

New Mexico Literacy Instructional Scope

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Part 1: Core Tenets of Excellent Literacy Instruction

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

Tenets of Excellent Literacy Instruction include:

- **Text is at the Center of the Lesson**
This tenet is really a mindset for planning and execution of all lessons. The text should serve as the central feature for planning and instruction. Doing so allows readers to build vocabulary (both through context and explicit study), grows broad knowledge of the world through reading, and allows for coherence across grades through the study of complex texts. The standards act in service of this mindset and the below three elements cannot happen if the text is not kept at the center or the “heart” of the lesson.
- **Knowledge-building**
Knowledge and the associated vocabulary play a huge role in comprehension of a text. We learned from the “Baseball Study” done by Recht and Leslie that knowledge of a topic had a much bigger impact on comprehension than did generalized reading ability. Research done by Landauer and Dumais also tells us that reading or listening to a series of texts on the same topic helps students build vocabulary four-times faster. This combined with nearly a century of research (Whipple 1925, ACT 2005, NAEP 2013) shows that vocabulary is the biggest factor in reading comprehension. With this information, we ensure that all units are planned with topics so that texts and vocabulary build off of each other to support building knowledge and therefore vocabulary development with all of our students.
- **Use of appropriately complex text**
According to the study *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* from 2005, performance differences on standardized tests were determined by text complexity. Question type or skill were not an indicator for performance at all. This shows us that we need to ensure that students have meaningful interactions with appropriately complex texts. To do this, we need to ensure that we are planning units and lessons with appropriately complex texts. If a text is not at the appropriate complexity for the grade level, it should not be at the center of our lessons.
- **High-quality tasks**
In order to maximize the impact of appropriately complex texts and planning around topics to ensure knowledge and vocabulary are being developed, high-quality tasks need to be embedded throughout each lesson and unit. This includes instructionally embedded formative assessments where students share their thinking orally and in writing. Planning these high-quality tasks also means that teacher should ensure that students are doing the *thinking* and have active *participation* in the tasks. These are the two critical types of ownership teachers should seek:
 - The depth and quality of the *thinking* students are engaged in. Maximizing thinking requires strong texts and strong questions and tasks that require students to be thinking at the analytic level of the standards to facilitate truly productive engagement.
 - Student *participation* in tasks should involve looking at who participates and how often. Maximizing thinking requires opportunities to get all students involved in speaking, responding to questions, thinking actively, processing ideas in writing, as often as possible.

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

Part 2: Unpacking the Standards

What is in the unpacking of the standards?

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

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

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

5TH GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Literature

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

Standard Text:

RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences (conclusions) from the text.

Students Who Demonstrate Understanding Can:

- use a quote from the text that is relevant to the support of a claim or conclusion about what the text says.
- use a quote from the text that is relevant to support an inference drawn from the text.

Vertical Alignment to Previous Grades:

RL 4.1, 3.1, 2.1, 1.1, K.1

Vertical Alignment to Future Grades:

RL.6.1, 7.1, 8.1

Clarification Statement:

- Students quote from the text to support their explanations about what the text states as well as the conclusions they have made from the text.

Vocabulary for Teacher Development:

- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **claim** – an assertion of the truth of something, typically one that is disputed or in doubt
- **conclusion** – a judgment or decision reached by reasoning
- **text evidence** – relevant quote from the text that supports a claim or inference

Anchor Standard/ Domain Name: Reading: Literature

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

Standard Text:

RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students Who Demonstrate Understanding Can:

- use details (such as how the character responds to a problem in the story/ drama, how a speaker reflects upon a topic in a poem) to make a claim about the theme in a story, drama, or poem.

Vertical Alignment to Previous Grades:

RL.4.2, 3.2, 2.2, 1.2, K.2

Vertical Alignment to Future Grades:

RL 6.2, 7.2, 8.2

Clarification Statement:

- Students infer the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem's speaker thinks about the subject. Students provide a summary of the text by using key details.

