

# New Mexico Literacy Instructional Scope

June 2020

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## Part 1: Core Tenets of Excellent Literacy Instruction

K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school.

### **Tenets of Excellent Literacy Instruction include:**

- **Text is at the Center of the Lesson**

This tenet is really a mindset for planning and execution of all lessons. The text should serve as the central feature for planning and instruction. Doing so allows readers to build vocabulary (both through context and explicit study), grows broad knowledge of the world through reading, and allows for coherence across grades through the study of complex texts. The standards act in service of this mindset and the below three elements cannot happen if the text is not kept at the center or the “heart” of the lesson.
- **Knowledge-building**

Knowledge and the associated vocabulary play a huge role in comprehension of a text. We learned from the “Baseball Study” done by Recht and Leslie that knowledge of a topic had a much bigger impact on comprehension than did generalized reading ability. Research done by Landauer and Dumais also tells us that reading or listening to a series of texts on the same topic helps students build vocabulary four-times faster. This combined with nearly a century of research (Whipple 1925, ACT 2005, NAEP 2013) shows that vocabulary is the biggest factor in reading comprehension. With this information, we ensure that all units are planned with topics so that texts and vocabulary build off of each other to support building knowledge and therefore vocabulary development with all of our students.
- **Use of appropriately complex text**

According to the study *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* from 2005, performance differences on standardized tests were determined by text complexity. Question type or skill were not an indicator for performance at all. This shows us that we need to ensure that students have meaningful interactions with appropriately complex texts. To do this, we need to ensure that we are planning units and lessons with appropriately complex texts. If a text is not at the appropriate complexity for the grade level, it should not be at the center of our lessons.
- **High-quality tasks**

In order to maximize the impact of appropriately complex texts and planning around topics to ensure knowledge and vocabulary are being developed, high-quality tasks need to be embedded throughout each lesson and unit. This includes instructionally embedded formative assessments where students share their thinking orally and in writing. Planning these high-quality tasks also means that teacher should ensure that students are doing the *thinking* and have active *participation* in the tasks. These are the two critical types of ownership teachers should seek:

  - The depth and quality of the *thinking* students are engaged in. Maximizing thinking requires strong texts and strong questions and tasks that require students to be thinking at the analytic level of the standards to facilitate truly productive engagement.
  - Student *participation* in tasks should involve looking at who participates and how often. Maximizing thinking requires opportunities to get all students involved in speaking, responding to questions, thinking actively, processing ideas in writing, as often as possible.

This framework will outline the components of the New Mexico literacy standards in part 2 as well as instructional best practices in part 3. Using these parts seamlessly to deeply understand standards and best practices will help ensure instructional planning happens with these four tenets in mind. This guide was created to be used in conjunction with a high-quality curriculum. When standards are properly and deeply understood and that knowledge is applied with an excellent literacy curriculum, excellent and rigorous literacy instruction occurs.

## Part 2: Unpacking the Standards

What is in the unpacking of the standards?

ELA standards have been broken down to give clarity around what the standard means as well as clarity around student performance. There are also instructionally embedded formative assessments offered that align with clusters of literature and informational text standards. These formative assessments naturally allow for speaking, listening, and/or writing standards to be incorporated naturally as student performance is assessed. Due to the systematic and specific nature of foundational skills, instructionally embedded formative assessments should be pulled from the high-quality instructional materials used for daily lessons. Below is an at-a-glance of the information in each standard breakdown and instructionally embedded formative assessment task provided.

3 <sup>RD</sup> GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS	
<b>Anchor Standard/ Domain Name:</b> Reading: Literature <b>Key Ideas and Details R.1:</b> 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.	
<b>Standard Text:</b> Ask and answer questions to demonstrate understanding of a text, citing specific textual evidence as the basis for answers.	<b>Students Who Demonstrate Understanding Can:</b> <ul style="list-style-type: none"> <li>Ask and answer questions referring explicitly to the text as the basis for answers.</li> </ul>
<b>Vertical Alignment to Previous Grades:</b> RL.2.1, 1.1, K.1	<b>Clarification Statement:</b> <ul style="list-style-type: none"> <li>Students ask and answer questions to show they understand the text. They use specific details in the text to support their answer.</li> </ul>
<b>Future Grades:</b>	<b>Vocabulary for Teacher Development:</b> <ul style="list-style-type: none"> <li><b>Explicit/explicitly:</b> stated clearly and directly, leaving no room for confusion or interpretation.</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Key Ideas and Details:</i>
<b>Task:</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.03.02)  <i>From Cognition:</i> Explain how the details in "Astronomy" support the main idea of the text. Use more than one detail to support your answer. Provide evidence to support your answer.  <b>Exemplar Student Response Includes:</b> There is a great deal of information surrounding stars (e.g., number, types, sizes, history). <ul style="list-style-type: none"> <li>With a telescope, you can see many millions of stars.</li> <li>The sun is a star.</li> <li>It looks big because it is so close to Earth.</li> <li>Some stars are bluish white. Others are white, orange, yellow, or red.</li> <li>The colors of stars show how hot they are.</li> <li>Stars come in all sizes.</li> <li>The ancients gave names to the star groups.</li> <li>Today we call these pretend star pictures constellations. Astronomers still find it useful to divide their star maps into constellations.</li> </ul>
<b>DOK and Bloom's:</b>	2, Understand
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students can use key words and phrases to support their main idea of the text. (Recount-Writing-Developing)</li> <li>Students may point to some information surrounding stars (e.g., number, types) without addressing the other information covered in the text (e.g., size, history).</li> <li>Students may copy information directly from text without quoting or paraphrasing the most important information.</li> <li>Students may miss the main idea of the text and choose a detail instead.</li> </ul>

**GRADE 9-10 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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Students who can demonstrate understanding can:**

- identify criteria for strong and thorough textual evidence.
- refer to these criteria to evaluate and check the quality of their evidence.
- select evidence that fits the established criteria and supports their analyses.
- explain the connection between their inferences and textual evidence.

**Vertical Alignment to Previous Grades:**

RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1, RL.6.1, RL.7.1, RL.8.1

**Clarification Statement:** Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states as well as what the text indirectly states.

**Vertical Alignment to Future Grades:**

RL.11-12.1

**Vocabulary for Teacher Development:**

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **strong and thorough textual evidence** – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or claim/set of claims such that no area is left vulnerable to simple counterclaims (thorough)
- **text** – any media 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.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Students who can demonstrate understanding can:**

- choose a variety of topics from a literary work and establish what statement the author is making about these topics in order to determine the section of the text where the theme is most prominent.
- annotate the text to collect evidence on the setting, characters, dialogue, and/or other plot elements that reveal the development of the theme.
- give explanations of how and why a particular theme progresses throughout the text.
- differentiate between significant details about the text and personal reflections.

	<ul style="list-style-type: none"> <li>• write paragraphs summarizing a text with content that is accurate and language that is neutral.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2, RL.6.2, RL.7.2, RL.8.2</p> <p><b>Vertical Alignment to Future Grades:</b> RL.11-12.2</p>	<p><b>Clarification Statement:</b> Students establish a literary text’s theme, trace it throughout the work, and closely examine how it is first introduced, how it progresses, how it evolves, and how it is clarified through key details. Using the theme and key details, students summarize the text in an unbiased manner.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>objective summary</b> – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <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><b>Standard Text:</b> RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify the motivations of a particular character and explain the extent to which the character is complex.</li> <li>• list ways a character changes and describe how the character interacts with and influences other characters.</li> <li>• explain how the character influences the plot or develops the theme.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3, RL.6.3, RL.7.3, RL.8.3</p> <p><b>Vertical Alignment to Future Grades:</b> RL.11-12.3</p>	<p><b>Clarification Statement:</b> Students examine how characters’ multiple traits, personalities, and conflicting motivations evolve throughout the plot. Students also examine how characters react to each other and how their actions propel the story forward or contribute to the theme.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>complex character</b> – a character who undergoes important changes as the plot unfolds and has a variety of traits and sides to their personality</li> <li>• <b>interact</b> – to act in such a manner as to influence another</li> <li>• <b>motivation</b> – the reasoning behind a character’s action</li> <li>• <b>plot</b> – the sequence of events in a story, play, movie, etc.</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>theme</b> – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b></p>	<p><b>Students who can demonstrate understanding can:</b></p>

<p>1. Students in Grades 9-10 will analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.</p>	<ul style="list-style-type: none"> <li>analyze multiple texts and determine a common characteristic across these texts.</li> <li>describe how a common characteristic serves multiple text, both oral and written.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 5.A, 6.A, 7.A, 8.A</p> <p><b>Vertical Alignment to Future Grades:</b> 11-12.1</p>	<p><b>Clarification Statement:</b> Students can analyze and evaluate the common characteristics of literary works across genres. This includes Hispanic and Native American oral and written texts.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>characteristic</b> – a feature or quality belonging typically to a person, place, or thing and serving to identify it</li> <li><b>genre</b> – a specific type of composition characterized by similarities in form, style, or subject matter</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b></p> <p>2. Students in Grades 9-10 will cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>evaluate evidence on a strength scale from weakest to strongest.</li> <li>assess the quality of several pieces of evidence.</li> <li>write responses to a text-dependent question, using only pieces of evidence deemed strongest.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><b>Vertical Alignment to Future Grades:</b> 11-12.2</p>	<p><b>Clarification Statement:</b> Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states (explicit) as well as what the text indirectly states (implicit). They will do this for a variety of texts written by authors around the world.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>strong and thorough textual evidence</b> – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough)</li> </ul>

<p style="text-align: center;"><b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b></p>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RL.9-10.1, RL.9-10.3 New Mexico State Standard B
<b>Task:</b>	<p>After reading an excerpt from “Night” by Elie Wiesel students must:</p> <p>Write an essay in which you explain/analyze the way in which the author reveals how humans often react to threats from those with greater powers. Use evidence from the text to help develop your response.</p> <p>A well supported student response will include:</p> <p><i>Claim:</i></p>

	<p>The author recognized the threat from the Fascist German army as troublesome and knew the actions of the troops would lead to the citizens' downfall. He also recognized the citizens' self-deception as a fault that would prevent the citizens from protecting themselves.</p> <p><i>Textual Evidence:</i></p> <ul style="list-style-type: none"> <li>• The author spoke directly to Moishe the Beadle to understand why he was adamant about the citizens understanding the threat from the Germans.</li> <li>• The author asked his father to move to Palestine to avoid the impending trouble ("I had asked my father to sell everything, to liquidate everything, and to leave."), recognizing the danger his family was facing.</li> <li>• The author recognized the symbolism of the "yellow star" and recognized that his father and the other citizens ignored this symbol as fatal ("Poor Father! Of what then did you die!")</li> <li>• The author stated his understanding that the citizens' false sense of security in the ghetto was nothing more than delusion ("The ghetto was ruled by neither German nor Jew. It was ruled by delusion.").</li> </ul> <p>Note: Students may identify other points of view that may be deemed appropriate by the teacher. If student can support another claim with textual evidence and logic, please score appropriately.</p> <p>"Night" by Elie Wiesel is worthy of students' time to read and also meets the expectations for text complexity at Grades 9-10. The text contains challenging vocabulary and has significant knowledge demands.</p>
<b>DOK and Blooms</b>	Level 3, Applying
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students cite evidence to support their claim of the narrator's point view.</li> <li>• Students analyze the author's point of view as it develops over the course of the text.</li> <li>• Students develop vocabulary to understand and utilize the text.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may focus on the community's reaction instead of the author's point of view on the community's reaction.</li> <li>• Students may describe their own point of view toward the Fascist German army instead of making a claim about the author's point of view.</li> </ul>

## GRADE 9-10 LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

**Anchor Standard/ Domain Name:** Reading: Literature

Craft and Structure R.4 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.

