

1ST GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard Text:

RL 1.1 Ask and answer questions about key details in a text.

Students who demonstrate understanding can:

- ask and answer questions about the most important details in a text.
- ask questions about key details in a text such as “who? Where? When? Why? How?”
- answer questions about key details in a text such as “who? Where? When? Why? How?”

Vertical Alignment to Previous Grades:

RL.K.1

Vertical Alignment to Future Grades:

RL 2.1,3.1,.4.1, 5.1

Clarification Statement:

- Students ask questions about the important details in the text. They also correctly answer questions key details in the text.

Vocabulary for Teacher Development:

- **key details** – specific and important parts of the text that provide information, support, and elaboration
- **plot** – logical sequence of important events in a story: beginning, middle, end.
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard Text:

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Students who demonstrate understanding can:

- identify key details in a text.
- use key details in a text to retell a story.
- explain the central message or lesson in a story based on the key details.

Vertical Alignment to Previous Grades:

RL.K.2

Vertical Alignment to Future Grades:

RL.2.2,3,2,4,2,5.2

Clarification Statement:

- Students retell stories using important details from the text. They provide the central message or lesson of the stories orally or in writing.

Vocabulary for Teacher Development:

- **analyze** – break down into parts
- **central message** – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades
- **key details** – specific and important parts of the text that provide information, support, and elaboration
- **retell** – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original

	<ul style="list-style-type: none"> • theme – meaning that a story or event is intended to convey to a reader
<p>Anchor Standard/ Domain Name: Reading: Literature <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RL 1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • use key details in the text to describe the elements of a story: characters, settings, and major events.
<p>Vertical Alignment to Previous Grades: RL.K.3</p> <p>Vertical Alignment to Future Grades: RL.2.3, 3.3, 4.3,5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will describe characters, settings, or important events by referring to specific details from the text <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • event – a thing that happens; an occurrence • key details – specific and important parts of the text that provide information, support, and elaboration • major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters • setting – the time and place of the action in a book, play, story, etc.
<p>Anchor Standard/ Domain Name: Reading: Literature <u>New Mexico State Standards</u></p>	
<p>Standard Text: 1st grade students will identify the main topic, retell key details of a text, and make predictions.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify the main topic of a fiction text. • retell key details of an informational text that support the main topic. • make predictions about a fiction text before and during reading.
<p>Vertical Alignment to Previous Grades: K.1</p> <p>Vertical Alignment to Future Grades: 2.a, 3.a, 4.a,</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students identify the main topic and key details of a text both orally and in pictures or writing. Students make predictions before and during reading to monitor their comprehension. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • main topic – the leading subject of an informational text. From the Greek word for “place”. • key details – the most important evidence from the text that supports the main topic • prediction – a statement about the future. “Pre” means “before” and “diction” is associated with talking.
<p>Standard Text: 1st grade students will identify characters and simple story lines from selected myths and stories from around the world</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify characters in myths and stories from around the world. • identify story lines from myths and stories from around the world such as character’s problem.
<p>Vertical Alignment to Previous Grades:</p>	<p>Clarification Statement:</p>

<p>Vertical Alignment to Future Grades: 2.b, 3.b, 4.b, 4.c</p>	<ul style="list-style-type: none"> Students will read stories and myths from around the world and identify characters and story lines in these texts. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> story line – the series of events that happens in a story, also known as the plot myth – a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment	<i>RL 1.1, 1.2, 1.3</i>
Task:	<p>After listening to L. Frank Baum’s <i>The Wonderful Wizard of Oz</i>, students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansas prairie, and major events such as the arrival of the cyclone.</p> <ul style="list-style-type: none"> How would you describe Dorothy, Auntie Em, and Uncle Henry? What in the text makes you think that? Compare and contrast Dorothy, Auntie Em, and Uncle Henry? How would you describe the Kansas prairie? What details does the author include to help us picture the prairie? How was the cyclone in the story an important event? <p>Questions 1-3: Exemplar student responses will vary, but students should cite text evidence to describe characters and the setting. Students can communicate their responses orally and add to an anchor chart depicting each of the characters and the setting. Question 4: Students should note that the cyclone was a turning point in the story because it caused Dorothy to get transported to Oz.</p>
DOK and Blooms	Remembering, Understanding
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can draw and describe different parts of the story, <i>Wonderful Wizard of Oz</i> (Recount-Writing-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may pose questions that are unrelated to the major events presented in the text. Students may respond to questions presented with personal experience/ details from their own lives.

1ST GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.4:</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text: RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> identify words and phrases in stories that caused the reader to feel an emotion verbally and in writing. identify descriptive words and phrases that appeal to the reader’s senses (sight, hearing, smell, touch, taste).

