

New Mexico Literacy Instructional Scope

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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 RD GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS	
Anchor Standard/ Domain Name: Reading: Literature Key Ideas and Details R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Strand and Anchor Standard
Standard Text: Ask and answer questions to demonstrate understanding of a text and analyze how specific details in the text support those answers.	Essential Understandings
Students Who Demonstrate Understanding Can: <ul style="list-style-type: none"> Ask and answer questions referring explicitly to the text as the basis for answers. 	Break down of standard
Vertical Alignment to Previous Grades: RL.2.1, 1.1, K.1 Future Grades:	
Clarification Statement: <ul style="list-style-type: none"> Students ask and answer questions to show they understand the text. They use specific details in the text to support their answer. 	
Vocabulary for Teacher Development: <ul style="list-style-type: none"> Explicit/explicitly: stated clearly and directly, leaving no room for confusion or interpretation. 	

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

1ST GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Literature

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

Standard Text:

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

Students who demonstrate understanding can:

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

Vertical Alignment to Previous Grades:

RL.K.1

Vertical Alignment to Future Grades:

RL 2.1,3.1,.4.1, 5.1

Clarification Statement:

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

Vocabulary for Teacher Development:

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

Anchor Standard/ Domain Name: Reading: Literature

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

Standard Text:

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

Students who demonstrate understanding can:

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

Vertical Alignment to Previous Grades:

RL.K.2

Vertical Alignment to Future Grades:

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

Clarification Statement:

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

Vocabulary for Teacher Development:

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

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

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

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

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

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

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

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

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

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

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

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

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

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

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

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

<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.1:</u> 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.</p>	
<p>Standard Text: RI 1.1 Ask and answer questions about key details in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> ask questions referring explicitly to key details in a text. answer questions referring explicitly to the key details in the text.
<p>Vertical Alignment to Previous Grades: RI.K.1</p> <p>Vertical Alignment to Future Grades: RI 2.1, 3.1, 4.1, 5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: RI 1.2 Identify the main topic and retell key details of a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> identify the topic of a text. select the most important details from a text to retell.
<p>Vertical Alignment to Previous Grades: RI.K.2</p> <p>Vertical Alignment to Future Grades: RI 2.2, 3.2, 4.2, 5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students state the main topic of an informational text. Students also state important details from the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> identify two individuals, events, ideas, or pieces of information in a text. compare and contrast to describe the connection between two individuals, events, ideas, or pieces of information.

<p>Vertical Alignment to Previous Grades: RI.K.3</p> <p>Vertical Alignment to Future Grades: RI 2.3, RI 4.3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how two individuals, events, ideas, or pieces of information from a text are related. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> describe – to explain something in words with the details necessary to give a full and precise account of an event text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more event – an important happening in the story
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RI 1.1 Ask and answer questions about key details in a text.
Task:	<p>Compare and contrast the adventures and experiences of the owl in Adapted from CCSS Appendix B:</p> <p>After listening to Gail Gibbons' Fire! Fire! students work with a partner to create three questions about how firefighters respond to a fire. Then, they respond to the questions another group created using key details from the text.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> Three questions about how firefighters respond to a fire, such as, "How does the firefighter respond when the dispatcher receives a call?", "Why do the firefighters go into action?", "What does the fire chief do?"
DOK and Blooms	1, Recall
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can answer "Wh-" oral questions about the text. (Recount, Writing, Entering)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may not be able to use "wh" stems to create questions. Students may not correctly answer questions citing text evidence.

1ST GRADE INFORMATIONAL STANDARDS BREAKDOWN : CRAFT AND STRUCTURE	
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Craft and Structure R.4:</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text:</p> <p>RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> ask questions about the meaning of unknown words or phrases in a text. answer questions about the meaning of unknown words or phrases in a text. determine the meaning of words and phrases in grade 1 topic and subject areas using context and other strategies.
<p>Vertical Alignment to Previous Grades: RI K.4</p>	<p>Clarification Statement:</p>