**Standard Text:**

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Students who can demonstrate understanding can:**

- determine the meaning of a word using context clues found before and after keywords in the text.
- explain how a word impacts the overall meaning and tone of a text.
- rewrite a passage by changing key words and phrases to convey a different tone.

<p><b>Vertical Alignment to Previous Grades:</b> RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4, RL.6.4, RL.7.4, RL.8.4</p> <p><b>Vertical Alignment to Future Grades:</b> RL.11-12.4</p>	<p><b>Clarification Statement:</b> Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how particular words and phrases are used to influence the overall meaning and tone of the text, such as how they create a formal or informal tone.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b> RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• discuss how an author organizes a text and order events.</li> <li>• create outlines of a text that reflect the overall structure, the order of events, and where time was manipulated.</li> <li>• explain how structural choices create a specific experience for the reader.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5, RL.6.5, RL.7.5, RL.8.5</p> <p><b>Vertical Alignment to Future Grades:</b> RL.11-12.5</p>	<p><b>Clarification Statement:</b> Students examine how an author deliberately organizes a text, sequences events, and utilizes pacing, such as parallel plots and flashbacks, to create a sense of mystery, tension, surprise, etc. for the reader.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b> RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use graphic organizers (such as a cause/effect organizer) to determine how the author’s or character’s perspective affects his/her attitude toward events, characters, ideas, or concepts within the text.</li> <li>• highlight areas in the text that reflect culture and areas where the author, narrator, or character thinks, says, and does and make connections between the two.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6, RL.6.6, RL.7.6, RL.8.6</p> <p><b>Vertical Alignment to Future Grades:</b> RL.11-12.6</p>	<p><b>Clarification Statement:</b> Students examine how an author or character from world literature narrates the text from a particular perspective. Students determine how an author’s or narrator’s culture and experiences influence his/her attitude toward an event, character, idea, or concept within the text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>perspective</b> – an attitude toward or outlook on something</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RL.9-10.4
<b>Task:</b>	<p>After reading an excerpt from “In the Time of the Butterflies” by Julia Alvarez students must answer:</p> <p>How does Alvarez’s use of the word “especially” further develop an idea that she introduces in paragraphs 2–6?</p> <p>A well supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• Alvarez’s comment that her mother “especially” lived in terror of Trujillo even after his fall.</li> <li>• She recalls her statement in paragraph 2 that “Especially, I imagine my mother’s life.” Alvarez explains in paragraphs 2 and 3 that her mother was sheltered from the truth about Trujillo for a long time because her grandparents were afraid to criticize the regime and because “families such as hers kept their daughters out of the public eye.”</li> <li>• As a result, Alvarez suggests in paragraph 6 that the reality of the dictatorship had a greater impact on her mother than on her father: “Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster.”</li> <li>• The word “especially” in paragraph 20 develops this by suggesting that her mother was more deeply and more lastingly affected by living under Trujillo.</li> </ul> <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grade 9-10. “In the Time of the Butterflies” is also a selection of The Big Read, the National Endowment for the Arts’ community-wide reading program, and of “Readers Round Table”.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>• Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may focus on the meaning/connotations they already have for the word “especially” instead of focusing on its use in this text.</li> <li>• Students may struggle to identify the cumulative impact and instead focus on one discreet use of the word “especially”.</li> </ul>

## GRADE 9-10 LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b>            RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast the treatment of a subject or scene in two different artistic mediums.</li> <li>• create side-by-side comparison charts to explain how Medium A and how Medium B address established points of comparison.</li> <li>• discuss the mediums' major similarities and differences with their class.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7, RL.6.7, RL.7.7, RL.8.7</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.11-12.7</p>	<p><b>Clarification Statement:</b> Students examine two literary texts in different formats which address the same subject or key scene, such as Auden's "Musée des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus." Students compare the two texts' representations of the subject or key scenes, noting their similarities and differences as well as the parts that were accentuated or omitted to understand the artist's or author's purpose and bias.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>artistic medium</b> – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., words, oil paint, etc.)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b>            RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast a modern character with a mythological character.</li> <li>• discuss how a theme/event/character from a myth has been modernized in a contemporary text.</li> <li>• compare the theme/event/character in a traditional story to the same in a modern work of fiction.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9, RL.6.9, RL.7.9, RL.8.9</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.11-12.9</p>	<p><b>Clarification Statement:</b> Students examine how an author borrows or alters content from an original text, such as how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> </ul>
<h3 style="color: #008080;">INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</h3>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RL.9-10.7
<b>Task:</b>	After reading an excerpt from "Julius Caesar" by William Shakespeare and then watching a short video of part of the scene students must answer:

	<p>What aspect of the scene is more apparent in the video than in the written excerpt?</p> <p>A sample strong student response:</p> <ul style="list-style-type: none"> <li>The depth of Antony’s anguish as he delivers his speech. Antony’s facial expressions and body movements convey anguish that is less apparent in the text.</li> </ul> <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grades 9-10. The multiple themes, use of rhetoric and irony, challenging vocabulary and complex sentence structure make this text most appropriate for grade 10.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may choose Antony’s influence on the crowd which is apparent in the video, but the crowd’s beliefs and behaviors are also clearly evident in the text.</li> <li>Students may select how Caesar was killed and who was responsible, but this is conveyed through the dialogue rather than through actions in the video.</li> </ul>

<b>GRADE 9-10 LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</b>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Range of Reading and Level of Text Complexity R.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b>  <b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>write a list of predictions they have about the text, chapter, excerpt, etc. based on the text’s title, chapter title, act/scene title, etc. and after independently reading, students confirm or disprove their predictions.</li> <li>use a reading strategy or keep a purpose in mind to help monitor their comprehension during independent reading.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10, RL.6.10, RL.7.10, RL.8.10</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.11-12.10</p>	<p><b>Clarification Statement:</b> By the end of grade 10, students competently read and understand literature within the 9-10 text complexity band (Lexile: 1050-1335). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>independently</b> – on one’s own, without aid from another (such as a teacher)</li> </ul>

	<ul style="list-style-type: none"><li>• <b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li><li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li><li>• <b>text complexity band</b> – 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).</li></ul>
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**GRADE 9-10 INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS**

**Anchor Standard/ Domain Name:** Reading: Informational Text

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:**

**RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Students who can demonstrate understanding can:**

- evaluate evidence on a strength scale from weakest to strongest.
- assess the quality of several pieces of evidence.
- write responses to a text-dependent question, using only pieces of evidence deemed strongest.

**Vertical Alignment to Previous Grades:**

RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, RI.6.1, RI.7.1, RI.8.1

**Vertical Alignment to Future Grades:**

RI.11-12.1

**Clarification Statement:** Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states (explicit) as well as what the text indirectly states (implicit).

**Vocabulary for Teacher Development:**

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **strong and thorough textual evidence** – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or claim/set of claims such that no area is left vulnerable to simple counterclaims (thorough)
- **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: Informational Text

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:**

**RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Students who can demonstrate understanding can:**

- explain how an author introduced a central idea and used key details to shape and refine it.
- revise a biased summary which contains extraneous information to incorporate the central idea and key details as well as to remove biased language and unnecessary information.

**Vertical Alignment to Previous Grades:**

RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, RI.6.2, RI.7.2, RI.8.2

**Vertical Alignment to Future Grades:**

RI.11-12.2

**Clarification Statement:** Students establish a text’s central idea, trace it throughout the work, and closely examine how it is first introduced, how it progresses, how it evolves, and how it is clarified through key details. Using the central idea and key details, students summarize the text without bias.

**Vocabulary for Teacher Development:**

- **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

	<ul style="list-style-type: none"> <li>• <b>central idea</b> – the unifying concept within an informational text to which other elements and ideas relate</li> <li>• <b>objective summary</b> – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Key Ideas and Details R.3 Analyze</u> how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b>          RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how an author introduced, sequenced, and developed his/her points in an effective line of reasoning.</li> <li>• illustrate how an author developed his/her analysis, series of events, or set of ideas, including how the author introduced, sequenced, and developed his/her points and made connections between them.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>          RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3, RI.6.3, RI.7.3, RI.8.3</p> <p><b>Vertical Alignment to Future Grades:</b>          RI.11-12.3</p>	<p><b>Clarification Statement:</b> Students closely examine how an author develops an analysis, a series of events, or a set of ideas within a text, including how he/she introduces, sequences, and expands upon his/her points and creates relationships between them.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>series</b> – a set of related/similar things (e.g., people, books, events, etc.) coming one after one another (e.g., a series of books or TV episodes)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI.9-10.1, RI.9-10.3
<b>Task:</b>	<p>After reading “Nowhere to Go” by Kathiann M. Kowalski students must answer:</p> <p>Select three rhetorical choices the author uses to develop the idea that the U.S. government is unlikely to choose a permanent spent fuel waste disposal site anytime soon and analyze the importance of each detail to the selection of a permanent spent fuel waste site.</p> <p>A well-supported argument would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• The description of how states and individuals have objected to proposed sites</li> <li>• The explanation that in-depth study of proposed sites is needed.</li> <li>• The mention of the financial limitations faced by the NRC</li> </ul>

	This text is worthy of students' time to read and also meets the expectations for text complexity at Grade 10. The knowledge demands (i.e., background knowledge requirements, motivation, language proficiency) and challenging content presented make this text most appropriate for 10 <sup>th</sup> grade students.
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students will analyze an author's development of an argument.</li> <li>Students will select strong and thorough textual evidence to support their response.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may include details that are in the same section as correct details but are not actually used to develop the author's idea.</li> <li>Students may include details that alone do not indicate the government's likelihood to select another site in the near future.</li> </ul>

<b>GRADE 9-10 INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE</b>	
<b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</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><b>Standard Text:</b> <b>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>define a word and explain the word's tone in a text.</li> <li>explain how key words impact the overall meaning and tone of the text.</li> <li>replace key words with synonyms and discuss how the synonyms change the meaning and tone of the overall text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4, RI.6.4, RI.7.4, RI.8.4</p> <p><b>Vertical Alignment to Future Grades:</b> RI.11-12.4</p>	<p><b>Clarification Statement:</b> Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how particular words and phrases are used to influence the overall meaning and tone of the text, such as how the language of a court opinion differs from that of a newspaper.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "Running through the forest, she breathed in the fresh, crisp air.")</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> </ul>

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</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><b>Standard Text:</b>            RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• discuss how an author's ideas or claims are developed or clarified by a particular sentence, paragraphs, or larger portions of texts.</li> <li>• explain how a sentence, paragraph, or portion of text develops or refines an idea or claim.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5, RI.6.5, RI.7.5, RI.8.5</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.11-12.5</p>	<p><b>Clarification Statement:</b> Students examine how an author arranges sentences, paragraphs, sections, or chapters to build and clarify his/her ideas or claims.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</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><b>Standard Text:</b>            RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• highlight the rhetorical devices used in a passage to advance the author's point of view or purpose.</li> <li>• analyze two texts that use different language to communicate the same point of view or have the same purpose.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6, RI.6.6, RI.7.6, RI.8.6</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.11-12.6</p>	<p><b>Clarification Statement:</b> Students establish an author's point of view or intention by interpreting how he/she uses language to communicate his/her opinion and achieve his/her purpose.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>point of view</b> – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point</li> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>• <b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</li> <li>• <b>rhetoric/rhetorical feature</b> – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory,</li> </ul>