Vocabulary for Teacher Development:

- **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play

	<ul style="list-style-type: none"> • poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) • summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account • theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message • topic – the subject or matter being discussed or written about in a text, speech, etc. • claim – an assertion of the truth of something, typically one that is disputed or in doubt
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read a story or drama with several characters, settings, and events. • provide a comparison and contrast of two or more characters in a story or drama (how the characters interact, how the characters problem solves, etc.). • provide a comparison and contrast of two or more settings in a story or drama, drawing on specific details in a text. • provide a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text. • use text evidence to compare and contrast characters, settings, events within a text.
<p>Vertical Alignment to Previous Grades: RL.4.3, 3.3, 2.3, 1.3, K.3</p> <p>Vertical Alignment to Future Grades: RL 6.3, 7.3, 8.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students compare and contrast two or more characters, settings, or events in a story or drama using specific details. For example, students consider how characters interact with one another, or how two settings influence the events. Students also consider character traits or responses to events. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • contrast – the state of being strikingly different from something else in juxtaposition or close association • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play • event – a thing that happens; an occurrence • setting – the time and place of the action in a book, play, story, etc.

	<ul style="list-style-type: none"> • text evidence – relevant quote from the text that supports a claim or inference
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>New Mexico State Standards</u></p>	
<p>Standard Text: Grade 5 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • learn about cultures, societies, and people through literature, media, and oral tradition. • connect literature, media, and oral tradition to explore self-identity.
<p>Vertical Alignment to Previous Grades: 2.b, 3.a, 4.a</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • 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. • culture – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. • media – a form of digitized information • oral tradition – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another • cultural and linguistic relevance – 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
<p>Standard Text: Grade 5 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify the features of oral tribal history. • read and comprehend oral tribal history as a historical perspective. • differentiate oral tribal history from a myth, fable, or folktale.
<p>Vertical Alignment to Previous Grades: 3.b, 4.b</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale

	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • 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
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details:</i>
Task:	<p>From <i>Cognia</i>:</p> <p>Explain a theme of “A Dress for the Moon,” including how the main character responds to the challenges he faces. Provide evidence from the folktale to support your answer.</p> <p>Exemplar Student Response will include:</p> <ul style="list-style-type: none"> • Possible themes for the folktale include variations on “growing through failure/challenges” and “the importance of learning humility,” etc. • The folktale demonstrates the theme through Madan’s attitude and actions. He is a very good tailor, but he is also boastful and proud. (“ The more his fame spread, the more proud and boastful Madan became.”) His skill leads him to believe that he can do anything—even make a dress for the moon. • When he announces that he wants to make a dress for the moon, the coconut tree warns Madan that he will not be able to. • But Madan is proud, so he does not heed the tree’s warning. (“ The coconut tree tried to say something more, but Madan would not listen.”) • When Madan’s dresses fail to fit the moon, he becomes increasingly frustrated. Finally, he is so disappointed that he begins to cry. In his sadness, he is finally able to hear the tree’s full warning: that the moon changes sizes nightly, so making a dress that fits all the time would be impossible. • After this experience, Madan apologizes to the moon and resolves to become a better, more modest person. Only by facing challenges and learning humility is Madan able to change and grow. • Madan faces several challenges in this story. His first challenge is to make a dress for the moon. Because he is quite proud, he assumes that this task will be easy. (“I am sure I can make a dress for the moon.”) When he offers his first attempt, it doesn’t fit. He can’t believe that his dress doesn’t fit perfectly (“The clothes I make always fit perfectly.”) so he tries again. Again, it doesn’t fit. Madan feels frustrated and confused (“I can’t believe it! How could I go wrong?”) because he is not used to his clothes being rejected. • Madan learns from his failure to make a perfect dress for the moon that even he has limits. (“I am not as great a tailor as I thought.”) He responds to this challenge by learning modesty/humility/etc. (“He was not vain anymore.”) This new attitude also makes him more popular. (“People liked him better because he was an excellent tailor and a humble one, too.”)
DOK and Blooms	3, Applying
Possible language objectives	<ul style="list-style-type: none"> • Students will be able to produce a paragraph around the central themes of growing up and humility. (Explain- Writing-Developing)

aligned to this task:	<ul style="list-style-type: none"> Students will be able to connect the content-related theme of “growing up” and “humility” to Madan’s actions in the story (Explain- Writing-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may incorrectly identify the theme. Students may use less-relevant evidence to support their claim even if the theme they identify is correct. Students may summarize the entire story, including text evidence that does not directly support the theme.