<p>Vertical Alignment to Future Grades: RI 1.4, 2.4, 3.4, 4.4, 5.4</p>	<ul style="list-style-type: none"> Students ask and answer questions about words or phrases that require further understanding or clarity in an informational text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Craft and Structure R.5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Standard Text: RI 1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> use text features (headings, tables of contents, glossaries, electronic menus, icons) to quickly locate key information in a text.
<p>Vertical Alignment to Previous Grades: RI K.5</p> <p>Vertical Alignment to Future Grades: RI 2.5, 3.5, 4.5, 5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students are familiar with and make use of text features such as the headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more text features – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions
<p>Anchor Standard/ Domain Name: Reading: informational <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> describe what the author explains, answers, or describes in the text using words. describe what the author explains, answers, or describes using pictures or illustrations. compare and contrast the information provided by words and the information provided by pictures and illustrations.
<p>Vertical Alignment to Previous Grades: RI K.6</p> <p>Vertical Alignment to Future Grades: RI 2.6, 3.6, 4.6, 5.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students differentiate between information learned from illustrations/other images and information learned through the words in the text. Students provide descriptions of an informational text's important ideas. They use the visuals and details from the text in their descriptions. <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> • illustration—a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim • text—anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RI 1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Task:	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key information in a text.</p> <p>Adapted from CCSS Appendix B:</p> <p>Locate three different text features from Claire Llewellyn’s <i>Earthworms</i> (headings, table of contents, glossary) and they flag them with a sticky note from the story. Students should discuss how these features are useful when reading and locating key details from the text.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> • Responses may vary, but students should correctly identify text feature and the information that they are able to locate from the text using that text feature.
DOK and Blooms	3, Synthesize
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can identify information related to events from graphics and other text features in <i>Earthworms</i> (Argue-Reading-Emerging)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may need support to connect the fact that they list with a text feature that helped them to locate information. • Students may need support to correctly use vocabulary related to text features.

1ST GRADE INFORMATIONAL STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
Anchor Standard/ Domain Name: Reading: Informational	
<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. ¹	
Standard Text: RI 1.7 Use the illustrations and details in a text to describe its key ideas.	Students who demonstrate understanding can: <ul style="list-style-type: none"> • determine the key ideas in a text using illustrations and details from the text.
Vertical Alignment to Previous Grades: RI K.7	Clarification Statement: <ul style="list-style-type: none"> • Students provide descriptions of an informational text’s key ideas. They use the visuals and details from the text in their descriptions.
Vertical Alignment to Future Grades: RI 2.7, 3.7, 4.7, 5.7	Vocabulary for Teacher Development:

	<ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim • key ideas – most important thoughts addressed in a text or discussion.
<p>Anchor Standard/ Domain Name: Reading: Informational <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>Standard Text: RI 1.8 Identify the reasons an author gives to support points in a text.</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine the central ideas or claims in a text. • identify the reasons that an author gives to support these points.
<p>Vertical Alignment to Previous Grades: RI K.8</p> <p>Vertical Alignment to Future Grades: RI 2.8, 3.8, 4.8, 5.8</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • reasons/reasoning – 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 • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • fact – a piece of information that is true and cannot be changed. • opinion – a piece of information that is not necessarily true for all people. It is formed by what people think.
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas: R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify similarities between two texts on the same topic. • identify differences between two texts on the same topic. • compare and contrast illustrations, descriptions, and procedures in the texts to determine the similarities and differences.
<p>Vertical Alignment to Previous Grades: RI K.9</p> <p>Vertical Alignment to Future Grades: RI.2.9, 3.9, 4.9, 5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students recognize how two texts with same topic are similar and different; this includes examining the similarities and differences between illustrations, descriptions, or procedures <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

	<ul style="list-style-type: none"> • topic – the subject or matter being discussed or written about in a text, speech, etc.
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RI 1.8 Identify the reasons an author gives to support points in a text.
Task:	Identify the reasons Clyde Robert Bulla gives in his book <i>A Tree Is a Plant</i> in support of his point about the function of roots in germination. Exemplar Student Response Includes: <ul style="list-style-type: none"> • Roots take water from the ground. • The water is carried through the trunk of the tree, to the branches, to the leaves • Leaves make food for the tree to eat.
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can name topic-related facts- such as how roots play a role in germination (Explain-Writing-Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may respond with details from another point in the text- such as the section on apple trees. • Students may not understand the vocabulary word, <i>germination</i> and thus will not be able to synthesize the details from the text and the meaning of the word.

