

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

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

## 2<sup>ND</sup> GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <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><b>Standard Text:</b>  <b>RL 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions about the most important details in a text that address the <i>who, what, when, why and how</i> of the story.</li> <li>• support answers to questions using evidence from the text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.1, K.1</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.3.1, 4.1, 5.1</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.</li> <li>• Students cite text evidence to support their understanding of key details.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>plot</b> – logical sequence of important events in a story: beginning, middle, end.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <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><b>Standard Text:</b>  <b>Standard Text:</b>            RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• read fables and folktales from diverse cultures.</li> <li>• retell the important details of stories.</li> <li>• determine the central message, lesson, or moral in stories.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.2, K.2</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.3.2, 4.2, 5.2</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>central message</b> – the unifying concept within a text; often referred to as theme in upper grades</li> <li>• <b>fable</b> – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral</li> <li>• <b>folktales</b> – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u></p>	

<p><u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b> RL 2.3 Describe how characters in a story respond to major events and challenges.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>determine major events and challenges facing characters in a story.</li> <li>describe how the characters in the story respond to these challenges.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.3, K.3</p> <p><b>Vertical Alignment to Future Grades:</b> RL.3.3, 4.3, 5.3</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students explain how characters react and respond to the important events or challenges in the story.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>describe, description, descriptive details</b> – to explain something fully in words; the details necessary to give a full and precise account</li> <li><b>major events</b> – 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</li> <li><b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> 2<sup>nd</sup> grade students will identify the main topic, retell key details of a text, and make predictions.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>identify the main topic of a fiction text.</li> <li>retell key details of an informational text that support the main topic</li> <li>make predictions about a fiction text before and during reading.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> K.1, 1.a</p> <p><b>Vertical Alignment to Future Grades:</b> 3.a, 4.a</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>main topic</b> – the leading subject of an informational text. From the Greek word for “place”.</li> <li><b>key details</b> – the most important evidence from the text that supports the main topic</li> <li><b>prediction</b> – A statement about the future. “Pre” means “before” and “diction” is associated with talking.</li> </ul>
<p><b>Standard Text:</b> 2<sup>nd</sup> grade students will use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>learn about cultures, societies, and people through literature and media.</li> <li>connect literature and media about people, cultures, and societies to explore self-identity.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><b>Vertical Alignment to Future Grades:</b> 3.b, 4.a, 5.a</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies</li> </ul>

	<p>and explore their own identities. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>culture</b> – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</li> <li>• <b>cultural and linguistic relevance</b> – the validation and affirmation of students’ home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students</li> <li>• <b>self-identity</b> – 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</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RL 2.3 Describe how characters in a story respond to major events and challenges.
<b>Task:</b>	<p>Adapted from <i>CCSS Appendix B</i></p> <p>In a short paragraph, describe how the character of Bud in Christopher Paul Curtis’ story, <i>Bud Not Buddy</i>, responds to being placed in a foster home. Use evidence from the text in your response.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>• Bud seems like he is not phased by going to a foster home, but we can tell he is hiding some of his emotions.</li> <li>• He says his eyes “cannot cry no more” - this means he is used to being disappointed</li> <li>• This is contrasted with his foster brother Jerry who cannot stop crying.</li> </ul>
<b>DOK and Blooms</b>	1, Understanding
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can describe details from the text that show Bud’s response to moving into a foster home (Explain- Writing- Bridging).</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may need support to identify that Bud is resistant to moving into a foster home.</li> <li>• Students may identify details that are not related to the key event (moving into the foster home).</li> </ul>

<b>2<sup>ND</sup> GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE</b>	
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b>  <b>RL 2.4 Describe How words and phrases supply rhythm and meaning in a story, poem, or song</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• understand what rhythm is in a story, poem, or song.</li> <li>• describe how words and phrases provide rhythm in a story, poem, or song.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.K.4, 1.4</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.3.4, 4.4, 5.4</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students explain how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb</li> <li>• <b>alliteration</b> – the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Craft and Structure R.5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p><b>Standard Text:</b>            RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• describe the plot elements in a story such as the beginning, the events in the middle, and the conclusion.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.K.5, RL.1.5</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.3.5,4.5, 5.5</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account event—a thing that happens; an occurrence</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b>            RL 2.6 Distinguish differences in the points of view of characters, including by</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• identify the point of view of various characters.</li> </ul>