	<p>and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</p> <ul style="list-style-type: none"> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI.9-10.5
<b>Task:</b>	<p>After reading “A Big Surprise from the Edge of the Solar System” by Dr. Tony Phillips students must respond to the following prompt:</p> <p>In the text the author reveals a scientist’s claim that “The magnetic bubbles appear to be our first line of defense against cosmic rays. . .” Choose two sentences from the article that most help to develop this claim and explain your choices.</p> <p>A strong student response would include the following sentences and explanations:</p> <ul style="list-style-type: none"> <li>• “When these microscopic cannonballs try to enter the solar system, they have to fight through the sun’s magnetic field to reach the inner planets.” This sentence explains how magnetic bubbles offer protection from cosmic rays.</li> <li>• “On the other hand, cosmic rays could get trapped inside the bubbles, which would make the froth a very good shield indeed.” This sentence provides a second example of how magnetic bubbles offer protection from cosmic rays.</li> </ul> <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grades 9-10. Although the concepts discussed in the text are rather abstract, the author uses a variety of organizational structures and devices to make them readily accessible. The vocabulary is most often simplistic, and when it isn’t there is context to help students determine meaning. The single purpose of the text is clearly stated.</p>
<b>DOK and Blooms</b>	Level 2, Applying
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will analyze how an author’s claim is developed and refined by particular sentences.</li> <li>• Students will select evidence in support of a claim.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may select sentences which give information about magnetic bubbles but don’t necessarily support the author’s claim.</li> <li>• Students may simply choose the next sentence after the author’s claim without examining its validity as evidence for the claim.</li> </ul>

**GRADE 9-10 INFORMATIONAL TEXT STANDARDS BREAKDOWN:  
INTEGRATION OF KNOWLEDGE AND IDEAS**

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational Text <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><b>Standard Text:</b> RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• read and annotate the similarities and differences between two accounts of a subject, noting what details authors choose to emphasize in each source.</li> <li>• identify the common and different details that are emphasized between multiple accounts of a subject.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7, RI.6.7, RI.7.7, RI.8.7</p> <p><b>Vertical Alignment to Future Grades:</b> RI.11-12.7</p>	<p><b>Clarification Statement:</b> Students examine several different reportings that address the same subject in different mediums, such as the reporting of a current event in both print and multimedia. In comparing the texts' similarities and differences, students identify the details that are accentuated in each report and analyze the impact of each.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>medium</b> – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational Text <u>Integration of Knowledge and Ideas R.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>Standard Text:</b> RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify an author's claim.</li> <li>• determine when an author needs more explanation.</li> <li>• trace or delineate an author's argument throughout the text.</li> <li>• analyze whether there is enough evidence to support a claim.</li> <li>• highlight in a text where reasoning and evidence is insufficient, fallacious, irrational, or inaccurate.</li> <li>• revise a weak/irrational/insufficient argument in a text so the arguments and claims are valid and rational.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8, RI.7.8, RI.8.8</p> <p><b>Vertical Alignment to Future Grades:</b> RI.11-12.8</p>	<p><b>Clarification Statement:</b> Students precisely describe the argument and specific claims in a text and judge the quality and quantity of evidence presented, as well as the validity of the reasoning. Students also determine if fallacious reasoning or inaccuracies are present in the text's argument and claims.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</li> <li>• <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>• <b>delineate</b> – to describe something precisely</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>• <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim.</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</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><b>Standard Text:</b>  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine the themes and central ideas of the document under study.</li> <li>• explain the purpose and audience of a document.</li> <li>• discuss the similarities and differences between various documents under study.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9, RI.6.9, RI.7.9, RI.8.9</p> <p><b>Vertical Alignment to Future Grades:</b>  RI.11-12.9</p>	<p><b>Clarification Statement:</b> Students examine pivotal documents that reflect important historic events and notable literary styles, such as Washington’s Farewell Address, Roosevelt’s Four Freedoms speech, and King’s Letter from Birmingham Jail. When examining these documents, students note the similarities and differences in how they address similar themes and subjects.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  New Mexico State Standard</p>	
<p><b>Standard Text:</b></p> <ol style="list-style-type: none"> <li>1. Students in Grades 9-10 will analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.</li> </ol>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• analyze multiple texts and determine a common characteristic across these texts.</li> <li>• describe how a common characteristic serves multiple texts, both oral and written.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b> Students can analyze and evaluate the common characteristics of literary works across a variety of texts, oral and written.</p>

11-12.1	<p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>genre</b> – a specific type of composition characterized by similarities in form, style, or subject matter</li> <li>• <b>characteristic</b> – a feature or quality belonging typically to a person, place, or thing and serving to identify it.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> New Mexico State Standard</p>	
<p><b>Standard Text:</b></p> <p>2. Students in Grade 9-10 will cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• evaluate evidence on a strength scale from weakest to strongest.</li> <li>• assess the quality of several pieces of evidence</li> <li>• write responses to a text-dependent question, using only pieces of evidence deemed strongest.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><b>Vertical Alignment to Future Grades:</b> 11-12.2</p>	<p><b>Clarification Statement:</b> Students deliberately choose evidence that is detailed and complete to best support their analyses of what the text directly states (explicit) as well as what the text indirectly states (implicit).</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>strong and thorough textual evidence</b> – evidence that is judged to be powerful (i.e., having greater rhetorical value) when compared to other information, facts, and data that could be used for support (strong) and encompasses each facet of a particular argument or set of claims such that no area is left vulnerable to simple counter-claims (thorough)</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI.9-10.9 New Mexico State Standard B
<b>Task:</b>	<p>After reading Speech 1: Franklin D. Roosevelt’s “Address to Congress Requesting a Declaration of War with Japan” and Speech 2: Japanese Emperor Hirohito “Declares War on the United States and Britain” students must answer:</p> <p>Each speaker establishes a case that his country has been forced into war. Write an essay arguing which speaker presents a stronger case for a declaration of war. Use details and evidence from both speeches in your response.</p> <p>A well supported argument would include some or all of the following ideas:</p> <p>An essay that takes the position that Roosevelt presents a stronger case for declaration of war would cite:</p> <ul style="list-style-type: none"> <li>• The deadly attack on Pearl Harbor happened despite the fact the U.S. and Britain were in discussions with Japan, showing any promises by Japan would likely not be kept.</li> <li>• The various attacks in the Pacific showing Japan as aggressive and determined.</li> <li>• The premediated nature of the attack on Pearl Harbor, further showing that even while negotiations were underway, Japan was planning the attack.</li> <li>• The lack of safety our country would feel until the aggressors were stopped.</li> </ul>

	<p>An essay that argues that Hirohito presents a stronger case for declaration of war would cite:</p> <ul style="list-style-type: none"> <li>• America’s and Britain’s interference in the region by developing a relationship with China.</li> <li>• America and Britain have been aggressive for years through economic sanctions and interrupting Japan’s ability to have peaceful commerce.</li> <li>• America and Britain have caused others surrounding Japan to build up military forces.</li> </ul> <p>These texts are worthy of students’ time to read/view and also meet the expectations for text complexity at Grades 9-10. In Speech 1, the non-chronological structure, combined with the implicit underlying purposes of showing how calculating Japan was, push this text from grade 9 into grade 10. In Speech 2, the clear relationships among ideas, the use of transitions, and straightforward organization, though, make the text appropriate for grade 10.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will analyze two speeches of historical significance. including how they address related themes and concepts.</li> <li>• Students will use textual evidence to support their responses.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may only pull evidence from one text instead of both.</li> <li>• Students may summarize each speaker’s words without evaluating them for strength.</li> </ul>

### GRADE 9-10 INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational Text <u>Range of Reading and Level of Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b> <b>RI.9-10.10</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use a strategy or keep a purpose in mind while independently reading.</li> <li>• confirm or revise their ideas about a given topic after independently reading a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10, RI.7.10, RI.8.10</p> <p><b>Vertical Alignment to Future Grades:</b> RI.11-12.10</p>	<p><b>Clarification Statement:</b> By the end of grade 9, students competently read and understand informational texts within the 9-10 text complexity band (Lexile: 1050-1335). By the end of 10<sup>th</sup> grade, students competently read and understand informational texts at the highest end of the text complexity band. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>independently</u></b> – on one’s own, without aid from another (such as a teacher)</li> </ul>

	<ul style="list-style-type: none"><li>• <b>informational text</b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li><li>• <b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li><li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li><li>• <b>text complexity band</b> – 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).</li></ul>
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**GRADE 9-10 SPEAKING & LISTENING STANDARDS BREAKDOWN**

**Anchor Standard/ Domain Name:** Speaking & Listening  
Comprehension and Collaboration SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Standard Text:**  
**SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

- a) **Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**
- b) **Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.**
- c) **Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**
- d) **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

- Students who can demonstrate understanding can:**
- research information on the topic under study prior to and in preparation for discussion, then draw on this preparation by referencing relevant textual evidence when participating in large or small group discussions.
  - express their thoughts clearly and persuasively when speaking through relevant, text-based responses that effectively communicate their analysis of a text
  - ask questions that seek a deeper understanding of the text.
  - verbally coordinate with group members about the logistics of their collaborative work, working with peers to develop and establish guidelines for productive discussions, protocols for shared decision-making, and individual responsibilities, goals, and due dates.
  - adjust their words to suit topic, purpose, and audience, using academic languages as a means to engage in the ongoing discussion of the topic when appropriate.
  - respond thoughtfully to other ideas by contributing differing perspectives to the topic under discussion; engaging others in discussion; and clarifying, confirming, or questioning ideas and conclusions.
  - provide clear and succinct summaries of the discussion, explicitly reference multiple perspectives on the topic, and summarize the points of agreement and disagreement.
  - express a clear line of reasoning for supporting the conclusions made during the academic discussions, and, when appropriate, substantiating their own opinions and understandings of the topic under study.

**Vertical Alignment to Previous Grades:**

**Clarification Statement:**

<p>SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1</p> <p><b>Vertical Alignment to Future Grades:</b> SL.11-12.1</p>	<p>Students lead and contribute to small-group, whole-group, and teacher-led collaborative discussions with peers on topics, texts, and issues appropriate for grades 9-10. To lead and contribute to these collaborative discussions, students clearly and convincingly communicate their own ideas as well as add to the ideas of others.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>collegial</b> – relating to or involving shared responsibility, as among a group of colleagues</li> <li>● <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>● <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> <li>● <b>perspective</b> – an attitude toward or outlook on something</li> <li>● <b>range/range of tasks, purposes, and audiences</b> – the production of written and spoken works covers a variety of tasks (including, but not limited to, speaking, presenting, and writing), purposes (e.g., to persuade, to inform, to express, and/or to entertain), and audiences (which requires shifts in register)</li> <li>● <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions which follow from the evidence</li> <li>● <b>research (short or more sustained)</b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</li> <li>● <b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</li> <li>● <b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</li> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b>theme</b> – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> <li>● <b>topic</b> – the literal subject or matter being discussed, written about, or explored in a text.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>Standard Text:</b></p>	<p><b>Students who can demonstrate understanding can:</b></p>