1ST GRADE INFORMATIONAL STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
Anchor Standard/ Domain Name: Reading: Informational Range of Reading Level and Text Complexity: R.10: Read and comprehend complex literary and informational texts independently and proficiently.	
Standard Text: RI 1.10 With prompting and support, read informational texts appropriately complex for grade 1.	Students who demonstrate understanding can: <ul style="list-style-type: none"> • read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts with prompting and support. • read grade-level texts.
Vertical Alignment to Previous Grades: RI.K.10 Vertical Alignment to Future Grades: RI 2.10, 3.10,4.0, 5.10	Clarification Statement: <ul style="list-style-type: none"> • Students read various types of informational texts appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed. Vocabulary for Teacher Development:

- **informational text**—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

1ST GRADE FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

Cluster: Foundational Skills- Print Concepts

Definition: Print concepts include the features of print and organization of print. The most important early print concept is letter recognition, which should begin immediately in kindergarten. Additionally, students should begin learning basic skills such as page-by-page reading, and following words from left to right and top to bottom. They should begin noticing that words are separated by spaces and that these spaces are the same size. (Achieve the Core)

Standard Text:

RF 1.1: Demonstrate understanding of the organization and basic features of print. Recognize and use capitalization and ending punctuation.

Students who demonstrate understanding can:

- identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts.
- page-to-page reading, and following words from left to right and top to bottom.

Vertical Alignment to Previous Grades:

RF.K.1

Clarification Statement:

- Students should recognize the structure of a sentence. Students should signify that a capital letter indicates the beginning of a sentence or a proper noun. Ending punctuation indicates the end of a sentence.

Vocabulary for Teacher Development:

- **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

Cluster: Phonological Awareness

Definition: Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced. (Achieve the Core)

Standard Text:

RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Students who demonstrate understanding can:

- recognize the difference between long and short vowel sounds in single syllable words.
- orally blend sounds, including consonant blends, to create words (e.g. /n/ /e/ /st/ makes nest).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- orally pronounce the beginning, middle, or ending sounds in one-syllable words.
- break words down into a sequence of sounds (e.g. slip is /s/ /l/ /p/).

<p>Vertical Alignment to Previous Grades: RF.K.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Building phonological awareness includes building knowledge of spoken words, syllables, and sounds. IN First grade, students should be able to differentiate between long and short vowel sounds, produce single-syllable words through blending phonemes, and isolate initial, medial, and final sounds. Students should also be able to segment words spoken to them into individual phonemes. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> phoneme – individual sounds in words alliteration – the occurrence of the same letter or sound at the beginning of closely connected words. syllable – a unit of pronunciation having one vowel sound, with or without surrounding consonants onset-rime – the initial phonological unit of any word, rime is the string of letters that follow.
<p>Cluster: Phonics and Word Recognition Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.(Achieve the Core)</p>	
<p>Standard Text: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs Decode regularly spelled one-syllable words. Know final-e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words 	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> identify and spell common consonant digraphs (two consonant letters together stand for one sound -e.g. ch, sh, th, wh) read common, one-syllable words that have regular spelling patterns. know that when a word ends with an e, the vowel sound is long. They also know other common vowel combinations that represent a long vowel sound. understand that every syllable must contain a vowel. determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns. read words that have inflectional endings (e.g. -s, -es, -ing, -ed). identify and read grade appropriate words that do not follow normal spelling patterns.

<p>Vertical Alignment to Previous Grades: RF.K.3</p> <p>Vertical Alignment to Future Grades: RF. 2.3, 3.3, 4.3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole decode – to apply knowledge of the relationships of letters and sounds in order to form a word digraph – a combination of two letters representing one sound.
<p>Cluster: Fluency</p> <p>From <i>Achieve the Core</i>: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>	
<p>Standard Text: RF. 1.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.
<p>Vertical Alignment to Previous Grades: RF. K.4</p> <p>Vertical Alignment to Future Grades: RF. 2.4, 3.4, 4.4, 5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct while reading, and reread if necessary. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression 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) self-correct – one recognizes when he/she has made an error(e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

1ST GRADE SPEAKING AND 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.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a) **Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**
- b) **Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
- c) **Ask questions to clear up any confusion about the topics and texts under discussion.**

Students who can demonstrate understanding can:

- engage in appropriate conversations about first grade topics/text with a variety of partners.
- contribute appropriate comments about first grade text or topics to whole group discussions.
- follow the rules for participating in whole group and partner discussions.
- after listening/participating in a discussion, ask questions to clarify their understanding.