<p>speaking in a different voice for each character when reading the dialogue out loud.</p>	<ul style="list-style-type: none"> <li>distinguish how the point of view of one character is different from that of another character.</li> <li>demonstrate the difference by speaking in a different voice or each character when reading out loud.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL. 1.6, K.6</p> <p><b>Vertical Alignment to Future Grades:</b> RL.3.6,4.6,5.6</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</li> <li><b>purpose of a text</b> – the writer’s reason for writing. Many texts have more than one purpose, but usually one will stand out as primary</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RL 2.4 Describe How words and phrases supply rhythm and meaning in a story, poem, or song.
<b>Task:</b>	<p>From <i>Wit and Wisdom</i>:</p> <p>Read these sentences from Passage 1.</p> <p>“I’ve heard you’re the best there ever was, John Henry. But even you can’t outhammer a machine.”</p> <p>What does it mean for John Henry to outhammer a machine? Use evidence from passage 1 in your response</p> <ol style="list-style-type: none"> <li>He will hammer louder than the machine.</li> <li>He will hammer better than the machine.</li> <li>He will hammer softer than the machine.</li> <li>He will hammer the same as the machine.</li> </ol> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> <li>Students should conclude that this phrase means to hammer better than the machine.</li> <li>Text evidence may vary, but students should cite evidence that indicates John Henry’s confidence that he will hammer better than the machine throughout the passage</li> </ul>
<b>DOK and Blooms</b>	1, Knowledge
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can describe familiar phenomena in words or phrases, such as “outhammer the machine” (Explain-Emerging-Speaking)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may rely on background knowledge or common sense and make a claim that a person would not perform a task like hammering better than a machine.</li> </ul>

**2<sup>ND</sup> GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS**

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

Integration of Knowledge and Ideas R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Standard Text:**

RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Students Who Demonstrate Understanding Can:**

- locate information in illustrations and words in print/ digital text.
- use information to demonstrate understanding of characters, setting, plot.

**Vertical Alignment to Previous Grades:**

RL.K.7, 1.7

**Vertical Alignment to Future Grades:**

RL.3.7,4.7,5.7

**Clarification Statement:**

- Students explain the characters, setting, or plot using what they learn from the illustrations and words in a text. These texts can be print and/or digital.

**Vocabulary for Teacher Development:**

- **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim
- **plot** – the sequence of events in a story, play, movie, etc.
- **setting** – the time and place of the action in a book, play, story, etc.
- **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

Integration of Knowledge and Ideas R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Standard Text:**

RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures

**Students Who Demonstrate Understanding Can:**

- compare and contrast the same story written by two different authors.
- compare and contrast the same story from a different culture.

**Vertical Alignment to Previous Grades:**

RL. K.9, 1.9

**Vertical Alignment to Future Grades:**

RL.3.9,4.9,5.9

**Clarification Statement:**

- Students explain how two or more versions of the same story are similar and different (such as Cinderella, the Three Little Pigs, The Gingerbread Man). These versions should be by different authors and/or from different cultures.

**Vocabulary for Teacher Development:**

- **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

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures
<b>Task:</b>	<p>Adapted from <i>Wit and Wisdom</i>: Read <i>John Henry</i> and <i>John Henry American Legend</i>. Select a main event that happens in both texts and describe the event. Support your response with evidence from both texts.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> <li>• Students should conclude that John Henry tries to beat the machine in both texts.</li> <li>• Students should support their response with the following evidence: <ul style="list-style-type: none"> <li>○ Text 1: John Henry says, "let's find out!" when challenged about beating the machine</li> </ul> </li> <li>• Text 2: John Henry says, "try me!" when challenged about beating the machine</li> </ul>
<b>DOK and Blooms</b>	3, Evaluate
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can synthesize main ideas from two texts using supporting evidence from the texts. (explain-speaking-reaching)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may struggle to make the inference about the dialogue presented in both texts to conclude that in both instances, John Henry is showing confidence that he will beat the machine.</li> <li>• Students may cite incorrect evidence from one or both of the texts or cite from only one text to support their response.</li> </ul>

<b>2<sup>ND</sup> GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</b>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Range of Reading Level and Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b> <b>RL 2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• read texts with a Lexile between 420-820 with proficiency.</li> <li>• read independently with appropriate stamina.</li> <li>• use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.K.10, 1.10</p> <p><b>Vertical Alignment to Future Grades:</b> RL.3.10, 4.10, 5.10</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• By the end of grade 2, students competently read and understand literary texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>independently</b> – on one's own, without aid from another (such as a teacher)</li> </ul>

	<ul style="list-style-type: none"><li>• <b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li><li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li><li>• <b>text complexity band</b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</li></ul>
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**2<sup>ND</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : KEY IDEAS AND DETAILS**

<p><b>Anchor Standard/ Domain Name:</b> 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><b>Standard Text:</b> <b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>ask questions about the text that demonstrate understanding of the text.</li> <li>provide answers to questions about a text that demonstrate comprehension and understanding.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI. K.1, 1.1</p> <p><b>Vertical Alignment to Future Grades:</b> RI 3.1, 4.1, 5.1</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> 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><b>Standard Text:</b> RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>identify the topic of a multi-paragraph text.</li> <li>identify the focus of specific paragraphs within the text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.K.2, 1.2</p> <p><b>Vertical Alignment to Future Grades:</b> RI 3.2, 4.2, 5.2</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>main idea(s)/topic</b> – 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</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> 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><b>Standard Text:</b> RI.2.3</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p>