<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <li>• summarize, cite, and evaluate evidence from diverse media for strength, relevance, and persuasiveness.</li> <li>• coordinate evidence cited from diverse media and formats to act as support for a claim.</li> <li>• use visuals to bolster the strength of their own claims, where appropriate.</li> <li>• articulate advantages and disadvantages in how each kind of media presents information and assess the credibility of each source.</li> <li>• clearly identify the author's motivation(s) associated with choosing a particular mode of media to express information.</li> <li>• define the author's bias inherent in the text, using a logical line of reasoning to support conclusions.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> SL.K.2, SL.1.2, SL.2.2, SL.3.2, SL.4.2, SL.5.2, SL.6.2, SL.7.2, SL.8.2</p> <p><b>Vertical Alignment to Future Grades:</b> SL.11-12.2</p>	<p><b>Clarification Statement:</b> Students combine multiple sources of information in various ways (visuals, texts with numbers or measures, oral presentations, mixed media, etc.) or forms (charts, graphs, images, etc.) into presentations or discussions on a given topic. To select the most relevant sources, students assess the reliability and correctness of each source.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>credibility</b> – the extent to which a source can be relied upon generally to give accurate, complete, and unbiased information</li> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <li>• <b>integrate</b> – to combine multiple elements to produce a single whole unified by a common topic or purpose</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u> <u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p><b>Standard Text:</b> SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• summarize the argument and/or information a speaker presents.</li> <li>• identify rhetorical strategies, how they contribute to the argument, and evaluate their effectiveness and the effectiveness of the argument as a whole.</li> <li>• determine when information is presented in a way that is biased, misleading, or incomplete.</li> <li>• define and identify the rhetorical context of a text (author, audience, purpose, message).</li> <li>• define and identify common fallacies in reasoning (e.g., ad hominem, false dichotomy, slippery slope, hasty generalization).</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> SL.K.3, SL.1.3, SL.2.3, SL.3.3, SL.4.3, SL.5.3, SL.6.3, SL.7.3, SL.8.3</p> <p><b>Vertical Alignment to Future Grades:</b> SL.11-12.3</p>	<p><b>Clarification Statement:</b> Students assess a position, reasoning, and use of evidence and rhetoric by recognizing when the speaker uses faulty reasoning, flawed evidence, or misrepresentation .</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>point of view</b> – in an everyday sense, a narrator's, author's, speaker's, or character's position or viewpoint on an issue, circumstances, or events; in a literary sense, the vantage point from which the narrator relates the events of a story</li> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>• <b>rhetoric/rhetorical feature</b> – language (or the art of using language) designed to be persuasive or effective in supporting a claim such that readers or listeners come to agree with the claim, often making use of figurative, sensory, and evocative language; an element of a large literary work that is particularly designed to have a persuasive or emotional impact</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u>  <u>Presentation of Knowledge and Ideas SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Standard Text:</b>  SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• present relevant, compelling, and accurate evidence to support claims made both in prepared and extemporaneous speaking.</li> <li>• present information in an order which develops ideas, facilitates audience understanding, and maintains coherence.</li> <li>• adjust the type of evidence and the manner in which it is presented to be suitable for audience, purpose, and task.</li> <li>• define and identify the effective rhetorical choices required to appeal to a particular audience.</li> <li>• explain the purpose for using a specific mode of organization for a presentation.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  SL.K.4, SL.1.4, SL.2.4, SL.3.4, SL.4.4, SL.5.4, SL.6.4, SL.7.4, SL.8.4</p> <p><b>Vertical Alignment to Future Grades:</b>  SL.11-12.4</p>	<p><b>Clarification Statement:</b>  Students deliver presentations that clearly and succinctly communicate information, conclusions, and supporting evidence in a way that allows an audience to easily follow the logic and order in which the material is presented. Students tailor their presentation's structure, development, content, and style to their purpose, audience, and task.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>line of reasoning</b> – a series of claims, points, and supporting pieces of evidence, each related to one another, delineated in such a manner as to show a connection</li> </ul>

	<p>between a claim or argument and the conclusion being drawn</p> <ul style="list-style-type: none"> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>• <b>style</b> – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</li> <li>• <b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u>  <u>Presentation of Knowledge and Ideas SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>Standard Text:</b>  SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• smoothly and properly embed meaningful visuals in a presentation, such that the understanding of the audience and the persuasiveness of the argument are advanced.</li> <li>• determine which media or format best suits the presentation of a particular piece of evidence in light of audience, purpose, and task.</li> <li>• explain non-text evidence or evidence with minimal text verbally.</li> <li>• compare and contrast evidence as presented in two or more diverse media or formats.</li> <li>• explain the choice of visual elements in a multimedia presentation.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  SL.K.5, SL.1.5, SL.2.5, SL.3.5, SL.4.5, SL.5.5, SL.6.5, SL.7.5, SL.8.5</p> <p><b>Vertical Alignment to Future Grades:</b>  SL.11-12.5</p>	<p><b>Clarification Statement:</b>  Students carefully choose and purposefully incorporate digital media into their presentations to effectively communicate their conclusions, logic, and evidence and to make their presentations more engaging. Digital media includes, but is not limited to: textual, graphical, audio, visual, and interactive elements.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>digital media</b> – formats through which information is encoded in a machine-readable format, including, but not limited to, digital images, screen capture videos, and audio files</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>strategic</b> – deliberate, purposeful, carefully designed to serve a particular goal</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u>  <u>Presentation of Knowledge and Ideas SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Standard Text:</b>  SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>(See grades 9-10 Language Standards 1 for specific expectations.)</i></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine the audience, purpose, and expectations of a particular speaking situation and adjust the style of their speech to effectively fit those conditions.</li> <li>• speak in a variety of registers, including an academic register, to fit the circumstances.</li> <li>• give a prepared speech or presentation, as well as speak extemporaneously.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  SL.K.6, SL.1.6, SL.2.6, SL.3.6, SL.4.6, SL.5.6, SL.6.6, SL.7.6, SL.8.6</p> <p><b>Vertical Alignment to Future Grades:</b>  SL.11-12.6</p>	<p><b>Clarification Statement:</b>  Students change the way that they speak in order to meet the expectations of a particular speaking situation. They recognize and can adjust to the audience, task, and purpose by altering their style of speaking, including register, tone of voice, body language, and pacing to effectively and appropriately convey their ideas and information.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>• <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>• <b>register</b> – a set of language used for a particular purpose or communicative situation which takes into account topic, audience, purpose, and location</li> <li>• <b>style</b> – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</li> <li>• <b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</li> </ul>

## GRADE 9-10 WRITING STANDARDS BREAKDOWN

**Anchor Standard/ Domain Name:** Writing

**Text Types and Purposes:** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Standard Text:**

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e) Provide a concluding statement or section that follows from and supports the argument presented.

**Students who can demonstrate understanding can:**

- construct clearly worded, concise, and arguable claims that directly address a prompt question or topic.
- appropriately and effectively develop a compelling argument to accomplish the author's purpose for writing.
- provide strategic evidence that is relevant and sufficient to develop the argument.
- provide commentary that clearly explains how the evidence supports and strengthens the argument.
- present an opposing claim or set of claims fairly, accurately, and without bias, then effectively argue against these counterclaims.
- write arguments such that claims, warrant, and evidence are easy to distinguish.
- connect the smaller sections of a larger argument together in a way that is logical and aids in the reader's understanding.
- write in a style and form conducive to academic standards while meeting the structural requirements of the task.
- succinctly conclude an argument by summarizing the thesis and main points, then providing a wrap-up statement.

**Vertical Alignment to Previous Grades:**

W.K.1, W.1.1, W.2.1, W.3.1, W.4.1, W.5.1, W.6.1, W.7.1, W.8.1

**Vertical Alignment to Future Grades:**

W.11-12.1

**Clarification Statement:**

Argumentative writing establishes a writer's position on a topic using valid reasoning and high-quality evidence. Argumentative writing has many purposes – to change the reader's point of view; to call a reader to action; or to convince the reader that the writer's explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate their positions or claims. By the end of tenth grade, students understand how to write arguments in support of claims that examine important topics or texts and include plausible reasons and pertinent, sufficient evidence.

**Vocabulary for Teacher Development:**

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

	<ul style="list-style-type: none"> <li>● <b><u>argument</u></b> – value statement(s) supported by evidence whose purpose is to persuade or explain</li> <li>● <b><u>audiences</u></b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>● <b><u>claim(s)</u></b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>● <b><u>cohesion</u></b> – the action of forming a unified whole; the quality of being united logically</li> <li>● <b><u>counterclaims</u></b> – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim</li> <li>● <b><u>editing</u></b> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</li> <li>● <b><u>evidence</u></b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>● <b><u>formal English, style, task, and use of</u></b> – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.</li> <li>● <b><u>norms and conventions of the discipline</u></b> – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters)</li> <li>● <b><u>objective tone</u></b> – a neutral tone an author adopts that maintains distance from the topic under consideration so it is free of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade)</li> <li>● <b><u>phrase(s)</u></b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both; both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>● <b><u>purpose</u></b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b><u>reasons/reasoning</u></b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b><u>relevant evidence, observations, ideas, descriptive details</u></b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc., that are closely related to the idea being expressed by the claim</li> <li>● <b><u>revision/revising</u></b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors</li> <li>● <b><u>strengthen</u></b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</li> <li>● <b><u>text</u></b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b><u>topic</u></b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Text Types and Purposes:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>Standard Text:</b> W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> </ol>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● define and identify the topic, purpose, and audience of the task.</li> <li>● determine the quality of evidence and select and include only the most relevant and crucial information to demonstrate an understanding of the topic within the limitations of the task.</li> <li>● organize information in a deliberate way (such as chronologically, by topic, cause and effect, etc.) that is suitable to the task and effectively conveys information.</li> <li>● effectively transition between organized sections to create a coherent and unified whole.</li> <li>● demonstrate comprehension of the topic by using evidence that is directly related to the topic, important to understanding it, and in sufficient quantity to give a complete picture.</li> <li>● use technical words and vocabulary related to the topic accurately and purposefully.</li> <li>● write in a style and form conducive to academic standards while meeting the structural requirements of the task.</li> <li>● succinctly conclude an argument by summarizing the thesis and main points, then providing a wrap-up statement.</li> </ul>

<p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p><b>Vertical Alignment to Previous Grades:</b> W.K.2, W.1.2, W.2.2, W.3.2, W.4.2, W.5.2, W.6.2, W.7.2, W.8.2</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.2</p>	<p><b>Clarification Statement:</b> Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of tenth grade, students understand how to write informative/explanatory texts to investigate and clearly and accurately communicate multi-faceted ideas, concepts, and information through effective selection, organization, and analysis of content.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li>● <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>● <b>cohesion</b> – the action of forming a unified whole; the quality of being united logically</li> <li>● <b>concrete details</b> – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay</li> <li>● <b>domain-specific vocabulary/words/phrases</b> – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</li> <li>● <b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</li> <li>● <b>extended definitions</b> – definitions that move beyond basic dictionary definitions to deepen understanding through the use of description, classification, synonyms and antonyms, etymology and history, etc.</li> <li>● <b>formal English, style, task, and use of</b> – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex</li> </ul>

	<p>grammatical and syntactic structures, and domain-specific vocabulary.</p> <ul style="list-style-type: none"> <li>● <b><u>formatting</u></b> – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)</li> <li>● <b><u>graphics</u></b> – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic</li> <li>● <b><u>norms and conventions of the discipline</u></b> – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters)</li> <li>● <b><u>objective tone</u></b> – a neutral tone an author adopts that maintains distance from the topic under consideration so it is free of bias, prejudice, and personal opinion (i.e., such a tone is generally adopted during informational writing, the purpose of which is to explain or inform, not persuade)</li> <li>● <b><u>purpose</u></b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b><u>relevant evidence, observations, ideas, descriptive details</u></b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> <li>● <b><u>revision/revising</u></b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors</li> <li>● <b><u>strengthen</u></b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</li> <li>● <b><u>text</u></b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b><u>topic</u></b> – the subject or matter being discussed or written about in a text, speech, etc.</li> <li>● <b><u>transition(s)/transitional words</u></b> – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them</li> </ul>
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<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u>  <u>Text Types and Purposes:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	
<p><b>Standard Text:</b>  W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• organize a story in a way that clearly establishes the sequence of events, includes deliberate decisions about each of the elements of plot (exposition, rising action, climax, falling action, and resolution), contains a definable conflict, establishes characters and setting, and provides at least some character development.</li> <li>• develop a plot that is driven by an explicit conflict within the narrative.</li> <li>• effectively use narrative techniques (such as dialogue or pacing), a compelling writing style that includes features like figurative language, descriptive imagery, and connotation to deepen the effect of their story.</li> <li>• convincingly portray a perspective other than their own through a character.</li> <li>• use technical words and vocabulary related to the topic accurately and purposefully.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  W.K.3, W.1.3, W.2.3, W.3.3, W.4.3, W.5.3, W.6.3, W.7.3, W.8.3</p> <p><b>Vertical Alignment to Future Grades:</b>  W.11-12.3</p>	<p><b>Clarification Statement:</b>  Narratives share an experience, either real or imagined, and use time as their core structure. Narratives can be stories, novels, and plays, or they can be personal accounts like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of tenth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, carefully chosen details, and purposefully structured sequences of events.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>• <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> </ul>