Vertical Alignment to Previous Grades:

SL.K.1

Vertical Alignment to Future Grades:

SL.2.1, SL.3.1

Clarification Statement:

Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.

Students help develop, understand, and agree to follow discussion rules and norms such as listening to others with care and speaking one at a time about the topics and texts under discussion.

Students add to the discussion, maintaining the topic with appropriate comments. Students ask questions to clarify any confusion.

Vocabulary for Teacher Development:

- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
- **topic** – the subject or matter being discussed or written about in a text, speech, etc.

<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Standard Text:</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify important details in response to questions about information presented. • ask questions to clarify understanding.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.K.2</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.2.2, SL.3.2</p>	<p>Clarification Statement:</p> <p>Students listen to a text read aloud, information presented by others, or information presented in various ways. They ask questions about important information.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • key details – specific and important parts of the text that provide information, support, and elaboration • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>Standard Text:</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • ask appropriate questions to clarify their understanding after listening to a speaker. • answer questions about what a speaker said.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.K.3</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.2.3, SL.3.3</p>	<p>Clarification Statement:</p> <p>Students ask a speaker questions if they need more information or if they do not understand information presented. They also answer questions about the speaker's presentation.</p>
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p>	

<p><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>Standard Text:</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> include details when speaking about people, places and/or events. express ideas and feelings when telling about people, places and/or events.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.K.4</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.2.4, SL.3.4</p>	<p>Clarification Statement:</p> <p>Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><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>Standard Text:</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> add drawings or other visual displays to provide more detail to what has been described. add drawings to clarify ideas, thoughts and feelings. choose when to add drawing to show meaning or to clarify ideas, thoughts or feelings.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.K.5</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.2.5, SL.3.5</p>	<p>Clarification Statement:</p> <p>Students add pictures or other visuals to provide more information to a description. The visual should clarify ideas, thoughts, or feelings.</p>
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p>	

<p><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>Standard Text:</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • speak in complete sentences. • respond to questions with responses that align to topic.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.K.6</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.2.6, SL.3.6</p>	<p>Clarification Statement: Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.</p>
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p>Standard Text: Grade 1 students will:</p> <p>(a) describe events related to the students' experiences, nations, and cultures;</p> <p>(b) follow simple written and oral instructions.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • Verbally describe the students' individual experiences and events having to do with the students' nations, and cultures • Listen to other students describing their individual experiences, and events related to their classmates' nations and cultures • Complete tasks following simple written and oral directions
<p>Vertical Alignment to Previous Grades:</p> <p>K.b</p> <p>Vertical Alignment to Future Grades:</p> <p>2.a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students should speak and listen to others about events related to their experiences, nations, and cultures. Students should be able to complete tasks following simple instructions that are presented both in writing and verbally. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • oral instructions- directions for completing a task that are communicated verbally • graphic instructions- directions for completing a task that are communicated through pictures or visual representations • culture- the customs, arts, social institutions, and achievements of a particular nation, people, or other social group • nation- a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience

1ST GRADE 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.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Students who can demonstrate understanding can:

- formulate an opinion and provide reasons for their thinking.
- understand and define opinion, conclusion
- write an introductory sentence in which students state the topic or book and provide an opinion.
- add details to strengthen writing.
- use transition words such as *and* and *because*.
- provide a sense of closure.
- use appropriate grade 1 language conventions.

Vertical Alignment to Previous Grades:

W.K.1

Vertical Alignment to Future Grades:

W.2.1, W.3.1

Clarification Statement:

Students use appropriate first grade writing conventions to create opinion pieces about particular topics or books. The writing must include an opinion statement, reasons to support the opinion and a sense of closure.

Vocabulary for Teacher Development:

- **closure** – a resolution at the end of an event or literary work
- **reasons/reasoning** – 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
- **respond** – 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.
- **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 statements; eliminating wordiness, redundancy, and confusion; etc.