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>• make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure.</li> <li>• describe the connections that are made.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> K.3, 1.3</p> <p><b>Vertical Alignment to Future Grades:</b> RI 3.3, 4.3, 5.3</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students describe specific connections shown within the texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>technical procedure</b> – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones.</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details:</i>
<b>Standard Alignment:</b>	RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<b>Task:</b>	<p>Adapted from CCSS Appendix B: Using the excerpt from <i>If the World Were a Village: A Book about the World's People</i>, explain how the details in paragraphs 1 and 2 support the main topic of the text. Provide evidence from the text to support your answer.</p> <p>An exemplar student response includes:</p> <ul style="list-style-type: none"> <li>• The main topic of the text is earth's population.</li> <li>• The author states that the total population of the earth is 6,200,000,00 in paragraph 1.</li> <li>• In paragraph 2, the author includes details to help us envision how many people this is. The author tells us to envision a village of 100 people- except every person in the village would represent sixty-two million humans on earth.</li> </ul>
<b>DOK and Blooms</b>	2, Understand
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can recount the main topic of the excerpt and reference details from the paragraphs to support their claim. (Recount, Speaking, Bridging)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may not cite the most relevant information from paragraphs 1 and 2 to support their claim.</li> </ul>

	<ul style="list-style-type: none"> <li>Students may overlook the topic of the earth’s population and instead get distracted by some of the details and descriptions about the village.</li> </ul>
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**2<sup>ND</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN: CRAFT AND STRUCTURE**

**Anchor Standard/ Domain Name:** Reading: Informational  
Craft and Structure R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<p><b>Standard Text:</b>  <b>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>locate academic and domain specific words and phrases in a text.</li> <li>determine the meaning of words and phrases in grade 2 topic and subject areas.</li> </ul>
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<p><b>Vertical Alignment to Previous Grades:</b>          RI K.4, 1.4</p> <p><b>Vertical Alignment to Future Grades:</b>          RI 3.4, 4.4, 5.4</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
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**Anchor Standard/ Domain Name:** Reading: Informational  
Craft and Structure R5: 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><b>Standard Text:</b>          RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to quickly locate key information in a text.</li> </ul>
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<p><b>Vertical Alignment to Previous Grades:</b>          RI. K.5, 1.5</p> <p><b>Vertical Alignment to Future Grades:</b>          RI. 3.5, 4.5, 5.5</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>text features</b> – 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.</li> </ul>
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<b>Anchor Standard/ Domain Name:</b> Reading: Informational	
<i>Craft and Structure R6: Assess how point of view or purpose shapes the content and style of a text.</i>	
<b>Standard Text:</b> RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Students Who Demonstrate Understanding Can:</b> <ul style="list-style-type: none"> <li>describe what the author explains, answers, or describes in the text.</li> <li>make a claim about the main purpose of a text.</li> </ul>
<b>Vertical Alignment to Previous Grades:</b> RI. K.6, 1.6  <b>Vertical Alignment to Future Grades:</b> RI 3.6, 4.6, 5.6	<b>Clarification Statement:</b> <ul style="list-style-type: none"> <li>Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it, such as to answer a question, explain/describe a topic, or describe an event or action.</li> </ul> <b>Vocabulary for Teacher Development:</b> <ul style="list-style-type: none"> <li><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<b>Task:</b>	<p><i>Adapted from CCSS Appendix B:</i> Determine the meanings of Tier 3 vocabulary words and phrases encountered in Sarah L. Thomson's <i>Where Do Polar Bears Live?</i>, such as cub, den, and the Arctic. How do these words help us understand the main idea?</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>A cub is a baby polar bear.</li> <li>A den is a polar bear's shelter or home</li> <li>The Arctic is a geographical area in the North Pole.</li> <li>All of these words help the reader understand where polar bears live would represent sixty-two million humans on earth.</li> </ul>
<b>DOK and Blooms</b>	2, Understand
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can indicate which words relate to the main idea using labeled pictures. (Argue-Writing-Entering)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may not be able to precisely define the different terms based on context from the text.</li> <li>Students may not connect the meaning of the terms to the main idea of the text.</li> </ul>