5TH GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.4:</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text: RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> demonstrate an understanding of the meaning of figurative language such as metaphors and similes and/or other forms that the author uses in the text determine the meaning of unknown words in context by using questioning, inferencing, rereading, etc.
<p>Vertical Alignment to Previous Grades: RL.K.4,1.4, 2.4, 3.4, 4.4</p> <p>Vertical Alignment to Future Grades: RL. 6.4, RL. 7.4, 8.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.” tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view connotation – an idea or feeling that a word invokes in addition to its literal or primary meaning technical – meanings of words used in specific areas or fields. These words are used to describe the meanings of specific things figurative – departing from a literal use of words; metaphorical
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Standard Text: RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify significant stanzas, chapters, or scenes in text. explain how stanzas, chapters, or scenes in a text fit together. explain how stanzas contribute to a poem. explain how chapters contribute to a story. explain how scenes contribute to a drama.

<p>Vertical Alignment to Previous Grades: RL. K.5, 1.5, 2.5, 3.5, 4.5</p> <p>Vertical Alignment to Future Grades: RL. 6.5, 7.5, 8.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> chapter – the main division within a book drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing
<p>Anchor Standard/ Domain Name: Reading: Literature <u>Craft and Structure R.6: Assess how point of view or purpose shapes the content and style of a text.</u></p>	
<p>Standard Text: RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> recount the point of view that a story is told from. determine how point of view influences how events are explained in a story.
<p>Vertical Alignment to Previous Grades: RL. K.6, 1.6, 2.6, 3.6, 4.6</p> <p>Vertical Alignment to Future Grades: RL. 6.6, 7.6, 8.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> describe, description, descriptive details – to explain something in written or verbal form; the details necessary to give a full and precise account event – a thing that happens; an occurrence point of view – the vantage points from which one relates the events of a story or makes an argument. Point of view also includes 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 points from which one relates the events of a story or makes an argument

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Task:	<p>From Cognia: Describe how the narrator’s point of view influences how the events are described in the passage. Quote accurately from the passage to support your answer.</p> <p>Exemplar Student Response includes:</p> <p>The use of the first-person point of view helps the reader understand:</p> <ul style="list-style-type: none"> • that the narrator and her parents did not have enough food in the city. • that the narrator feels overwhelmed by the new experience. • that the narrator is unsure of whether her grandparents wanted her there at first. • that the narrator values social relationships. • how the narrator grows and changes over time. • that the narrator is an avid reader. • that the narrator enjoys learning.
DOK and Blooms	3, Applying/ Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can evaluate the specific words/ structure used by the author to enhance the descriptions of the narrator’s feelings. (Explain-Reading-Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may misidentify the point of view that the story is told from. • Students may correctly identify the point of view but use the wrong supporting evidence to support their identification. • Students may not analyze the deeper meaning of the first-person point of view to make inferences.

5TH GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>Standard Text: RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify visual and multimedia elements in texts such as graphic novels, multimedia presentations, and fiction. • use text evidence in graphic novels, multimedia presentations, and fiction to: <ul style="list-style-type: none"> ○ analyze how the elements (visual, multimedia) contribute to meaning. ○ analyze how the elements (visual, multimedia) contribute to tone ○ analyze how elements (visual, multimedia) contribute to the beauty of a text.
<p>Vertical Alignment to Previous Grades: RL.K.7, 1.7, 2.7, 3.7, 4.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive

<p>Vertical Alignment to Future Grades: RL. 6.7, 7.7, 8.7</p>	<p>images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • aesthetics – concerning the nature and appreciation of beauty • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • beauty – a combination of qualities, such as shape, color, or form that pleases the aesthetic senses, especially the sight • tone – the general character or attitude of a place, piece of writing, situation, etc. • meaning – the understanding a reader can apply to their own lives from the text
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • compare and contrast themes from stories of the same genre (mysteries, adventure stories). • compare and contrast topics from stories of the same genre (mysteries, adventure stories).
<p>Vertical Alignment to Previous Grades: RL. K.9, 1.9, 2.9, 3.9, 4.9</p> <p>Vertical Alignment to Future Grades: RL. 6.9, 7.9, 8.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they explore a variety of themes and topics. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • approaches – the particular decisions an author makes when deciding how to present a topic • compare and contrast – 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 • genre – a category or type of literature or art characterized by similarities in form, style, and subject • theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message • topic – the subject or matter being discussed or written about in a text, speech, etc.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	<i>Integration of Knowledge and Ideas</i>
Task:	<p>From <i>Achieve the Core</i>:</p> <p>You've read the original Aesop's fable and then a retelling of that story. Using details from both the fable and the story, write your own story telling what the Town Mouse/Johnny Town-mouse and the Country Mouse/Timmy Willie told their friends once they returned to their homes after their trips. What did they see? How did they feel about the experience? How do they feel about their homes now? Again, be sure to use details of the original texts as you write your own story.</p> <p>Your writing will be scored on how well you:</p> <ul style="list-style-type: none"> • show that you understood the ideas in the passage. • use ideas from the passage as part of your own story. • use words and sentences to create images for the reader. • use periods, capital letters, and correct grammar. <p>Exemplar Student Response Includes:</p> <p>Top-score responses should include the following elements to demonstrate full understanding of the text(s):</p> <ul style="list-style-type: none"> • Town Mouse/Johnny Town-mouse: Each mouse thought that what he had was better than what Country Mouse/Timmy Willie had. <ul style="list-style-type: none"> ○ Town Mouse prefers his jellies and cakes over Country Mouse's beans, bacon, cheese and bread. ○ Town Mouse implied the country life was no way to live. "... but of course, you cannot expect anything better in the country. Come home with me and I'll show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life." ○ Johnny Town-mouse liked his dry house better than the dampness and mud at Timmy Willie's house. ○ Johnny Town-mouse thinks the garden "sounds rather a dull place." ○ Johnny Town-mouse views rain in the garden as a bad thing, wondering "What do you do when it rains?" ○ Johnny Town-mouse was used to the danger of the cats at his home but was frightened by the mooing of the cows and the noise of the lawnmowers at Timmy Willie's house. ○ Johnny Town-mouse thought his sleeping arrangements were great, showing Timmy Willie a "most comfortable sofa pillow" but left after Timmy Willie presented him with a bed of "grass clippings." • Country Mouse/Timmy Willie: Each mouse thought that what he had was better than what Town Mouse/Johnny Town-mouse had. <ul style="list-style-type: none"> ○ Country Mouse ate the "fine feast" at Town Mouse's home but left after the dogs came in because he'd rather have simple food and be safe instead of fancy food to eat when endangered. ○ Timmy Willie is not impressed with the food in Johnny Town-mouse's home, and he only ate it because he was hungry and wanted to be polite. In fact, the food made him ill ("the food disagreed with him"). ○ Timmy Willie views rain in the garden as a good thing, allowing him to "sit in my little sandy burrow and shell corn and seeds from my autumn store." He also enjoys looking out at the birds and seeing the garden after the rains and the lovely quietness it brings.

	<ul style="list-style-type: none"> ○ Timmy Willie was used to the noises of the cows and lawn mowers but was frightened of the cats at Johnny Town-mouse’s house. After hearing the young mice scamper away from the cats, “his appetite failed, he felt faint.” ○ Timmy Willie wanted his “peaceful nest in a sunny bank” instead of the sofa pillow that Johnny Town-mouse offered as a bed.
DOK and Blooms	3, Creating
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Use narrative elements to extend the fable <i>Town Mouse, Country Mouse</i> (Recount, Reaching, Writing)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may not extend the storyline based on inferences from the original fable and instead opt for details that do not connect to the plot. • Student responses may demonstrate misconceptions about the ideas/ events in the fable. • Students may not cite appropriate evidence, such as reference to events or characters, from the text in order to extend the story.