	<ul style="list-style-type: none"> ● topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text:</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● create a piece of writing that teaches by explaining, informing and/or describing a topic using facts. ● distinguish between facts and opinions. ● name topic, supply some facts and provide a sense of closure in their writing. ● use labels, diagrams, and captions to add details to strengthen writing. ● write an introduction stating the topic and capturing the readers’ attention. ● organize writing with use of transition words or phrases. ● provide a statement that gives a sense of closure. ● use appropriate grade 1 language conventions.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.2</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.2, W.3.2</p>	<p>Clarification Statement:</p> <p>Students select topics of interest or research topics chosen by the teacher. Students use their previous knowledge about the topic and use classroom materials or online sources to gather facts.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● closure – a resolution at the end of an event or literary work ● respond – 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. ● 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 statements; eliminating wordiness, redundancy, and confusion; etc.

	<ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text:</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● write to tell an organized story with details (thoughts, feelings, actions, etc.) that includes characters, settings and events. ● correctly use temporal words. ● write a narrative in three separate parts (beginning, middle, end) about one moment in time. ● add details to strengthen writing. ● provide a sense of closure. ● use appropriate grade 1 language conventions.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.3</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.3, W.3.3</p>	<p>Clarification Statement: First grade students develop their voices as narrative writers by writing about two or more sequenced events. They use some details to help bring their stories to life, use temporal words to show the order of events, and leave the reader with a sense of closure.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● closure – a resolution at the end of an event or literary work ● event – a thing that happens; an occurrence recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) ● respond – 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. sequence/sequence of ● 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"> • temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.) • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text: (W.1.4 begins in grade 3)</p>	
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text:</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • create a writing piece in response to a question or prompt that is focused on a topic with guidance and support. • listen to, consider and incorporate suggestions from adults and peers to add details to improve their piece of writing. • use feedback and suggestions from adults and peers to make editing decisions on capitalization, punctuation, and spelling.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.5</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.5, W.3.5</p>	<p>Clarification Statement:</p> <p>Students in first grade practice the steps of the writing process (planning, revising, editing, publishing) and learn how those steps are necessary to help develop and strengthen their writing. Students should focus on one topic in their writing piece, respond to feedback from adults as well as their peers and add details as needed.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • 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 • publish – 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
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text:</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use a variety of digital tools to create, edit and publish writing. • collaborate with peers to create, edit and publish writing using digital tools.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.6</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.6, W.3.6</p>	<p>Clarification Statement:</p> <p>First grade students will use digital tools and platforms for writing to allow them to adapt and thrive in an increasingly digital era. They collaborate with peers to share ideas and develop their technology skills.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • digital tools – 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. • 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 • publish – 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
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text: 1st grade students will apply digital tools to gather, evaluate, and use information.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • Understand how to use digital tools such as programs, online resources, and websites • Apply knowledge of digital tools to gather information. • Apply digital tools to evaluate information for validity, quality, and relevance.

	<ul style="list-style-type: none"> • Use the information gathered from digital tools for specific purposes.
<p>Vertical Alignment to Previous Grades: n/a</p> <p>Vertical Alignment to Future Grades: n/a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • Digital tools: programs, online resources, and websites that contain information. • Evaluate: form an idea, assess
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text:</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • contribute to shared projects. • create a piece of writing that demonstrates new learning or understanding gained through research or investigation. • use various resources, with assistance, to gain information to include in their writing. • engage in whole group and small group discussions about a research topic. • share completed writing projects.
<p>Vertical Alignment to Previous Grades: W.K.7</p> <p>Vertical Alignment to Future Grades: W.2.7, W.3.7</p>	<p>Clarification Statement:</p> <p>Students take part in research and writing projects as a class or in groups.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>shared research</u> – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole

<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><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>Standard Text:</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● recall and use information learned to answer questions. ● listen to and incorporate suggestions from adults when receiving support regarding research, editing or revising. ● refer to mentor texts for improving their own writing. ● use information from various sources to answer questions about a topic. ● engage in conversations with peers and adults in which students share and reflect on personal experiences to answer a question.
<p>Vertical Alignment to Previous Grades:</p> <p>W.K.8</p> <p>Vertical Alignment to Future Grades:</p> <p>W.2.8 W.3.8</p>	<p>Clarification Statement:</p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Standard Text: (W.1.9 begins in grade 4)</p>	
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Range of Writing:</u> 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>Standard Text: (W.1.10 begins in grade 3)</p>	

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.