<b>2ND GRADE INFORMATIONAL STANDARDS BREAKDOWN : INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Integration of Knowledge and Ideas R7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>Standard Text:</b>            RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>determine the central idea of an informational text.</li> <li>explain how specific images contribute to the central idea or meaning of a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.K.7, 1.7</p> <p><b>Vertical Alignment to Future Grades:</b>            RI 3.7, 4.7, 5.7</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students are able describe how visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the informational text, clarify the text, organize, and/or supply additional information for readers.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Integration of Knowledge and Ideas R8:</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>Standard Text:</b>            RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>determine specific points the author makes in an informational text.</li> <li>describe the reasons that the author gives to support the specific points in the text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI K.8, 1.8</p> <p><b>Vertical Alignment to Future Grades:</b>            RI 3.8, 4.8, 5.8</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students recognize what ideas an author is providing in an informational text. They are able to name what points in the text the author uses to develop or clarify those ideas.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Integration of Knowledge and Ideas R9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>Standard Text:</b>            RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>identify the most important points presented in two informational texts on the same topic.</li> <li>compare and contrast the most important points and key details across two texts.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI K.9, 1.9</p> <p><b>Vertical Alignment to Future Grades:</b>            RI 3.9, 4.9, 5.9</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students explain the differences and similarities of the key points of two texts on the same topic.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p>

	<ul style="list-style-type: none"> <li>• <b>compare</b> – 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</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic –the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI 2.8 Describe how reasons support specific points the author makes in a text.
<b>Task:</b>	<p>Adapted From: <i>CCSS Appendix B</i> Describe the reasons behind Joyce Milton’s statement that bats are nocturnal in <i>Bats: Creatures of the Night</i> and how she supports the points she is making in the text.</p> <p>In your response, be sure to include:</p> <ul style="list-style-type: none"> <li>• A topic sentence that explains your claim that bats are nocturnal.</li> <li>• Reasons to support the statement that bats are nocturnal.</li> <li>• Proper grammar, conventions, and spelling.</li> </ul> <p>Exemplar student response will include:</p> <ul style="list-style-type: none"> <li>• Bats sleep during the day and are awake at night.</li> <li>• They sleep in the loft.</li> <li>• As the sun sets and it turns to the night, they start flying in the air.</li> <li>• The author supports the point by describing the scene in the barn when the bats are asleep and what happens when they wake up.</li> </ul>
<b>DOK and Blooms</b>	3, Analyze
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can defend a claim about how the author supports the points she is making in <i>Bats: Creatures of the Night</i> (Argue-Speaking-Expanding)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may not support their response with the two pieces of relevant evidence from the text.</li> <li>• Students may miss the figurative meaning of Milton’s lines “as the sun goes down, they take to the air”.</li> <li>• Students may not answer all parts of the question- for example, they might miss that they need to discuss how the author supports the point she is making about nocturnal bats.</li> </ul>

**2ND GRADE INFORMATIONAL STANDARDS BREAKDOWN : RANGE OF READING LEVEL AND TEXT COMPLEXITY**

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

**Range of Reading Level and Text Complexity R10:** Read and comprehend complex literary and informational texts independently and proficiently.

**Standard Text:**

**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Students Who Demonstrate Understanding Can:**

- read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.
- read with appropriate stamina independently.
- read texts of appropriate Lexile levels (420-820).

**Vertical Alignment to Previous Grades:**

RI 1.10, 2.10

**Vertical Alignment to Future Grades:**

RI 3.10, 4.10, 5.10

**Clarification Statement:**

- By the end of grade 2, students competently read and understand informational texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.

**Vocabulary for Teacher Development:**

- **independently** – on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)
- **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success
- **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)

## 2ND GRADE FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

**Cluster:** Phonics and Word Recognition

*From Achieve the Core:* 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.

**Standard Text:**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words**

- **Distinguish long and short vowels when reading regularly spelled one-syllable words.**
- **Know spelling-sound correspondences for additional common vowel teams.**
- **Decode regularly spelled two-syllable words with long vowels.**
- **Decode words with common prefixes and suffixes.**
- **Identify words with inconsistent but common spelling-sound correspondences.**
- **Recognize and read grade-appropriate irregularly spelled words.**

**Students Who Demonstrate Understanding Can:**

- tell the difference between long and short vowels when reading one-syllable words that have regular spelling patterns.
- identify and spell common vowel combinations.
- read two-syllable words that contain long vowels and regular spelling patterns.
- read words with common prefixes and suffixes.
- recognize and name words with common yet inconsistent spelling-sound correspondences.
- identify and read grade appropriate words that do not follow normal spelling patterns.

**Vertical Alignment to Previous Grades:**

RF.K.3, 1.3

**Vertical Alignment to Future Grades:**

RF. 3.3, 4.3, 5.3

**Clarification Statement:**

- Students should be able to decode words using phonics and word analysis skills.

**Vocabulary for Teacher Development:**

- **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><b>Cluster:</b> Fluency From <i>Achieve the Core</i>: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>	
<p><b>Standard Text:</b> <b>RF. 2.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● <b>Read on-level text with purpose and understanding.</b></li> <li>● <b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b></li> <li>● <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></li> </ul>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>● read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).</li> <li>● read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.</li> <li>● use surrounding pictures/words and know when to reread.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RF. K.4, 1.4</p> <p><b>Vertical Alignment to Future Grades:</b> RF. 3.4, 4.4, 5.4</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>● 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 re-read if necessary.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>expression</b> – 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.</li> <li>● <b>fluency, fluid reading</b> – 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</li> <li>● <b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b>self-correct</b> – 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</li> </ul>

**2<sup>ND</sup> 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.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

- a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
- b) Participate in conversations by linking their comments to the remarks of others.**
- c) Ask for clarification and further explanation as needed about the topics and texts under discussion.**

**Students who can demonstrate understanding can:**

- take turns speaking with others.
- respectfully gain the floor to speak.
- actively listen to others.
- respond to a teacher or peer in conversation about grade level text or topics.
- connect to another's response in conversation, building appropriately.

