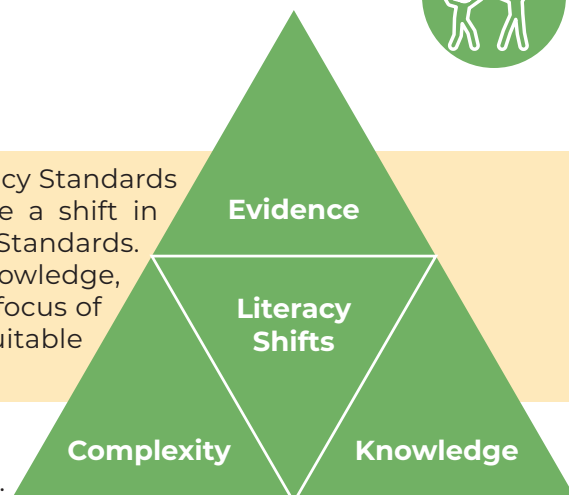




## Guidance Tool: Literacy

To deeply understand Standards, one needs to know that Literacy Standards are different from other Standards. These differences require a shift in thinking about the approach to grade-level work with these Standards. The shifts that must be taken are rooted in three key ideas: knowledge, complexity, and evidence. When planning with the text as the focus of the lesson and these three shifts in mind, rigorous and equitable instruction for students in New Mexico is created.



### Literacy Shifts:

- ▶ Regular practice with **complex text** and its **academic language**.
- ▶ Reading, writing, and speaking are grounded in **evidence from the text**, both literacy and informational.
- ▶ **Building knowledge** through **content-rich nonfiction**.

Example  
color-coding

| A. EE. EXPRESSIONS & EQUATIONS   |  |  |
|--|--|--|
| <p><b>Cluster Statement:</b> Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p><b>Major Cluster:</b> (Students should spend the large majority of their time (65-85%) on the major work of the grade/course. Supporting work and, where appropriate, additional work should be connected to and engage students on the major work of the grade.)</p> |  |  |
| <p><b>Standard for Mathematical Practices</b></p> <p><b>6.EE.A.1</b><br/>Write and evaluate numerical expressions involving whole-number exponents.</p>  | <p><b>Standard for Mathematical Practices</b></p> <p>MP.6<br/>Students can attend to precision by using appropriate vocabulary and symbols between verbal and numerical expressions fluently and accurately. Students must also set up expressions, equations, and/or inequalities that represent the correct interpretation of the problem at hand.</p> | <p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Write and evaluate numerical expressions involving whole number exponents using the correct terminology.</li> <li>Evaluate numerical expressions using their knowledge of order of operations from previous years.</li> </ul> |

Throughout this document, Standards are **bolded**. This was done to provide teachers with a quick at-a-glance view to know which Standards are priorities for acceleration. The Instructional Scope also provides Resource Guides that will outline how to best incorporate the literacy shifts in each lesson planned around those essential Standards. Using the information about the Standards and the Resource Guides will ensure lessons include all of the shifts required for effective acceleration. **Color Coding Key: Conceptual Understanding | Procedural Skill & Fluency | Application**

### Domain-specific Recommendations by Grade Bands:

In addition to specific Standards, depending on diagnostic data, there may be a need to prioritize an entire domain/group of Standards. This prioritization does not mean adjusting the scope and sequence to dramatically increase the number of days on these Standards, but rather a focus on precision as students build these abilities.

| Domain-specific Recommendations by Grade Bands: |  |
|---|--|
| K-2   | <b>Foundational Skills:</b> Students in these grades need practice with decoding and building those skills to become fluent and accurate readers. Focusing on this set of Standards will ensure students are ready to tackle the appropriately complex texts in grades to come.  |
| 3-5   | <b>Key Ideas and Details:</b> Students in these grade levels are shifting to their abilities to read appropriately complex texts independently and adhering to precision when referring to text evidence and incorporating this in their writing and speaking about texts. Focusing on this allows for students to tackle the precision needed to build on their abilities to deeply understand text in other ways.  |
| 6-8   | <b>Craft and Structure:</b> Students in these grades work diligently to understand precisely what an author or speaker is saying as well as learn to question an author's assumptions and assess the accuracy of his or her claims. Focusing on this set on Standards in both literacy and nonfiction supports works from previous grades while challenging student thinking using text evidence and a deeper understanding of the text. foundational to being able to use fractions with various operations.                  |
| 9-12  | <b>Integration of Knowledge and Ideas:</b> Students in these grades will practice asserting and defending claims and showing what they know about a subject using appropriate examples and evidence. These literacy practices allow students to gain knowledge and skills through the careful study of texts and topics, and are not only left to English Language Arts (ELA), but should also find their rightful place as practices required by the disciplines in science, technical subjects, history, and social studies. |