



# Common Core Standards Mineola ELA Framework K-6

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Board of Education Meeting  
August 9, 2012



# Common Core Standards

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The Standards define what all students are expected to know and be able to do. They do not specify how teachers should teach, thus teachers are required to provide students with whatever tools are necessary for meeting the goals set out in the Standards.



# Reading Standards for Literature

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- Kindergarten - With prompting and support, students will ask and answer questions about key details in a text.
- Grade 3 – Students will ask and answer questions to demonstrate understand of text, referring explicitly to the text as the basis for answers
- Grade 7 – Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Grade 10 – Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

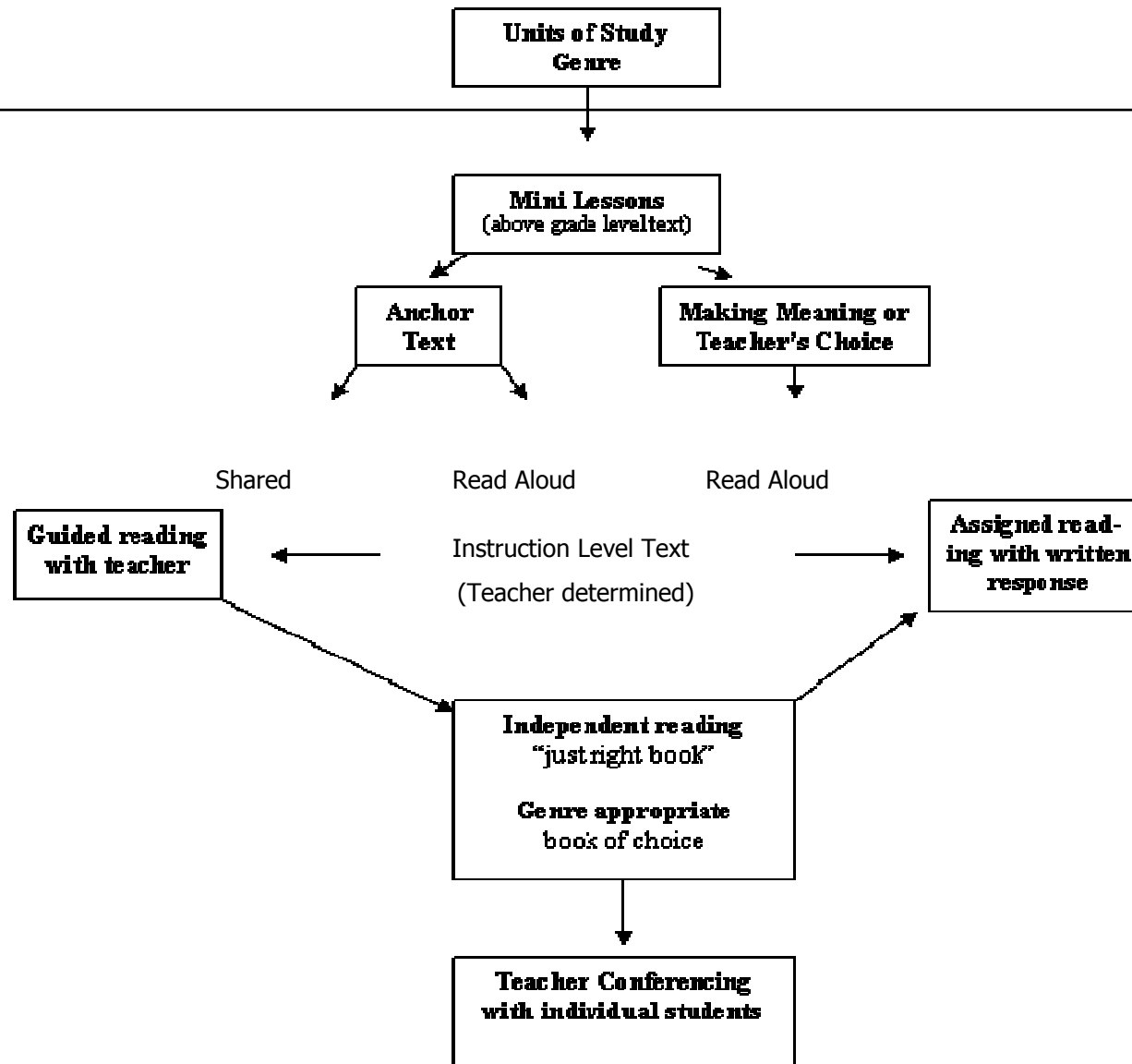
## Shifts in ELA/ Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 4	Text-based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