**Vertical Alignment to Previous Grades:**

SL.K.1, SL.1.1

**Vertical Alignment to Future Grades:**

SL.3.1, SL.4.1

**Clarification Statement:**

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

- Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion.
- Students add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment.
- Students ask questions to clarify any confusing areas or to gain further information.

	<p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>clarify</b> – explain one’s meaning</li> <li>• <b>discussion or discuss</b>-to speak with a partner or a group about a specific topic</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; 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><b>Standard Text:</b></p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• retell or summarize important details from a text they have listened to, received through other methods of oral comprehension, or from different forms of multimedia.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.2, SL.1.2</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.2, SL.4.2</p>	<p><b>Clarification Statement:</b></p> <p>Students tell about or explain the important details and ideas in a text that is read aloud to them or from information presented in various ways.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>key ideas</b> – most important thoughts addressed in a text or discussion</li> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; 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><b>Standard Text:</b></p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• ask questions using words like who, what, where, when, why and how in order to get clarification on questions they may have.</li> <li>• answer questions in order to explain their meaning, thinking, or understanding of what is being asked.</li> <li>• gather information using important details or facts.</li> <li>• deepen their understanding and knowledge of a topic or idea.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.3, SL.1.3</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.3, SL.4.3</p>	<p><b>Clarification Statement:</b></p> <p>Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker’s presentation.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>graphic organizer</b> – a diagram or model used to organize thoughts or ideas</li> <li>• <b>presentation</b> – giving information to others in a formal way</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; 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><b>Standard Text:</b></p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• retell a story or experience using descriptive details and important facts.</li> <li>• speak clearly and use appropriate voice levels for all to hear.</li> <li>• speak using complete sentences that follow a clear order or sequence.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.4, SL.1.4</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.4, SL.4.4</p>	<p><b>Clarification Statement:</b></p> <p>Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>• <b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; 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><b>Standard Text:</b></p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate, to clarify ideas, thoughts, and feelings.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use technology (computer, iPad, tape recorder, etc.) to create audio recordings of a story or poem.</li> <li>• add drawings, or other visual displays (diagrams, posters, magazine clippings, dioramas, etc.) to clarify/enhance their ideas, thoughts, or feelings.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.5, SL.1.5</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.5, SL.4.5</p>	<p><b>Clarification Statement:</b></p> <p>Students record themselves reading a story or poem. They add pictures or other visuals to provide more information to a story or experience. The visual should help clarify ideas, thoughts, or feelings.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; 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><b>Standard Text:</b></p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• speak in complete sentences.</li> <li>• respond to questions with responses that align to the topic.</li> <li>• provide additional detail or clarification when asked.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>SL.K.6, SL.1.6</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>SL.3.6, SL.4.6</p>	<p><b>Clarification Statement:</b></p> <p>Students participate in classroom discussions using important facts and vivid details. Teacher asks follow-up questions, and students respond with relevant details or clarifications.</p>
<p><b>Anchor Standard/ Domain Name:</b> <u>Speaking &amp; Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> Grade 2 students will describe events related to the students' experiences, nations, and cultures.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• events having to do with the students' nations, and cultures</li> <li>• Listen to other students describing their individual experiences, and events related to their classmates' nations and cultures</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>1.a</p> <p><b>Vertical Alignment to Future Grades:</b></p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students should speak and listen to others about events related to their experiences, nations, and cultures</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p>

	<ul style="list-style-type: none"><li>• <b><u>culture</u></b>- the customs, arts, social institutions, and achievements of a particular nation, people, or other social group</li><li>• <b><u>nation</u></b>- a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience</li></ul>
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## 2<sup>ND</sup> 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.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

**Students who can demonstrate understanding can:**

- write their opinion on a topic or book they have read, listened to, or have feelings about.
- introduce their opinion using feeling words (e.g. I feel, I like/dislike, I would/would not recommend, etc.)
- give reasons why they feel the way they do.
- list and connect their reasons for that opinion using linking words (e.g. because, and, also).
- write a conclusion statement or section reiterating their original opinion.

**Vertical Alignment to Previous Grades:**

W.K.1, W.1.1

**Vertical Alignment to Future Grades:**

W.3.1, W.4.1

**Clarification Statement:**

Students write their opinions on various topics or books they have read or listened to. With guidance and support, students write opinion pieces using feeling words, supplying reasons to support why they feel the way they do, and end with a conclusion statement to restate their original opinion on the given topic.