- **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account
- **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more
- **event** – a thing that happens; an occurrence
- **observation** – a statement or comment based on something one has seen, heard, or noticed; the acquisition of information and/or knowledge based on something one has seen, heard, or noticed
- **pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)
- **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both; both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)
- **plot** – the sequence of events in a story, play, movie, etc.
- **point of view** – in an everyday sense, a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; in a literary sense, the vantage point from which one relates the events of a story
- **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)
- **reflection** – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it
- **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors
- **sensory language/details** – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses
- **sequence/sequence of events** – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other
- **setting** – the time and place of the action in a book, play, story, etc.
- **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value

	<p>statements; eliminating wordiness, redundancy, and confusion; etc.</p> <ul style="list-style-type: none"> <li>● <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Production and Distribution of Writing:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Standard Text:</b> W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in standards 1-3.)</i></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● articulate the format and structure of response suitable to a particular task based on the requirements and purpose of the task.</li> <li>● articulate the style of writing (formal essay, narrative, informative, etc.) conducive to their task and adapt their writing to fit the requirements and norms of that style.</li> <li>● provide a well-structured organizational method (chronological, compare and contrast, cause and effect, etc.) appropriate to the task, purpose and audience.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> W.K.4, W.1.4, W.2.4, W.3.4, W.4.4, W.5.4, W.6.4, W.7.4, W.8.4</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.4</p>	<p><b>Clarification Statement:</b> Students will engage in effective prewriting and planning in which they identify the requirements and expectations of the writing task and plan deliberate steps for meeting those criteria. The writing that the students produce will reflect and be effective for the particular purpose of their writing to this specific audience in light of the requirements and expectations of the task itself.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li> <li>● <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> <li>● <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Production and Distribution of Writing:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p><b>Standard Text:</b> W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</i></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● develop a topic that acknowledges a specific audience and purpose by using a strategy for brainstorming (outline, gathering data, organizers, etc.).</li> <li>● compose an initial draft of the written text, using a method of development that reflects the purpose of the assigned task.</li> <li>● revise their text, paying particular attention to adding, deleting, or reorganizing the information to strengthen their purpose and appeal to their specific audience.</li> <li>● edit the text for grammatical and mechanical errors that may interfere with an audience’s understanding of the ideas presented in the text.</li> <li>● publish the text according to the style appropriate for the task.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> W.K.5, W.1.5, W.2.5, W.3.5, W.4.5, W.5.5, W.6.5, W.7.5, W.8.5</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.5</p>	<p><b>Clarification Statement:</b> Students will need to compose many types of writing to many different audiences and for many different purposes during the course of their academic studies and into their careers. Explicitly teaching a process for students to develop their composition skills that transcends genre or discipline provides students with the structure and framework to be successful in this area of their education and to furnish students with the foundational tools to succeed in all areas of composition.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>audiences</b> – the person or people who the author directs the artistic medium. Anyone can watch or read an artistic medium but not anyone is the audience.</li> <li>• <b>draft</b> – a preliminary version of a document written to the highest level of quality that one is able to, but with the understanding that editing and revision will follow</li> <li>• <b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</li> <li>• <b>formal English, style, task, and use of</b> – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.</li> <li>• <b>norms and conventions of the discipline</b> – refers to the generally accepted rules and practices regarding style, format, publication, etc. of particular disciplines or fields of study which are distinct from (and often in addition to) the conventions of standard English (e.g., academic theses generally have prescribed chapters)</li> <li>• <b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors</li> <li>• <b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Production and Distribution of Writing:</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p><b>Standard Text:</b></p>	<p><b>Students who can demonstrate understanding can:</b></p>

<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>effectively use word processing tools, such as Word or Pages, to create academic texts.</li> <li>compose professional email texts for an intended audience.</li> <li>upload and edit collaborative writing, using such platforms as assigned.</li> <li>integrate visual elements effectively and with purpose into a written text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> W.K.6, W.1.6, W.2.6, W.3.6, W.4.6, W.5.6, W.6.6, W.7.6, W.8.6</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.6</p>	<p><b>Clarification Statement:</b> Students use digital tools and resources, such as word processing tools, applications, and sites, to develop, share, and improve individual or collaborative writing pieces. By capitalizing on the technology's ability to link outside information and present information in various engaging ways, students add supporting materials to written compositions.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>digital tools</b> – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.</li> <li><b>publish</b> – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p><b>Standard Text:</b> W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>define a workable topic appropriate to the assigned task.</li> <li>identify a specific audience for the project to guide style, tone, and organization of the information.</li> <li>effectively incorporate source material to support the writer's purpose without overwhelming the writer's unique voice.</li> <li>express a through understanding of the topic through the strategic use of evidence, tone, and organization of the information.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> W.K.7, W.1.7, W.2.7, W.3.7, W.4.7, W.5.7, W.6.7, W.7.7, W.8.7</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.7</p>	<p><b>Clarification Statement:</b> Students organize and carry out short and extended research projects that provide an answer to a teacher- or student-created question or offer a solution to a real-world problem. Students select and synthesize multiple sources into a valid study that shows their understanding of the topic under study. When researching their topics, students limit or widen the scope of their information searches as needed.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>research (short or more sustained)</b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context</li> </ul>

	<p>and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p> <ul style="list-style-type: none"> <li>● <b>synthesis</b> – combining many ideas from sources to create a new idea or understanding of a topic</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p><b>Standard Text:</b> <b>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● define the term <i>electronic database</i> and explain how it is useful for academic research.</li> <li>● explain the major drawbacks of using an Internet search for academic sources.</li> <li>● evaluate the credibility of a source located on the Internet.</li> <li>● demonstrate proficiency in using search terms to locate appropriate digital academic sources.</li> <li>● effectively integrate quotations and paraphrases into a text without overwhelming the author's own voice.</li> <li>● correctly cite source material according to the style and format required by the task.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> W.K.8, W.1.8, W.2.8, W.3.8, W.4.8, W.5.8, W.6.8, W.7.8, W.8.8</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.8</p>	<p><b>Clarification Statement:</b> Students collect relevant evidence from multiple scholarly print and digital sources by proficiently using search options and tools, such as keywords in library catalogues and advanced search filters in search engines and databases. As they examine each source, students judge whether or not the source is suitable for answering the research question. Students purposefully choose where to incorporate pieces of information into their writing to ensure ideas move easily from one to another. Using MLA, APA, or another style manual, students reference the sources of the information they used to avoid plagiarism.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>digital sources</b> – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc.; digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats</li> <li>● <b>plagiarism</b> – the practice of taking someone else's work or ideas and passing them off as one's own</li> <li>● <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> <li>● <b>research (short or more sustained)</b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a</li> </ul>

	<p>biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p> <ul style="list-style-type: none"> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>Standard Text:</b> <b>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>a) <b>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"</b>). b) <b>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning" )</b>.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• select strong, relevant evidence to support analytical claims made about the text or to support an understanding of a topic being explored.</li> <li>• students select sufficient evidence to prove their claim or to give a complete picture of their topic.</li> <li>• identify allusions, archetypes, and other features which show how one text draws upon and adapts another.</li> <li>• explain the effects that these references to past texts have on the reader.</li> <li>• critically reflect on the evolution of the themes and ideas in the historical source material as evidenced in modern culture.</li> <li>• analyze an argument to determine its overall effectiveness, how each part of the argument contributes to or detracts from that effectiveness, and the extent to which supporting evidence is strong, sufficient, and relevant.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> W.K.9, W.1.9, W.2.9, W.3.9, W.4.9, W.5.9, W.6.9, W.7.9, W.8.9</p> <p><b>Vertical Alignment to Future Grades:</b> W.11-12.9</p>	<p><b>Clarification Statement:</b> Students select strong textual evidence from both fiction and nonfiction texts to support claims they make drawing inferences about the text, summarizing its information or ideas, or in articulating their own position on an issue or reaction to a text. Students will trace how authors sometimes use and adapt previous texts for a variety of reasons and explain the effects these adaptations have on the readers' reaction to the new piece and understanding of ideas it presents. Students will determine the effectiveness of a whole argument, as well as that of its parts, noting places where the reasoning or evidence is faulty.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</li> <li>• <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>evaluate</b> - to examine a text for a particular purpose, such as determining the effectiveness of an argument or the presence of a certain motif</li> <li>● <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>● <b>research (short or more sustained)</b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</li> <li>● <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>● <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> <li>● <b>sufficient</b> – the evidence is enough in quantity to prove the claim being made; some claims have a higher burden of proof or seek to establish a pattern of phenomenon and so will require more evidence for sufficiency</li> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u>  <b>Range of Writing:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p><b>Standard Text:</b>  W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● understand and articulate the expectations and challenges posed by a particular writing task and adjust their prewriting, planning, writing, and revising to best make use of time and meet those expectations.</li> <li>● identify the style of writing (formal essay, narrative, informative, etc.) conducive to their task and adapt their writing to fit the requirements and norms of that style.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>  W.K.10, W.1.10, W.2.10, W.3.10, W.4.10, W.5.10, W.6.10, W.7.10, W.8.10</p> <p><b>Vertical Alignment to Future Grades:</b>  W.11-12.10</p>	<p><b>Clarification Statement:</b>  Students write responses under a multitude of different conditions, adapting their writing style and structure accordingly. This includes variety in purpose, task, and audience for their writing, as well as variety in the amount of time they have to research, write, and revise those responses. Students will need to make informed choices about how best to meet the expectations of the writing task under the conditions given.</p>

	<p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"><li>• <b><u>audiences</u></b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</li><li>• <b><u>purpose</u></b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li><li>• <b><u>reflection</u></b> – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it</li><li>• <b><u>research (short or more sustained)</u></b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</li><li>• <b><u>revision/revising</u></b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors</li><li>• <b><u>routinely</u></b> – frequently and regularly, in a way the uses practice, formative assessment, feedback, and repetition to foster progress towards mastery</li></ul>
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## Part 3: Resource Guides

What are Resource Guides?

There are best instructional practices that should be used in literacy lessons regardless of the standards being addressed. These best instructional practices are outlined in the Resource Guides in the following pages. These outline information that gives teachers a starting point on how to bring the Tenets of Excellent Literacy Instruction to life in each lesson they plan and execute. These guides partnered with a deep understanding of the standards as well as high-quality instructional materials will lead to rigorous and equitable ELA instruction in all New Mexico classrooms.