<p>Vertical Alignment to Previous Grades: RL.K.4</p> <p>Vertical Alignment to Future Grades: RL 2.4,3.4,4.4, 5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students determine words or phrases in a story or poem that suggest feelings (e.g., fear, excitement, worry) or appeal to the senses (e.g., glowing, delicious, freezing, quietly). <p>Vocabulary for Teacher Development::</p> <ul style="list-style-type: none"> phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Standard Text: RL 1.5 Explain major differences between books that tell stories and books that give information</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> recognize and explain features of books that tell stories. recognize and explain features of books that give information. differentiate between books that tell stories and books that give information.
<p>Vertical Alignment to Previous Grades: RL.K.5</p> <p>Vertical Alignment to Future Grades: RL.1.5, 2.5, 3.5, 4.5, 5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students recognize and are able to explain the different characteristics and text features of literature and informational text. Features of literature: setting, characters, problem, climax, solution/ resolution, dialogue, made up experiences Features of nonfiction: information, facts, true-life experiences <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more. narrator – a character who recounts the events of a story or poem
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RL 1.6 Identify who is telling the story at various points in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> identify the narrator in the story. identify if the narrator changes in a story.
<p>Vertical Alignment to Previous Grades: RL.K.6</p> <p>Vertical Alignment to Future Grades: RL.2.6, 3.6, 4.6,5.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Student’s name who is telling the story in different parts of the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>New Mexico State Standards</u></p>	
<p>Standard Text:</p>	<p>Students who demonstrate understanding can:</p>

Grade 1 students will recognize repetition and predict repeated phrases.	<ul style="list-style-type: none"> • identify examples of repetition in a text or poem. • predict a repeated phrase that will appear in the text using evidence from previous sections of text.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students can read and identify patterns and repetition in fictional texts or poems. Students can use their knowledge of the pattern and/ or repetition to predict repeated phrases in a text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • repetition – the reoccurrence of a word or phrase in a text • predict – to forecast or anticipate

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL 1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Task:	<p>Adapted from CCSS Appendix B: Identify words and phrases within Molly Bang’s <i>The Paper Crane</i> that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant.</p> <p>Exemplar Student Response Should Include: Reference to words in the text that indicate happiness, such as clapped, played, loved, overjoyed should be included in student responses.</p>
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can identify reasons for the author’s word choices in <i>The Paper Crane</i> (Argue-Listening-Bridging)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may associate the owner’s actions with a feeling other than happiness. • Students may struggle to pick out which of the author’s words are associated with the owner’s happiness.

1ST GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>Standard Text: RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • use illustrations and details to describe a character in a story. • use illustrations and details to describe the setting in a story. • use illustrations and details to describe the events in a story.
<p>Vertical Alignment to Previous Grades: RL.K.7</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students explain the characters, settings, or events in a story by using the visuals and details from the story in their

<p>RL 2.7, RL.3.7, RL.4.7, RL.5.7</p>	<p>explanations</p> <p>Vocabulary for Teacher Development::</p> <ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • event – a thing that happens; an occurrence • illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim • setting – the time and place of the action in a book, play, story, etc.
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas: R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RL 1.9 Compare and contrast the adventures and experiences of characters in stories</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare and contrast the adventures of characters in different stories. • compare and contrast the experiences of characters in different stories.
<p>Vertical Alignment to Previous Grades: RL K.9</p> <p>Vertical Alignment to Future Grades: RL.2.9, RL.3.9, RL.4.9, RL.5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students describe the similarities and differences between the adventures and experiences of characters. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar
<p>Anchor Standard/ Domain Name: Reading: Literature <u>New Mexico State Standards</u></p>	
<p>Standard Text: Grade 1 students will relate prior knowledge to textual information.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • use the text to make connections to prior knowledge. • use prior knowledge to make connections to information in the text.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will use prior knowledge to make connections to information presented in the text, and use information in the text to make connections to prior knowledge. This standard should enable students to make connections across different content areas and build knowledge. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • Prior knowledge – educational context a learner already has before they learn something new. • textual information – context a learner extracts from a piece of writing

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL. 1.9
Task:	<p>Adapted from Wit and Wisdom’s Assessment Resources:</p> <p>Text: Cinderella Stories from Around the World, including:</p> <ul style="list-style-type: none"> • A Caribbean Cinderella • Adelita: A Mexican Cinderella Story • Bigfoot Cinderrrrrella • Glass Slipper, Gold Sandal: A Worldwide Cinderella • The Rough Face Girl • The Korean Cinderella <p>Select and read two texts. Create a Venn Diagram and experience cards that depict experiences of the characters from two of the stories. Students sort experience cards onto the Venn Diagram based on whether the experience happened to the character in one book or both books. Students should cite text evidence to support their justification for sorting on the Venn Diagram.</p> <p>Exemplar Student responses will vary, but students should use evidence from both texts to support their response.</p>
DOK and Blooms	3, Evaluate
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can state an association between two texts by comparing and contrasting the experience of the characters in both. (Explain-Speaking-Developing)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may struggle to find similarities and differences beyond surface-level observations of both texts.

1ST GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading Level and Text Complexity:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • read and comprehend grade-level texts with prompting and support. • read independently with appropriate stamina. • use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.
<p>Vertical Alignment to Previous Grades: RL.K.10</p> <p>Vertical Alignment to Future Grades: RL.2.10, 3.10,4.0, 5.10</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students read and understand various types of literature appropriately complex for grade 1 for extended periods. Sustained reading time should be supported. Students read with prompting and support as needed. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	<ul style="list-style-type: none">• text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)
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