**Vocabulary for Teacher Development:**

- **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
- **graphic organizer** – a diagram or model used to organize thoughts or ideas
- **linking words and phrases** – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)
- **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking

	<p>through an argument, forming judgments, and drawing conclusions using a process of logic</p> <ul style="list-style-type: none"> <li>● <b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</li> <li>● <b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b></p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● introduce a topic to inform or teach others.</li> <li>● use facts, definitions, and supporting details.</li> <li>● complete their writing with a concluding statement or section.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>W.K.2, W.1.2</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>W.3.2, W.4.2</p>	<p><b>Clarification Statement:</b></p> <p>Students write about a given topic. They begin with a topic sentence, including facts and supporting details to teach or inform others. They conclude their writing with a sentence that lets the reader know their writing is complete.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</li> <li>● <b>graphic organizer</b> – a diagram or model used to organize thoughts or ideas</li> <li>● <b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc.</li> <li>● <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>● <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u></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><b>Standard Text:</b></p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>● write a story, a well-elaborated event, or short sequence of events.</li> <li>● include details to describe the characters and their actions, thoughts/feelings; the setting (both time and place), as well as the plot (beginning, middle, and end).</li> <li>● use time order words such as first, next, then, etc. to signal event order.</li> <li>● provide an ending.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>W.K.3, W.1.3</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>W.3.3, W.4.3</p>	<p><b>Clarification Statement:</b></p> <p>Students will write a narrative or story. It should include character(s), setting, and a series of events that take place in a sequential order. The student will use detailed sentences to give the reader a vivid description of what is taking place and a closing that lets the reader know the story has ended.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>● <b>closure</b> – a resolution at the end of an event or literary work</li> <li>● <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>● <b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g.,</li> </ul>

	<p>grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <ul style="list-style-type: none"> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>graphic organizer</b> – a diagram or model used to organize thoughts or ideas</li> <li>• <b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> <li>• <b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</li> <li>• <b>sequence/sequence of events</b> – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</li> <li>• <b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion, etc.</li> <li>• <b>temporal transition words/phrases</b> – 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.)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b> (W.2.4 begins in grade 3)</p>	
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b></p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• incorporate revision suggestions from adults/peers.</li> <li>• engage in the editing process to check for spelling/punctuation mistakes.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p>	<p><b>Clarification Statement:</b></p>

<p>W.K.5, W.1.5</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>W.3.5, W.4.5</p>	<p>Using their information and ideas, students create drafts and then join their peers to read and evaluate each other's work. Students ask questions to help clarify statements and make suggestions to help their peers add details and maintain focus in their writing. Students revise and edit their work based on peer and teacher feedback.</p>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b></p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>utilize digital technology with support to create writing pieces to share with peers, family, and/or community.</li> <li>utilize digital technology with support from adults to publish writing pieces.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>W.K.6, W.1.6</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>W.3.6, W.4.6</p>	<p><b>Clarification Statement:</b></p> <p>Students use an assortment of digital tools and resources to compose and publish original writing in small groups, with partners, or independently. The teacher provides support and guidance.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>digital tools</b> – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording, and editing software; cloud-based applications, etc.</li> <li><b>publish</b> – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Writing</u></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><b>Standard Text:</b> 2<sup>nd</sup> grade students will apply digital tools to gather, evaluate, and use information.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>Understand how to use digital tools such as programs, online resources, and websites</li> <li>Apply knowledge of digital tools to gather information.</li> <li>Apply digital tools to evaluate information for validity, quality, and relevance.</li> <li>Use the information gathered from digital tools for specific purposes.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> n/a</p> <p><b>Vertical Alignment to Future Grades:</b> n/a</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>Digital tools: programs, online resources, and websites that contain information.</li> <li>Evaluate: form an idea, assess</li> </ul>
<p><b>Standard Text:</b> 2<sup>nd</sup> grade students will use digital media and environments to communicate and work collaboratively</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>Understand how to use and communicate through digital media.</li> <li>Collaborate in partners, small groups, and large groups using digital media.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> n/a</p> <p><b>Vertical Alignment to Future Grades:</b> n/a</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students will navigate digital media including text, audio, video, and graphic platforms to communicate and work in collaborative groups.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>Digital media: content that can be transmitted over the internet or computer networks, including text, audio, video, and graphics</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b></p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>work with others in various group sizes.</li> <li>conduct research on a given topic by reading books, media, articles etc.</li> <li>produce a paragraph, a report, or an essay.</li> <li>record and relay scientific observations through writing.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> W.K.7, W.1.7</p>	<p><b>Clarification Statement:</b></p> <p>Students take part in research and writing projects as a class, with partners, or small groups.</p>

<p><b>Vertical Alignment to Future Grades:</b></p> <p>W.3.7, W.4.7</p>	<p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>shared research</b> – 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</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b></p> <p><b>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• recall information from past or present experiences, as well as use new information from various sources to answer a question(s).</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p>W.K.8, W.1.8</p> <p><b>Vertical Alignment to Future Grades:</b></p> <p>W.3.8, W.4.8</p>	<p><b>Clarification Statement:</b></p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question.</p>
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b> (W.2.9 begins in grade 4)</p>	
<p><b>Anchor Standard/ Domain Name:</b> <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><b>Standard Text:</b> (W.2.10 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.