### Table of Contents for Resource Guides

Choosing an Appropriately Complex Text

Text Dependent Questions with Complex Texts

Vocabulary Instruction with Complex Texts

Speaking, Listening, and Writing

Differentiating Support for All Learners

Cross-Curricular Connections with Literacy

Cultural and Linguistic Responsiveness in Literacy

## Resource Guide: Choosing an Appropriately Complex Text

The purpose of this Resource Guide is to outline the criteria for determining if a text is appropriately complex for rigorous and equitable reading instruction. Information will be outlined to provide an at-a-glance resource. For a more in-depth explanation and examples, please refer to the CCSS Appendix A: Research Supporting Key Elements of the Standards (link is below).

**To choose texts that are appropriately complex for your grade level, use these 3 criteria:**

1. **Qualitative** dimensions of text complexity
2. **Quantitative** dimensions of text complexity
3. Considerations for the **readers and task**

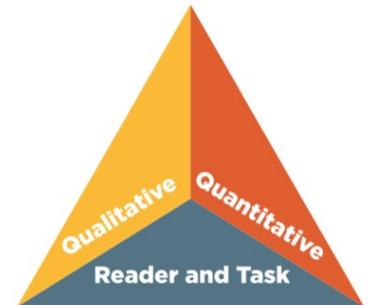


Figure 1: The Standards' Model of Text Complexity

**What is the difference between quantitative and qualitative dimensions of text complexity?**

**Qualitative** dimensions refer to aspects of the text that are best measured by an attentive human reader. (For example: levels of meaning or purpose, knowledge demands, etc.)

**Quantitative** dimensions refer to aspects of the text that can be best measured by an algorithm or computer software. (For example: Average sentence length, word length or frequency of word use, etc.) The most commonly used method for measuring quantitative complexity is Lexile level. Use links below for more information.

**What does it mean to consider the reader and task?**

When considering the readers in your class, you want to contemplate items that would allow for maximum engagement and knowledge building. This would mean considering the cultural and linguistic responsiveness of a text, knowledge and/or experiences of the readers, etc.

When considering the task, you want to contemplate activities students will be doing with the text to ensure the text chosen will push thinking and participation within the task. This means thinking about the purpose or complexity of the task and text dependent questions students will answer, etc.

**What resources can I use to help choose an appropriately complex text?**

For guidance on **quantitative** complexity, use resources found aligned to Lexile level. Lexile is a resource that is also identified within CCSS Standard 10.

Find a known book's Lexile level: <https://fab.lexile.com/>

Analyze unknown text with the Free Lexile Analyzer: <https://la-tools.lexile.com/free-analyze/>

For guidance on **qualitative** complexity, check out Achieve the Core's Qualitative Measures Rubric or the information found in CCSS Appendix A: Research Supporting Key Elements of the Standards.

Achieve the Core: <https://achievethecore.org/page/2725/text-complexity>

CCSS Appendix A: [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

CCSS Appendix B: [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

## Resource Guide: Text Dependent Questions with Complex Texts

The purpose of this Resource Guide is to define what text dependent questions are for all teachers, and in order for teachers to plan and execute lessons with them in place. This Resource Guide will provide a framework for teachers to use when creating text-dependent questions (TDQs) in lessons.

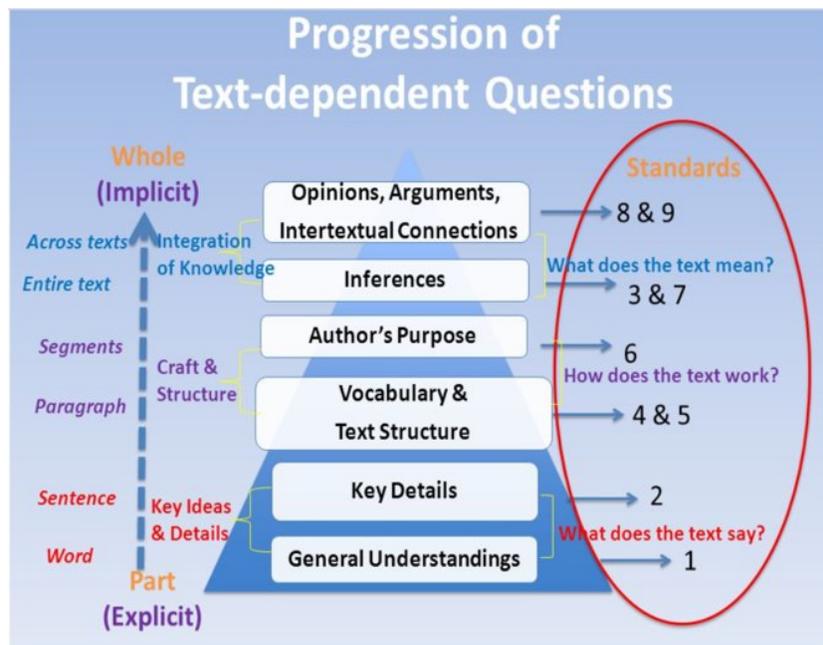
### What are Text Dependent Questions (TDQs)?

TDQs are questions that cannot be answered without referring back to the text. To answer a TDQ, students must read closely to determine what the text says and draw logical conclusions from the text. It is important to employ TDQs, because questions that are not text-dependent result in less learning.

Moreover, departing from the text privileges only those students who already have experience with the topic. Answering a TDQ is a much more rigorous process than merely answering questions that revolve around experiences outside of the text. TDQs can point toward the text most salient features and help students build capacity to tackle increasingly complex tests.

### How do TDQs align with the standards?

One of the demands of the literacy standards is a shift to ensure that reading, writing, and speaking are grounded in textual evidence, in both literary and informational texts. One way to engage students in this process is through the use of text-dependent questions (TDQs).



©2015 Created by Emily Koson Adapted from Frey, N. & Fisher, D.

*This graphic shows how different TDQs can be aligned with different CCSS standards. This shows a quick understanding of how increasingly complex TDQs within a text can lead to rigorous instruction.*

When you're writing or reviewing a set of questions, consider the following three categories:

- Questions that assess themes and central ideas
- Questions that assess knowledge of vocabulary
- Questions that assess syntax and structure

**Below is an example of how teachers can construct TDQs to assess syntax and structure, knowledge of vocabulary, and theme and central ideas. The example below is from "The Day the Mona Lisa was Stolen" by Craig Roland**

Excerpt from text	Example TDQ(s)	What TDQ assesses?
"Perugia claimed he stole the work out of patriotism. He didn't think such a work by a famous Italian should be kept in France..."	How does Perugia stealing the Mona Lisa show that he is a patriot?	<u>Theme and Central Ideas</u> <i>As the text ends, the reader learns how and why the Mona Lisa was stolen. There is an opportunity to have students discuss/debate the real motive of the thief: patriotism or greed. Understanding how the text supports both arguments will set the stage for the best in-class discussion.</i>
"The museum was searched from top to bottom. This took a week because of the size of the Louvre: it's a 49-acre building that runs along the Seine river for 2,200 feet."	What is the Louvre? Why is it important we know how large it is?	<u>Knowledge of Vocabulary</u> <i>The information needed about the Louvre is found within the text. Teachers do not need to preteach this word for students to understand the text. Teachers can ask questions to push students' thinking without defining this word for them.</i>
"By Tuesday morning, when the painting hadn't been returned and it was not in the photographer's studio, museum officials were notified."	What happened on Tuesday? If the Mona Lisa is so important, why did the museum employees wait to tell their bosses?	<u>Syntax and Structure</u> <i>The information needed to understand the sequence of events is found in the middle of this complex sentence. Teachers need to create questions to help students understand what happened and when. This will help students not lose or miss the important information.</i>

**The full text is a 3<sup>rd</sup> grade Lexile level. To access the full text, click here: <https://learnzillion.com/resources/83381/>**

### How can I create TDQs for my lessons?

1. Read the entire text the students will read in the lesson. Identify the most important learning, meaning, and/or knowledge you want students to gain from the text.
2. Identify the parts of the text that help the reader get to the most important learning, meaning, and knowledge of the text. At these stopping points, you should stop and ask a planned TDQ.
3. At each individual stopping point, create a question structured to push the reader to go back into the text to gain the understanding in that portion. You should also craft follow-up questions in case students struggle to answer the deeper question.
4. Ensure the questions you craft at the stopping points work to scaffold the thinking of the reader to get to the most important learning, meaning, and/or knowledge of the text.
5. Locate the words in the text that the reader needs to know in order to understand the main learning/meaning/knowledge of the text. If the word is defined within the text, write a TDQ that pushes students to use the text to determine the meaning of the word.
6. Find the sections of the text that will present the greatest difficulty and create questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.

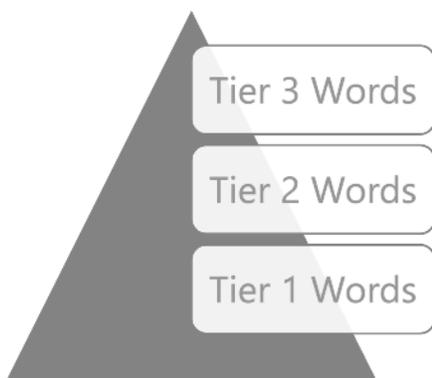
**For more information about TDQs, please visit this Achieve the Core resource:**  
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

## Resource Guide: Vocabulary Instruction with Complex Texts

The purpose of this Resource Guide is to outline the importance of vocabulary instruction to rigorous and equitable ELA lessons. This guide describes the types of vocabulary words found in complex texts as well as the instructional habits a teacher should have in mind regarding vocabulary when planning the lesson using that complex text.

### Types of Vocabulary Words

The standards define vocabulary in three tiers. While the term tier may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development.



**Tier 3 Words:** Domain-specific words that are found specifically in a field of study. Because of this, these words are often explicitly defined by the author, scaffolded, or in a glossary.

**Tier 2 Words:** Academic vocabulary that is more likely to appear in text than speech. These should be the focus of ELA instruction because they are generalizable among many texts and topics.

**Tier 1 Words:** Important words that are usually part of everyday speech, but not typically the focus of ELA instruction.

### Best Practices for Instruction aligned to Vocabulary and Complex Texts

- Vocabulary instruction should be in service of supporting students to understand the meaning of the complex text used in the lesson. This work should not hinder students doing the thinking of the lesson and may differ depending on the text, words within the text, and readers in the class.
- When determining which words to focus on in a rigorous and equitable ELA lesson, read through the text and determine:
  - Which words are necessary to understand the meaning of the text?
  - Which of those words are explicitly defined by the author, scaffolded, or in a glossary within the text (Tier 3 Words)?
  - Which words are words that students may see throughout many texts within your current unit of study (Tier 2 Words)?
  - Which words may be a challenge for English Language Learners, but not as challenging for the native English speakers in your class (Tier 1 Words)?
- Organize your lesson so that the focus of ELA instruction is around those Tier 2 words. Ensure that any word explicitly defined in the text is taught using close reading with an emphasis on context clues to help determine meaning.

“Research suggest that is students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn.”

-Common Core Standards, Appendix A, [http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

## Resource Guide: Speaking, Listening and Writing

The purpose of this Resource Guide is to outline the importance of speaking, listening and writing to rigorous and equitable ELA lessons. This guide describes the reciprocal process of reading with speaking and writing, and the inputs and outputs that students must access to master receptive and expressive language in the ELA classroom, as well as the instructional habits a teacher should have in mind regarding speaking, listening and writing when planning lessons using complex text.

### Receptive and Expressive Language

The reciprocal relationship between oral and written language is highlighted in the table below. Linguists determine receptive language as inputs—words that are heard, processed and understood. Expressive language are outputs—words that are generated by an individual.