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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**

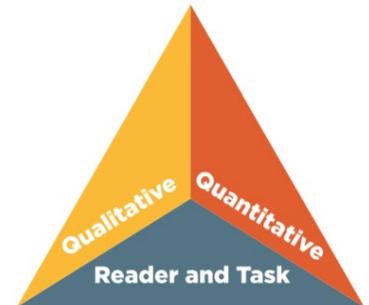


Figure 1: The Standards' Model of Text Complexity

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

CCSS Appendix B: 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.

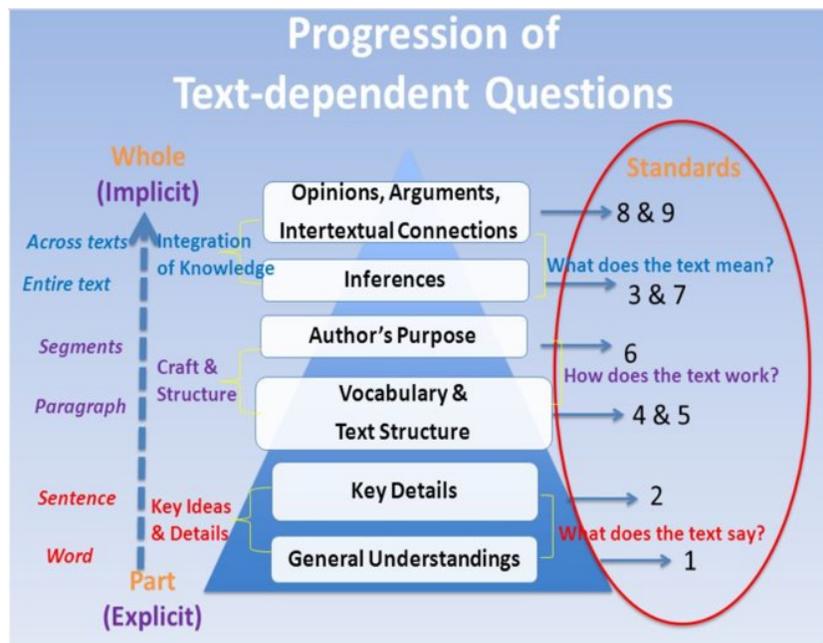
What are Text Dependent Questions (TDQs)?

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 3rd 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.

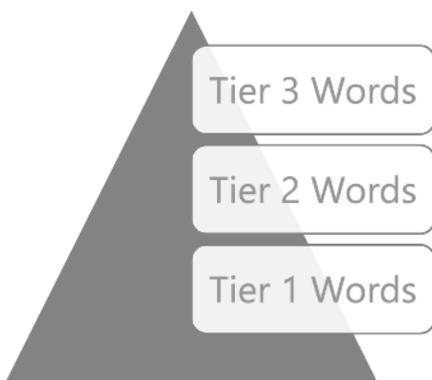
For more information about TDQs, please visit this Achieve the Core resource:
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

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

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)

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.

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.

“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.

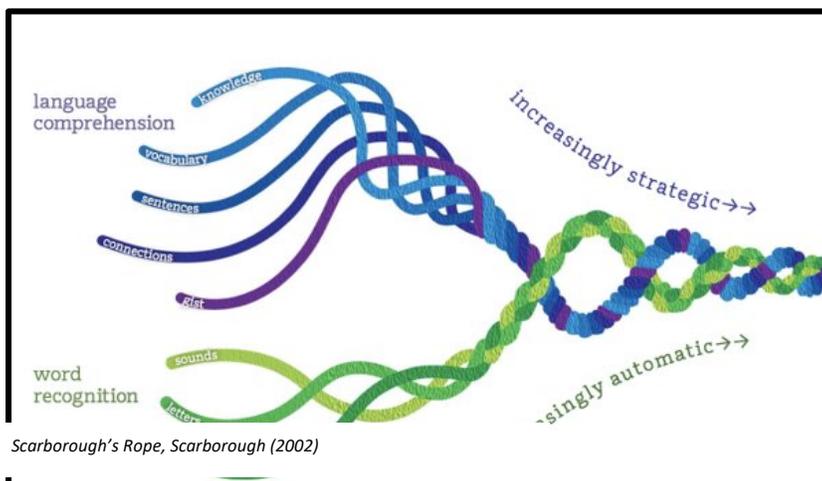
Resource Guide: Differentiating Support for All Learners