5TH GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading Level and Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read and comprehend literature from multiple different subgenres such as stories, dramas, poetry. • read with appropriate stamina, prosody, and pacing independently. • read texts of grade level Lexile levels (740-1010).
<p>Vertical Alignment to Previous Grades: RL.K.1, 1.1, 2.1, 3.1, 4.1</p> <p>Vertical Alignment to Future Grades: RL. 6.1, 7.1, 8.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • By the end of grade 5, students competently read and understand literary texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>independently</u> – on one’s own, without aid from another (such as a teacher) • <u>proficient/proficiently</u> – 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 • <u>text complexity band</u> – 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

	<p>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</p> <ul style="list-style-type: none">• <u>subgenres</u> – a genre that is part of a larger genre
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5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p>Standard Text: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • explain what the text says explicitly. • draw inferences from the text’s direct meaning. • quote accurately from the text to support the explanation and inference. • refer to details to explain information in a text. • use details to help generate inferences.
<p>Vertical Alignment to Previous Grades: RI. K.1, 1.1, 2.1, 3.1, 4.1</p> <p>Vertical Alignment to Future Grades: RI. 6.1, 7.1, 8.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students quote correctly from the text to support their explanations of what the text clearly states, as well as the conclusions they have made. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation • inference – a conclusion derived from logical reasoning following an investigation of available evidence
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • determine two or more main ideas of a text. • determine the main purpose of a paragraph or section of a text. • use key text evidence to support the main ideas of a text. • summarize the text using the main idea(s) and key detail(s)
<p>Vertical Alignment to Previous Grades: RI.K.2, 1.2, 3.2, 4.2,</p> <p>Vertical Alignment to Future Grades: RI. 6.2, 7.2, 8.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students establish two or more main ideas of a text and point out how they are strengthened through key details. Students provide a summary of the text using key details. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • event – a thing that happens; an occurrence • key details – specific and important parts of the text that provide information, support, and elaboration • main idea(s)/topic – the primary or main 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 meanings • summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

<p>Anchor Standard/ Domain Name: Reading: Informational Key Ideas and Details R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RI. 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read and comprehend historical, scientific, and technical texts. • use text evidence to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in these texts. • compare and contrast concepts in a text.
<p>Vertical Alignment to Previous Grades: RI. K.3, 1.3. 2.3, 3.3, 4.3</p> <p>Vertical Alignment to Future Grades: RI. 6.3, 7.3, 8.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students use the details in a historical, scientific, or technical text to explain how two or more people, events, ideas, or concepts are related or interact with one another. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • historical text – literary text, informational text, or media that builds the knowledge of a reader around historical events • scientific text – literary text, informational text, or media that builds the knowledge of a reader around scientific findings • technical text – informational text or media that teaches the reader how to do something or how something works

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Task:	<p>From <i>Cognia</i>:</p> <p><i>Compare the experience of driving a dogsled on the route of the Iditarod today to that of the mushers who brought serum to Nome. Explain how the difficulties have changed or stayed the same. Use information from both passages to support your answer.</i></p> <p>The response may include, but is not limited to the following:</p> <p><i>Similarities</i></p> <ul style="list-style-type: none"> • driver had to contend with darkness, little daylight • dangerous weather conditions – freezing cold, “bitter wind,” blinding snow • dangerous trail conditions – icy, ravines, blizzards • long, isolated journey • humans and dogs need supplies and protection from icy conditions <p><i>Differences</i></p> <ul style="list-style-type: none"> • in the past race, drivers did the race in a relay, now each driver must run the whole race by themselves • the original journey was 674 miles long (because the first part was done by train), now the race is 1,100 miles long

	<ul style="list-style-type: none"> • in the past, the drivers did not receive any help, now lots of people help to prepare for the race and make sure the drivers and dogs are ready • in the past, drivers would have had to carry their supplies, now supplies are airlifted in to checkpoints along the trail • in the past, the race had to be organized ahead of time by telegraph, now there would be lots of different ways for the drivers and organizers to communicate • trail is now wider and better maintained than it was in the past
DOK and Blooms	3, Synthesize
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can compare and contrast evidence from both texts to support a claim. (Argue-Writing-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may draw from evidence in one text. • Students may only provide evidence to support a claim about similarities instead of differences, or vice-versa. • Students may retell or summarize each story without specifically naming similarities and differences.