### Table of Contents for Resource Guides

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Speaking, Listening, and Writing

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Cross-Curricular Connections with Literacy

Cultural and Linguistic Responsiveness in Literacy

## Resource Guide: Choosing an Appropriately Complex Text

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

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

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

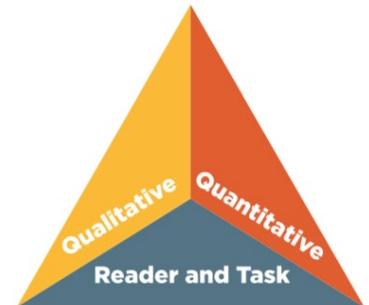


Figure 1: The Standards' Model of Text Complexity

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Resource Guide: Text Dependent Questions with Complex Texts

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

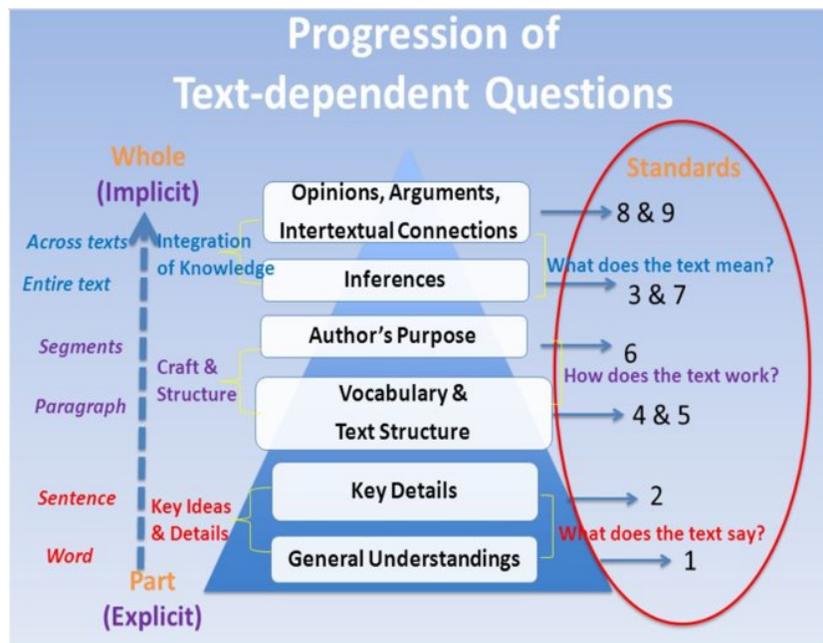
### What are Text Dependent Questions (TDQs)?

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

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

### How do TDQs align with the standards?

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



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

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

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

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

<b>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</b>		
<b>Excerpt from text</b>	<b>Example TDQ(s)</b>	<b>What TDQ assesses?</b>
"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>
<b>The full text is a 3<sup>rd</sup> grade Lexile level. To access the full text, click here: <a href="https://learnzillion.com/resources/83381/">https://learnzillion.com/resources/83381/</a></b>		

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

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

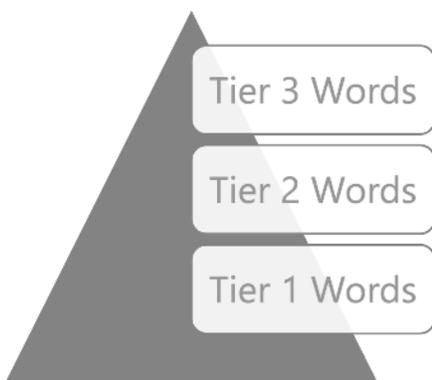
For more information about TDQs, please visit this Achieve the Core resource:  
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

## Resource Guide: Vocabulary Instruction with Complex Texts

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

### Types of Vocabulary Words

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



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

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

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

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

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

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

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

## Resource Guide: Speaking, Listening and Writing

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

### Receptive and Expressive Language

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

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

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.