# View of one unit of study from Atlas



# Literacy Block Grades 2 - 6





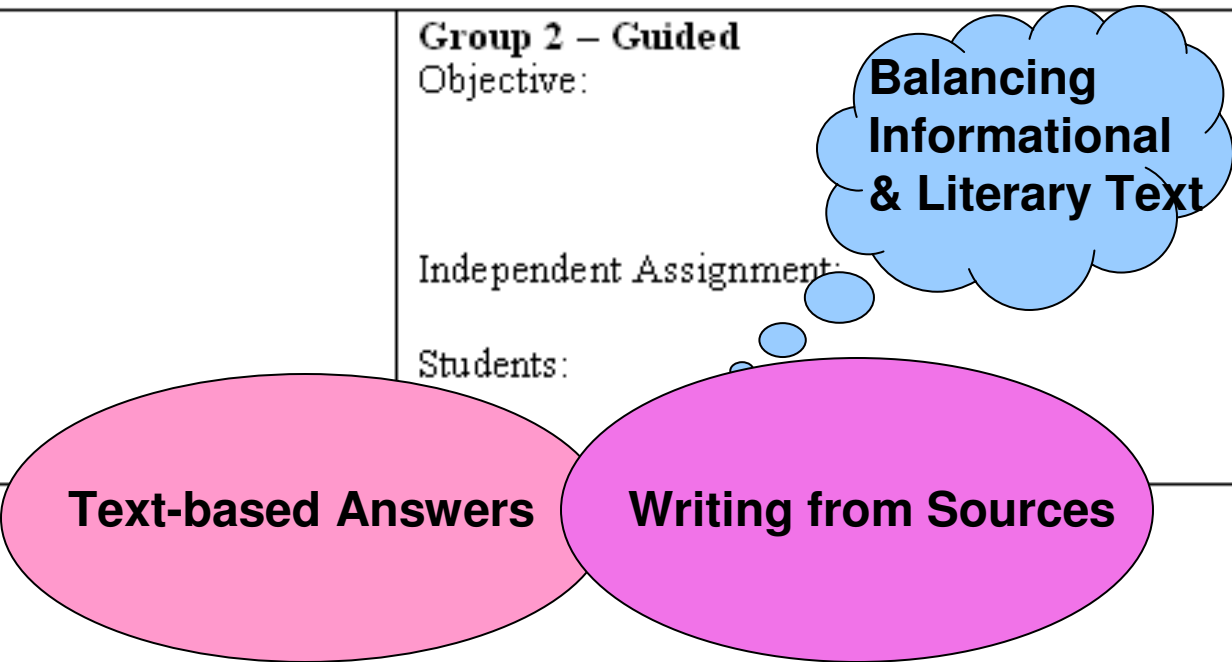
Balancing Informational & Literary Text

# Literacy Block

8:30 – 8:50 <b>Read Aloud</b>	Selection:	Purpose:
	Assessment:	<b>Staircase of Complexity</b>
8:50 – 9:20 <b>Shared Reading</b>	Selection:	Purpose:
<u><b>Foundations</b></u>  <b>Word Study</b>	Assessment:	

**Text-based Answers**

**Academic Vocabulary**

<p>9:20 – 10:20</p> <p><b>Guided Reading: (2 groups everyday) Literacy Centers</b></p>	<p><b>Group 1 – Guided</b> Objective:</p> <p>Independent Assignment:</p> <p>Students:</p>	<p><b>Group 2 – Guided</b> Objective:</p> <p>Independent Assignment:</p> <p>Students:</p>
	 <p><b>Text-based Answers</b>      <b>Writing from Sources</b></p> <p><b>Balancing Informational &amp; Literary Text</b></p>	
	<p>Objective:</p> <p>Reading Selection:</p> <p>Students:</p> <p><b>(Independent Silent Reading and Reading Response or Literacy Center)</b></p> <p><b>Compass Learning</b></p>	
<p>10:20 – 11:00</p> <p>1:00 – 1:20</p>	<p><b>Writing</b></p> <p><b>Silent/Independent Reading with Individualized Reading Conferences</b></p>	

**Academic Vocabulary**





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- Questions