5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN : CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Craft and Structure R.4:</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text: RI. 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • locate academic and domain specific words and phrases in a text. • determine the meaning of words and phrases in grade 5 topic and subject areas.
<p>Vertical Alignment to Previous Grades: RI K.4, 1.4, 2.4, 3.4, 4.4</p> <p>Vertical Alignment to Future Grades: RI 6.4, 7.4, 8.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine the text to figure out the meaning of words and phrases appropriate to fifth grade topics and subject areas, using the context to inform their thinking. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • domain – specific vocabulary/words/phrases–Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation • general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Craft and Structure R.5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
Standard Text:	Students Who Demonstrate Understanding Can:

<p>RI. 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> • compare and contrast text structures across two or more texts. • compare and contrast events, ideas, and information across two or more texts.
<p>Vertical Alignment to Previous Grades: RI. K.5, 1.5, 2.5, 3.5, 4.5</p> <p>Vertical Alignment to Future Grades: RI. 6.5, 7.5, 8.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students identify the similarities and differences in the general structure of events, ideas, concepts, or information in two or more texts including chronology, comparison, cause/effect, and problem/solution. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • event – a thing that happens; an occurrence • chronology – the arrangement of dates or events in order of their occurrence
<p>Anchor Standard/ Domain Name: <u>Craft and Structure R.6: Assess how point of view or purpose shapes the content and style of a text.</u></p>	
<p>Standard Text: RI. 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read two accounts of the same event or topic. • determine the points of view in these accounts. • compare and contrast points of view across accounts of the same event or topic.
<p>Vertical Alignment to Previous Grades: RI. K.6, 1.6, 2.6, 3.6, 4.6</p> <p>Vertical Alignment to Future Grades: RI 6.6, 7.6, 8.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • point of view – 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 • topic – the subject or matter being discussed or written about in a text, speech, etc.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Task:	<p><i>From: Cogna</i></p> <p>"Living with Dust Storms" describes events in the author's life during the Dust Bowl. Write a journal entry of the same events from the point of view of the author's father. Use specific details from the article to write your account.</p> <ul style="list-style-type: none"> • Be sure to write an introduction and a conclusion. • Be sure to organize your writing around a main idea. • Be sure to organize the events in the order they happen in the article. <p>Response may include but is not limited to:</p> <ul style="list-style-type: none"> • The student describes, in a logical sequence that is based on the events in the original article, how the father feels, what the father thinks, and how the father acts. (logical sequence/narrator/point of view) • The student may draw on the author's description of the first event in the article, traveling to Texoma in 1933, and provide similar impressions about the "low dust blowing off of the fields" from the father's point of view. (specific details) • The student may describe preparations for dust storms mentioned in paragraph 1: "our parents had to turn the plates upside-down on the tables and cover 'em with a sheet." The student may indicate the father's concern for the safety of his family during the storm. (specific details) • The student may describe the father's actions in paragraph 2 as he "took the hoe and ax and a scoop to the cellar." The student may also describe the father's likely fear and anxiety as the family sat in the dirt-covered cellar. (specific description) • The student may describe the father's helpful role in the roof's collapse in paragraph 3. The student may include actual dialogue from the article, such as "'Grab that kid, Mom,'" to emphasize the father's leadership. (specific details/description)
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can summarize the account from the point of view of the father (Recount, Writing, Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may fail to state a claim/ main idea. • Students may write an account that is from the incorrect point of view. • Students may select details that do not reflect the sequential order of the text.

5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
Anchor Standard/ Domain Name: Reading: Informational	
<u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Standard Text: RI. 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Students Who Demonstrate Understanding Can: <ul style="list-style-type: none"> • select information from multiple print or digital sources. • ask questions and locate answers in the text. • solve problems efficiently and communicate solutions using information located in a text.