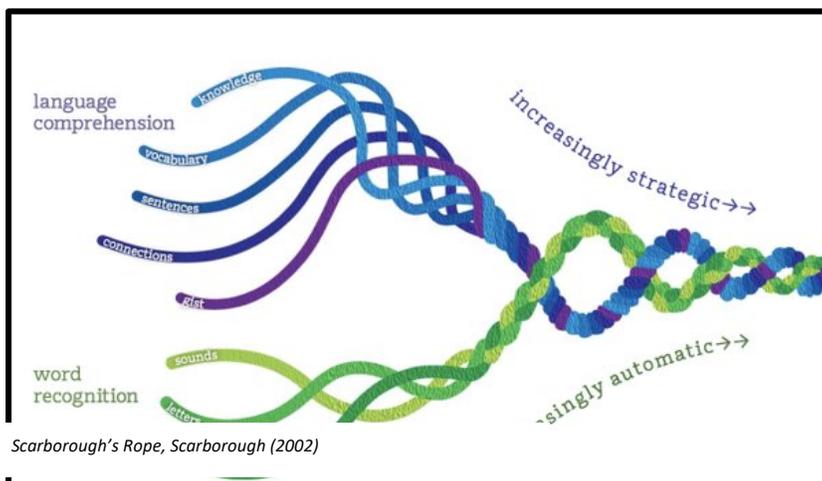
## Resource Guide: Differentiating Support for All Learners

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

**Resources**

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

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

## Resource Guide: Cross-Curricular Connections with Literacy

### Vision:

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

### Purpose:

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

### Suggested Topics for Building Knowledge in 2nd Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Ecosystems: Plant Worlds, Animal Biomes and Adaptations	Incorporate: biomes in the natural world, community ecosystems, different types of ecosystems, plant cycles, what do plants need to survive, medicinal and cultural uses of plants, plants for food, different characteristics of animals in different biomes, cultural aspects of animals and their importance (folktales and fables), connect to timelines	Science 2-LSL4-1, 2-LS2-1, 2-LS2-2, 2-LS4-1 Social Studies Benchmark II-A Health 1.1;1-2.4
Changes on Earth Over Time	Incorporate erosion, wind, water, weather, as well as human-made changes to the Earth. Connect to timelines	Science 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3 Social Studies Benchmark II-B, Benchmark II-D Health 1.1;1-2.1
Community Folklore and Fables	Incorporate local stories, from the communities you are in and the communities that your students live in or are from Use a variety of New Mexican stories from different areas of the state and different cultures within the state Connect to timelines	Health 5.1;1-2 Social Studies Benchmark I-A, I-B, I-C Benchmark II-B, Benchmark II-C, Benchmark II-E, Benchmark II-F, Benchmark III-A, Benchmark IV-A Science 2-LS4-1, 2-ESS1-1, 2-ESS2-1-3
Cultural Impacts	Incorporate texts that could answer:	Social Studies Benchmark I-A, I-B, I-C Benchmark II-B, Benchmark

	<p>What is culture? How does culture impact the individual and the community? How does culture impact diversity in your area? How does culture impact local ecosystems and infrastructure? Connect to timelines</p>	<p>II-C, Benchmark II-E, Benchmark II-F, Benchmark III-A, Benchmark IV-A Health 1.1;1-2.4, media 4.1;1-2;4.2;1-2; 3.5;1-2.3, 7.1;1-2.1 Science 2-LS4-1, 2-ESSI-1, 2-ESS2-1-3</p>
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## 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 Relevance in Literacy Second 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
Ecosystems: Plant Worlds, Animal Biomes and Adaptations	“The Woman who Outshone the Sun” “Juna’s Jar”, by Jane Bahk Rosie’s Family: An Adoption Story by Lori Rosove “Animal World: Songs About Animal Adaptations” CD Set	Medicinal and cultural uses of plants.  How local habits and ecosystems to related to New Mexican and local culture and folklore
Changes on Earth Over Time	“Rainbow Road” “Sunpainters” “Rainplayer” “Mario and the Hole in the Sky”	Books by Byrd Bailor Nature-based changes over time
Community Folklore and Fables	“Three Little Javelinas” “Three Little Tamales”	Comparing and Contrasting Cultural Stories

	<p>Joe Hayes stories-“The Day it Snowed Tortillas”  Rudolfo Anaya-“Juan and the Jackalope”  “The Runaway Tortilla”  New Mexico/Southwestern Reading Resources Guide</p>	<p>Bilingual Stories to connect Home Language  Stories and Activities that affirm important ties to home culture: medicine men, curandera, governing bodies, family structure, food, art, music  Awareness of similarities and differences of varieties of regions in the state  Awareness of different abilities</p>
<p>Cultural Impacts</p>	<p>“Kiki’s Journey”  “Elon: Son of Two Peoples”  “So Far from the Sea”  “ Hot Hot Roti For Dada-Ji”  “Adele and Simon”  New Mexico/Southwestern Reading Resources  Look to include other areas that students can relate to</p>	<p>Relate to cultural identification  How language relates to home/school/community  Families cultural roles in everyday life  Cultural impacts on family/personal economy  Environmental factors on the culture: mother earth, ranching, oil, farming, mining</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 12<sup>th</sup> grade year. The grade-level standards provide clarity on how each grade-level builds to the anchor standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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