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/1st 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))

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

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 1st Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Seasons and Weather	Incorporate words that appeal to the senses through poetry; include tools that measure weather. Text Examples: The Book of Clouds Juris Kronbergs Snowflakes by Helen Moore	Science
Community Helpers	Use a variety of nonfiction and fiction texts; how community helpers help us; community scavenger hunt	Social Studies Geography Content Standard II K-4 Benchmark II-C Health Content Standard 2: K-4 Benchmark 4:
Families in Our Communities Families Other Places	Incorporate local cultures, different family structures & holidays in USA, Mexico, Canada Text examples: Everybody Cooks Rice Children Just Like Me	Social Studies K-4 Benchmark I-C K-4 Benchmark II-B K-4 Benchmark II-E
Friendship	Connect to character traits (honesty, loyalty, courage, fairness) Consider the relationship between compassionate behavior and embracing diversity (text example: The Day You Begin by Jacqueline Woodson)	Social Studies Strand: Civics and Government K-4 Benchmark III-D 1-1 Health K-4 Benchmark 2. 1-2, 2.
Animal and Plant Life Cycles	Use a variety of animal and plant life cycles, possible text: The Impatient Caterpillar	Science 1-LS1-2, 1-LS3-1
Day and Night	Incorporate non-fiction and fiction texts; patterns; phases of the moon; seasons; nocturnal animals; students understand there are predictable patterns within Earth's system.	Science (1-ESS1-1; 1-ESS1-2) Earth's Systems

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 1st 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
Seasons and Weather	Rabbit's Snowdance; How the Stars fell into the Sky; Weather Poems for all Seasons by Lee Bennett Hopkins; Whatever the Weather (digital book)	2D/3D model of the local climate; holidays celebrated at home
Community Helpers	A Day in the Life Series by Heather Adamson, Clothesline Clues to Jobs People Do by Kathryn Helling, I can be anything Don't Tell Me I Can't by Diane Dillon, All Are Welcome by Alexandra Penfold	Investigate industries around your community; ask parents to come to classroom to share about their occupation

<p>Families in Our Communities Families Other Places</p>	<p>Everybody Cooks Rice or Everybody Bakes Bread by Norah Dooley, Children Just Like Me by Anabel Kindersley, Barnabas Kindersley, All the Colors of the Earth by Sheila Hamanke, Cradle Me by Debby Slier, Frybread by Kevin Noble Maillard</p>	<p>Compare/contrast family structure/culture, different locations; sharing cultural foods</p>
<p>Friendship</p>	<p>The Sandwich Swap by Rania Al-Abdullah; Strictly No Elephants by Lisa Mantchev; Those Shoes by Maribeth Boelts; The Day You Begin by Jaqueline Woodson; Enemy Pie by Derek Munson</p>	<p>Consider pen pals (students can write letters to students in other schools inside and outside the local community); adopt a senior (in partnership with a local senior citizen center); book buddies (across grade levels)</p>
<p>Animal and Plant Life Cycles</p>	<p>The Impatient Caterpillar, by Ross Burach, The Tiny Seed by Eric Carle The Curious Garden by Peter Brown Tops and Bottoms by Janet Stevens Animal Folklore and Legends</p>	<p>Desert animals Maybe look at different butterfly life cycles (The Impatient Caterpillar), look at projects that you may be able to incorporate, investigate what lives and grows around locally</p>
<p>Day and Night</p>	<p>The Sun is Kind of a Big Deal by Nick Seluk; Day and Night by Teddy Newton, Big Mooncake for Little Star by Grace Lin, Sun bread, Elisa Kleven</p>	<p>Compare/contrast different cultures' perspectives of day and night; Have students share their own; Use those cultures that have been shared to discuss differences; video on day/night; sorting of activities to do in day/night; patterns; symbols for day/night (bread)</p>
<p>Different lands, Similar stories</p>	<p>Throw Your Tooth on the Roof by Selby B. Beeler; The Tooth Fairy Meets El Raton Perez; The Tooth Mouse by Susan Hood; Tooth Traditions Around the World- Globe Trottin' Kids</p>	<p>Share stories from home about what students do when they lose a tooth</p>

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 12th 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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