	Receptive Language	Expressive Language
Oral Language	Listening	Speaking
Written Language	Reading (decoding + comprehension)	Writing (handwriting, spelling, written composition)

### Best Practices for Speaking, Listening and Writing Instruction:

- Speaking and listening instruction should be grounded in textual evidence, to reap the full benefits of the mutually beneficial process of reading and writing.
- Writing tasks should require textual evidence, and students should write using the vocabulary and knowledge they are acquiring through texts. Doing so will not only enhance their writing skills but will also solidify newly acquired vocabulary and knowledge into their schema and memory center.
- Because most children can access receptive language earlier than expressive language, it's important that students listen to grade-level, complex text regularly. Doing so will allow students to access complex ideas and to think critically about texts. They can further solidify this thinking by being asked to speak and write about the topics they are studying.
- The standards demand three main types of writing tasks: argument, expository and narrative. This is because research shows that these are the types of writing most college and early career writers must have fluency with for early success. Argument and expository writing are particularly important for students enrolled in undergraduate programs, and this type of writing should be accessed and instructed regularly and routinely across all grade levels.

Receptive language requires an individual to process inputs in the brain, and to build what is being read or heard around their working memory and schema.

Expressive language requires an individual to generate outputs in the brain. Doing so requires a level of mastery with content and vocabulary, but also in doing so, this process strengthens and solidifies information in the brain.

For this reason, reading, writing, speaking and listening are reciprocal, mutually beneficial processes. This means that the best instruction for speaking and writing is grounded in textual information, vocabulary and knowledge that students are reading and exploring.

“For children in preschool and the early grades, receptive and expressive abilities do not develop simultaneously or at the same pace: receptive language generally precedes expressive language. Children need to be able to understand words before they can produce and use them.

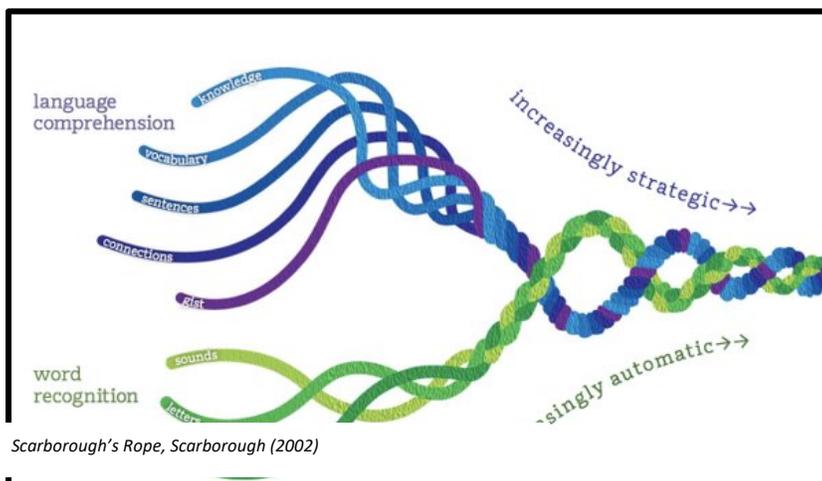
## Resource Guide: Differentiating Support for All Learners

The purpose of this Resource Guide is to outline the mindset needed to approach differentiating or scaffolding instruction for students. Specific information regarding differentiation or scaffolding will be heavily dependent on the text being used and the readers in the class. This Resource Guide should be used in conjunction with the other Resource

“What these new standards are saying... is if you are teaching a fourth grade skill or exercise with the second grade texts, those aren’t the fourth grade standards, those are the second grade standards.”

-Timothy Shanahan, <https://youtu.be/zJAs1fpwhA>

Guides for Choosing an Appropriately Complex Text and Text Dependent Questions.



Scarborough’s Rope shows us how the smaller details of the Science of Reading come together to create fluent and accurate readers. The top rope shows the most foundational skills woven with other skills to form the larger portions of the rope. Language comprehension begins with knowledge and the word recognition begins with sounds. The tightening of the rope happens as students build fluency with automaticity and comprehension becomes more strategic. Our instruction needs to include the basic items of the rope as well as practice aligned with automaticity and comprehension.

### Areas of Reading Habits that may show a need for scaffolds in instruction:

- **Knowledge**  
Students who have sufficient knowledge about a topic will be better equipped to comprehend a text about that topic.
- **Word Recognition**  
Students who have well-developed decoding and fluency skills will be better able to read appropriately complex texts.
- **Cognitive Load**  
When students read fluently, the effort needed from their cognitive load is decreased and they are better able to focus on comprehending the text.

### What should I keep in mind to help improve Reading Habits?

#### Knowledge:

- Ensure units of instruction are topic-based (multiple texts on the same topic) as this supports vocabulary acquisition and building knowledge.
- Incorporate opportunities for interaction with different types of text and media that will build knowledge throughout the unit of instruction

- Craft text-dependent questions to push student thinking to help build knowledge

### Word Recognition:

- This support is only needed for students who do not have the ability to sound out or decode words within the text. Implementing differentiated scaffolds based on age and ability in relation to reading foundational skills will help fill gaps in word recognition.

### Cognitive Load:

- Most students learn how to decode accurately but not at a sufficient rate that their cognitive load can shift from decoding to attending to comprehension. **These students need practice reading fluently, not decoding.**
- Allow for students to read and reread important parts of the texts in groups, partners, and independently to provide additional practice.

### What scaffolds could I use to provide support for all learners in my classroom?

1. If students are struggling with decoding, they should be working with decodable books that offer support with the skills they are lacking. You should also be providing them with substantial amounts of phonics and fluency training. (This aligns most with students reading on a K/1<sup>st</sup> grade level.)
2. Vary the reading demands of students as they practice becoming fluent and accurate readers. Some texts should be easier, with fewer scaffolds needed and others more difficult where more scaffolds are needed. More challenging texts give students opportunities to negotiate the features of texts and can be barriers to comprehension, while easier texts give them the opportunity to consolidate that learning.
3. Engage and motivate your students by telling them how you are supporting them with instruction. Make sure they know that instead of giving them below grade level passages for younger students, you are giving them grade-level work. Explain this will be challenging but it will be more interesting! Kids like a challenge, especially if you are helping them succeed!
4. Support students with their ability to take on the cognitive load of comprehension. This can involve practice reading the text aloud once or twice before tackling comprehension work. If kids have read through the text once or twice, they will be in much better shape to work through comprehension questions on a harder text. Even though the emphasis of the fluency work would not be on comprehension, they'll figure out more of the ideas than you might presume and, most importantly in this context, they will have figured out enough of the decoding to have "raised their level" with that text by at least a grade level.
5. Before reading the text, preteach vocabulary that the author does **not** explain with context clues or explicitly define in the text. This will support the students' comprehension as their cognitive load is focusing on word meaning. (See the Resource Guide on Vocabulary Instruction for more details about vocabulary.)
6. When reading the text for comprehension, chunk it into smaller sections like a paragraph or page. Ask questions at the end of each section to ensure understanding. As students get better with this, you can increase the size of the chunks they are reading. (See the Resource Guide on Text Dependent Questions for more details about questions.)
7. Go through the text and identify particularly complicated sentences (long sentences, sentences with passive voice, sentences with multiple clauses). Ask questions about the ideas expressed in those sentences. If students can't answer them, take them back to the sentence in the text and show them how to break it down to make sense of it. (See the Resource Guide on Text Dependent Questions for more details about questions.)
8. Pay special attention to cohesion. Students can get lost in pronouns or synonyms. Push students to be explicit about who "he" is or what animal was being referred to as "the mammal." Again, this supports students' ability to use their cognitive load to tackle comprehension because they are not getting stuck on one word.

**Resources**

*(Please Refer to Your District/School’s Adopted Core High Quality Instructional Materials (HQIM))*

<b>Additional Resources</b>  <i>(Evidence-Based Resources)</i>	<i>Differentiation Resources</i>			
	<b>English Learner Resources:</b> <b>(Resources to support ELs)</b>	<b>Special Education Resources</b>	<b>Extension Resources:</b> <b>(Resources to support higher-performing students)</b>	<b>MLSS Guidance and Intervention Resources</b>
<a href="#"><u>What Works Clearinghouse</u></a>  <a href="#"><u>Best Evidence Encyclopedia</u></a>  <a href="#"><u>Evidence for Every Student Succeeds Act</u></a>  <a href="#"><u>Evidence in Education Lab</u></a>	<a href="#"><u>World-Class Instructional Design and Assessment (WIDA) Standards</u></a>  <a href="#"><u>English Language Development Standards</u></a>  <a href="#"><u>Spanish Language Development Standards</u></a>			<a href="#"><u>NM Multi-Layered System of Supports (MLSS)</u></a>

## Resource Guide: Cross-Curricular Connections with Literacy

### Vision:

*New Mexico defines cross-curricular connections as connections between two or more areas of study made by teachers or students within the structure of a subject. By identifying and planning with cross-curricular connections in mind, instruction in literacy builds knowledge, and therefore comprehension, around a given topic. When these connections are paired with appropriately complex texts and high-quality tasks, rigorous and equitable literacy instruction happens for all New Mexico students.*

### Purpose:

*Cross-curricular connections allow for planning around topics that will build knowledge and vocabulary. Connecting literacy to other content areas allows this development to continue throughout instruction. Planning with specific texts in mind, keeps the text at the center of unit and lesson planning. This allows the four core tenets of rigorous and equitable literacy instruction to exist for all New Mexico students.*

### Suggested Topics for Building Knowledge in 10th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
American Exceptionalism	<p>Ideas: focus on analyzing how the idea of American Exceptionalism is presented by a variety of different sources and media, utilize compare/contrast techniques to trace the development of this idea from its origin as it changes through time and how these changes in the way the idea is perceived reflects the perspectives of those addressing it, focus on how this idea can and has motivated particular historical events</p> <p>Texts: primary documents, news articles reflecting how the United States is seen by other countries, documents regarding the vision for the United States at its founding; speeches from the civil rights movement, arguments regarding American interventionism; poetry on the experience of the American Dream</p>	<p>Social Studies 9-12 Benchmark 1-B, 3, 4, 6., 7b and 7j</p> <p>9-12 Benchmark 1-C. World 5a and 11a</p> <p>9-12 benchmark 1-D. Skills 3, 4, 5, 6, and 7</p>
Body Image	<p>Ideas: Use social media and art to promote positive body image. Research health and physical activities that help improve overall positive body image as well as emotional-mental health.</p> <p>Texts: fiction and nonfiction (Wintergirls By Laurie Halse Anderson), news articles, scientific articles, cover all genders, focus on underrepresented gender issues, media influence, social media/peer influence, PBS NOVA “Dying To Be Thin”.</p>	<p>CTE 6.29.3.8 GRADES 7-12: B.2.1 6.29.3.18 GRADES 7-12: F.2 Health: Benchmark 2.3; 3.4</p>

Pandemic	<p>Ideas: philosophical chairs, Socratic Seminars, large group/small group work, projecting the effects on the community, add in the history of individual pandemics from the past</p> <p>Texts: (A Prayer for the Dying; Demon in the Freezer), CDC resources for project-based learning on disasters</p>	Science, Health, CTE, SS
Race, Class, and Community	<p>Ideas: rhetorical analysis - rhetorical situation; synthesis arguments; jigsaw (chunking text); fishbowl (discussion); POV as related to culture; multimedia presentations of claim - reasons - evidence; practice finding claim and evidence</p> <p>Texts: literary and informational, primary documents, poetry, MLK, Dec. of Indep., diverse authors, Linda Hogan, Sherman Alexie, NIH resources for race, health, community, analyze multiple sources for news/info, left/right/centrist biases, effects on particular communities</p>	Social Studies 1-B.6 Social Studies 1-C.11

