduction pg. 2)</li> <li>• Identifying reasons an author gives to support details in a text (CC.1.2.K.H)</li> <li>• Comparing/contrasting characters and experiences in and across texts (CC.1.3.K.C) (CC.1.3.K.H)</li> <li>• Moving beyond simple identification of story elements to making connections between/among them in a text (CC.1.2.K.C.)</li> <li>• Focusing on similarities and differences between texts (CC.1.2.K.I)</li> <li>• Using emergent reader text to focus on reading with purpose and understanding (CC.1.1.K.E.)</li> <li>• Describing relationships between text and illustrations to deepen understanding of text (CC.1.2.K.G., CC.1.3.K.G)</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>• Emphasizing inflections and affixes, word relationships, word categories, frequently used verbs and adjectives, and shades of meaning (CC.1.2.K.K) (CC.1.3.K.I)</li> <li>• Making real life connections between words and their use (CC.1.2.K.J) (CC.1.3.K.J)</li> </ul>
Word Recognition Skills Decoding Skills	<ul style="list-style-type: none"> <li>• Reading high frequency words by sight (CC.1.1.K.D)</li> <li>• Segmenting and blending of words (CC.1.1.K.C)</li> <li>• Recognizing and naming all upper and lower case letters (CC.1.1.K.B.)</li> <li>• Associating long and short sounds of the five major vowels (CC.1.1.K.D)</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Emphasizing automaticity at letter/sound and word level (CC.1.1.K.D)</li> </ul>
Types of Writing Quality of Writing	<ul style="list-style-type: none"> <li>• Writing every day in response to learning (CC.1.4.K.X)</li> <li>• Writing to express opinions (CC.1.4.K.G)</li> <li>• Employing peer review in the revising process (CC.1.4.K.T)</li> <li>• Using technology tools/digital resources to publish writing (CC.1.4.K.U)</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Collaborating with peers to produce shared research and writing projects (CC.1.4.K.V)</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Employing group reading activities (CC.1.3.K.K, CC.1.2.K.L)</li> <li>• Providing detail when describing people, places, things, and events (CC.1.4.K.O) (CC.1.5.K.D)</li> <li>• Participating in collaborative conversations with peers and adults (CC.1.5.K.A)</li> </ul>
Conventions of Standard English	<ul style="list-style-type: none"> <li>• Foundational grammar should be taught in the context of reading, writing, and speaking. (CC.1.1.K.D) (CC.1.4.K.F) (CC.1.4.K.L) (CC.1.4.K.R) (CC.1.5.K.6)</li> <li>• Focusing on letter-sound correspondence (CC.1.1.K.D)</li> </ul>
Technology Literacy	<ul style="list-style-type: none"> <li>• Emphasizing digital tools for instruction and student productivity (CC.1.4.K.U)</li> </ul>

\* 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.