## Resource Guide: Cultural and Linguistic Responsiveness in Literacy

### Vision:

*The goal of ensuring cultural and linguistic responsiveness in literacy instruction is to encourage students to relate the lesson (course) content to their cultural context to make learning more effective, relevant, and meaningful for students. Cultural and linguistic responsiveness is the validation and affirmation of student’s home culture and language, lived experiences, frames of reference, and performance styles, particularly for students that are culturally and linguistically diverse, in order to build connections with others and provide opportunities to succeed in school and meaningfully contribute to society.*

*Cultural and linguistic responsiveness (CLR) is a **lens** that should be used to look at all that we are doing in schools- organizationally and instructionally. This lens makes the case that CLR is not something that you do but **something you have in all that you do.***

*--Dr. Sharroky Hollie, *Culturally and Linguistically Responsive Teaching and Learning**

### Purpose:

*Just as the quote above states, being culturally and linguistically responsive is a mindset that exists in all the work of teaching and learning. Selecting the “right text” doesn’t just make your instruction culturally and linguistically responsive. The topics, texts, and connections below are meant to inspire ideas for how culturally and linguistically responsiveness can begin to exist in your classroom with recognition for the identities of your specific students. When selecting texts, you want to be sure to offer “mirrors” and “windows.”*

*“Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.” -Rudine Sims Bishop “Mirrors, Windows, and Sliding Glass Doors” originally appeared in *Perspectives: Choosing and Using Books for the Classroom*, Vo.6 no.3. Summer 1990*

*Please review this with the Resource Guide for Cross-Curricular Connections as the topics listed below align.*

### Examples of Considerations for Cultural and Linguistic Responsiveness in Literacy 10<sup>th</sup> Grade:

Possible Topics for Building Knowledge:	Possible Texts to Foster Cultural and Linguistic Relevance in the classroom	Connections that could reinforce relevance to families and communities
American Exceptionalism	Abraham Lincoln: “Gettysburg Address”  Ronald Regan “A Vision for America”  Howard Zinn “A People’s History” (excerpts)  Alice Walker “The Color Purple”	Have students reflect on their own opinions on whether or not America truly is unique and virtuous, as proposed by exceptionalism; examine the ways in which their own circumstances, beliefs, privilege, experiences inform that opinion; examine a variety of different perspectives on the validity of exceptionalism; for those areas in which students do not see

	<p>? “Jews Without Money”</p> <p>“The Gilded Age”</p> <p>something on Manifest Destiny</p> <p>“White Trash” Nancy?</p> <p>Enlightenment era writers (Locke, Rousseau, Thoreau)</p> <p>John Gast painting, American Progress</p> <p>Woody Guthrie “This Land is Your Land”</p> <p>“America the Beautiful”</p> <p>Langston Hughes “I, Too, Sing America”</p> <p>“The Invisible Man”</p>	<p>exceptionalism as descriptive of America, have them examine how it might be beneficial for exceptionalism to be seen as prescriptive; examine what would need to change to live up to the exceptionalism ideal of America</p>
<p>Body Image</p>	<p>"The Body Perfect Project - An Intimate History of American Girls' by Joan Jacobs Brumberg,</p> <p>"Ophelia Speaks" by Sara Shandler</p> <p>"Body Image and Appearance" by Autumn Libal</p> <p>"Mixed Message: Interpreting Body Issues and Social Norms" by Thea Palad</p> <p>“Hijas Americanas: Beauty, Body Image, and Growing Up Latina” by Rosie Molinary</p> <p>typical magazine ads</p> <p>News articles:</p> <p><a href="http://www.verywellfamily.com/male-body-image-your-son-and-his-body-">www.verywellfamily.com/male-body-image-your-son-and-his-body-</a></p>	<p>Have students reflect on the media that they consume and then examine that media for what it says implicitly about various genders; reflect on a time when they witnessed someone they care about negatively affected by body image, shaming, expectations, or judgments; have them attempt to define what beauty is in their culture;</p>

	<p>300812</p> <p>Journal Articles:</p> <p>Psychology Today “The Impact of Negative Body Image on Boys”</p> <p>Journal of Family Strength “Brown Beauty: Body Image, Latinas, and the Media”</p> <p>Choices magazine section on body image</p> <p>“Dumpling” by Julie Murphy book/movie</p> <p>“Wintergirls” by Laurie Halse Anderson</p> <p>Discovery Education “Dying to Be Thin” film</p> <p>“Beloved” or “The Bluest Eye”</p> <p>Media:</p> <p>PBS NOVA “Dying to Be Thin”</p> <p><a href="http://www.theillusionists.org">www.theillusionists.org</a></p>	
<p>Pandemic</p>	<p>The Plague (Camus-North Africa, bubonic).</p> <p>The Betrothal (Black Death in Italy);</p> <p>Hot Zone (bubonic Kenya; Canterbury Tales; Cherokee Medicine, Colonial Germs(smallpox);</p> <p>The Plague (1947 Algeria)</p>	<p>Have students reflect on how pandemic has affected them; share experiences of someone they care about coping with illness; reflect what health is; importance of interconnectedness locally, regionally, nationally, and globally; resilience and wellbeing; important role of technology; “upskilling” workers; preparation as a society; anxiety, fear, and isolation;</p>

	<p>I Am Legend</p> <p>“Killers of the Flower Moon”</p> <p>“Blindness” Jose Saramago</p>	<p>education redesign; what it means to “foster community;” what is humanity</p>
<p>The Human Body, Media Influencing Health, Feeling Good</p>	<p>"From the Glittering World-A Navajo Story" by Irvin Morris; Evangeline Parsons Yazzie's series of "Her Land, Her Love"</p> <p>NMSU Cooperative Extensions Services - Hispanic/Native American cultural eating articles</p> <p>“Dreamcatcher” by Jude Schimmel; “Native American Cooking” by Lois Ellen Frank; “Cooking Vegetarian with Melonie Mathews” by Melonie Mathews</p>	<p>Have students:</p> <ul style="list-style-type: none"> <li>- survey his/her household of health issues and wellbeing</li> <li>- survey his/her community</li> <li>- will understand how the wellbeing of his/her family is affected by diet and activity levels</li> <li>- will study traditional stories, pre/post colonization, diet, and physical activities</li> <li>- research and analyze current activities that will help to become healthier and feeling better</li> </ul>
<p>Race, Class, and Community</p>	<p><b>Issues of Immigration</b></p> <p>Sylvia Gonzales. S - from Boxcar/El Vagon</p> <p>Ta-Nehisi Coates - “The Paranoid Style of American Policing”</p> <p>President Trump’s Executive Order 13841 (June 2018)</p> <p>Emma Lazarus - “The New Colossus”</p> <p><b>Issues of Language</b></p>	<p>Have students:</p> <ul style="list-style-type: none"> <li>- Examine how the issue of immigration affects community</li> <li>- Analyze and annotate various arguments surrounding the issue of immigration</li> <li>- Create debatable and defensible arguments (claim, reasons, evidence) both orally and in writing that illustrate their understanding of this issue today.</li> </ul> <p>Have students:</p> <ul style="list-style-type: none"> <li>- Identify and define the rhetorical context aligned to the Bilingual/English-Only issue in the U. S.</li> </ul>

	<p>Julia Alvarez - "My English</p> <p>Samtha Rama Rau - "By Any Other Name"</p> <p>Reed Bobroff - "Four Elements of Ghostdance"</p> <p>Joshua Adams - "Confessions of a Code Switcher"</p> <p>Gloria Anzaldua - "How to Tame a Wild Tongue"</p> <p>Amy Tan - "Mother Tongue"</p> <p>Yniguez v. Arizonans for Official English (1995)</p> <p>First and 14th Amendments to the U.S. Constitution</p> <p><b>Issues of Protest</b></p> <p>Terry Tempest Williams - "The Clan of One-Breasted Women"</p> <p>Leslie Marmon Silko - Ceremony</p> <p>MLK - "Letter from Birmingham Jail"</p> <p>Cesar Chavez - "Lessons of Dr. martin Luther King"</p> <p>Declaration of Independence</p> <p>1st Amendment to the U.S. Constitution</p>	<ul style="list-style-type: none"> <li>- Analyze and annotate various arguments surrounding the issue of language and identity</li> <li>- Create rhetorical analysis texts examining this issue and its effects on personal identity and community.</li> </ul> <p>Have students:</p> <ul style="list-style-type: none"> <li>- Define "protest"</li> <li>- Examine why protests take place in society</li> <li>- Analyze the causes/effects of protests on individuals and community</li> <li>- Create multimedia presentations that reflect the students' understanding of the issues surrounding protests</li> </ul>
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## Glossary

**Anchor Standard-** a complement to the grade-level standards. The anchor standards define the what knowledge and skills are needed for college and career readiness, or the end of the 12<sup>th</sup> grade year. The grade-level standards provide clarity on how each grade-level builds to the anchor standards

**Blooms-** Refers to Blooms Taxonomy. Benjamin Bloom developed the taxonomy to classify the levels of intellectual behaviors. The taxonomy was updated in 2001, however, the essential meaning of the concepts did not change.

**Clarification Statement-**language that allows for additional clarity to the language of standard to inform the teacher as they design and plan lessons.

**Cognitive load-** the used amount of working memory resources used by a reader. In reading specifically, cognitive load can be used in decoding and/or comprehending a text. When the cognitive load is lessened, the reader can more easily comprehend a text.

**Complex text-** a text that aligns with grade-level dimensions of complexity in order to provide reading instruction for students that will prepare them for success in the next grade level

**Context clues-**words found within a text that can used to define an unknown word to a reader.

**Decodable book-** a text that contains specific knowledge on letter-sound relationships that students have been taught. Decodable books reinforce positive reading skills because students are able to sound out the words in the text because they have learned those relationships.

**Decoding-** the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

**Differentiation-** modification a teacher makes to content, process, or student product when designing and teaching lessons that can lower the grade-level content of instruction

**DOK-**stands for Depth of Knowledge. It is a way to think about content complexity and was built into a framework by Dr. Norman Webb to categorize activities based on the level of thinking required.

**Language objective-** a statement that describes how students will show what they are learning in regard to the academic context of a lesson.

**Leveled text-**a text that is analyzed using quantitative and/or qualitative complexities and give a level of based the difficulty a reader may have in tackling the text. These are different from decodable books because depending on the complexity used to analyze the text and the level given, students may not have learned those letter-sound relationships and may be unable to decode the words.

**Misconception-** a misunderstanding or something perceived inaccurately. In reading, misconceptions can be related to the text being used as well as the task readers are engaging with as the read the text. Once a misconception is identified, scaffolds should be designed to support students to avoid that type of thinking.

**Oral tradition-** a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved, and transmitted through speech from one generation to another

**Oral tribal history-** a form of historical record passed down through oral tradition from one generation to another

**Scaffold-** support a teacher adds while designing and teaching lessons that allow all students to be successful in learning grade-level content

**Scarborough's Rope-** a visual that is used to depict how word recognition and language comprehension are intertwined to build fluent and accurate reading comprehension. The unraveling of the rope shows the components of word recognition and language comprehension to show the elements needed for both.

**Self-identity-** the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context.

**Standard text:** the exact language from the New Mexico Common Core Standards (NMCSS)

**Topic-** an idea that frames the unit of instruction in a way that helps build knowledge and cross-curricular connections for the reader. This is not the same as thematic teaching, where items are adjusted to align with a one-word descriptor or noun. Thematic teaching is covering pumpkins in October. A topic is more complex like Early Civilizations.

**Vertical Alignment-** how previous or future grade-level instruction is connected to the current grade-level instruction.

**Vocabulary for Teacher Development-** this information is provided to give more clarity to the language of the standard to inform the teacher as they design and plan lessons. This is not language that must be taught to students.

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