<p>Vertical Alignment to Previous Grades: RI.K.7, 1.7, 2.7, 3.7, 4.7</p> <p>Vertical Alignment to Future Grades: RI 6.7, 7.7 8.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students use information from several print or digital sources to answer a question or solve a problem and communicate a solution completely. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, informational videos, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R.8:</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>Standard Text: RI. 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> determine the author’s central idea, point or argument in a text. trace the author’s argument or point in the text using reasons and evidence. explain how the author uses reasons/ evidence to support a point in the text. connect reasons and evidence to points/ arguments.
<p>Vertical Alignment to Previous Grades: RI K.8, 1.8, 2.8, 3.8, 4.8</p> <p>Vertical Alignment to Future Grades: RI 6.8, 7.8, 8.8</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how the author supports specific points in a text by using reasons and evidence. Students recognize which reasons and evidence support which points. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic claims – state or assert that something is the case, typically without providing evidence or proof
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> gather relevant information from multiple texts on the same topic. integrate/ synthesize this information. write or speak about the topic knowledgeably using evidence gained from the texts.

<p>Vertical Alignment to Previous Grades: RI K.9, 1.9, 2.9, 3.9, 4.9</p> <p>Vertical Alignment to Future Grades: RI 6.9, 7.9, 8.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> topic – the subject or matter being discussed or written about in a text, speech, etc. integrate – combine (one thing) with another so that they become a whole synthesize – combine ideas and thoughts to create new understandings that can be applied to the world around you
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Task:	<p>From: <i>Cognia</i></p> <p>Both articles include information about what meteorologists do. Write a thorough job description for a meteorologist using information from both articles.</p> <ul style="list-style-type: none"> Be sure to describe the different jobs the meteorologist would expect to do. Be sure to include the types of tools and equipment the meteorologist would expect to work with. Use evidence from both articles in your response. <p>Exemplar Student Response Will Include:</p> <p>Meteorologists are scientists who study weather. (main idea)</p> <ul style="list-style-type: none"> Meteorologists study different areas of weather to learn and predict future weather. (main idea) Meteorologists study “temperature changes, air pressure, clouds, moisture, and wind” within Earth’s atmosphere. (factual evidence) Some meteorologists may work as weather forecasters and be on television. (supporting detail) <p>These weather reporters have to learn and use green screens. (evidence and support)</p> <ul style="list-style-type: none"> Meteorologists collect information about weather and study patterns in order to make predictions. (supporting detail) Meteorologists use tools and technology, including rain gauges, barometers, radar, computer programs, and satellites, to do their job. (factual evidence)
DOK and Blooms	3, Synthesize
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can identify relevant pieces of evidence in the text to write a job description (Argue, Reading, Developing) Students can draw on different pieces of text evidence as support for claims in the creation of the job description (Argue, Reading, Reaching)

<p>Possible Misconceptions:</p>	<ul style="list-style-type: none"> • Students may not cite from both texts to write their job description. • Students may miss key details about what it means to be a meteorologist. • Students may include things the meteorologist did in each story, rather than creating a job description.
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<p style="text-align: center;">5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: RANGE OF READING AND TEXT COMPLEXITY</p>	
<p>Anchor Standard/ Domain Name: Reading: Informational Range of Reading Level and Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RI. 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • 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 (740-1010).
<p>Vertical Alignment to Previous Grades: RI K.10, 1.10, 2.10, 3.10, 4.10</p> <p>Vertical Alignment to Future Grades: RI 6.10, 7.10, 8.10</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • By the end of grade 5, students competently read and understand informational texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>independently</u> – 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. • <u>proficient/ proficient</u> – 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 • <u>text complexity band</u> – 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)

5TH GRADE FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

<p>Cluster: Phonics and Word Recognition <i>From Achieve the Core:</i> 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.</p>	
<p>Standard Text: RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context 	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. use skills in context and in isolation.
<p>Vertical Alignment to Previous Grades: RF.K.3, 1.3, 2.3, 3.3, 4.3</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students should be able to decode words using phonics and word analysis skills. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole decode – to apply knowledge of the relationships of letters and sounds in order to form a word multisyllabic – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills suffixes – an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run–running) affixes – an additional element placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning.
<p>Cluster: Fluency <i>From Achieve the Core:</i> Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>	
<p>Standard Text: RF. 5.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).

<ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • read stories, poems, and other texts correctly, maintain a suitable rate, pausing, intonation, phrasing, stress, pace, and integration, and use their voices to show changes and feelings on consecutive readings. • reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.
<p>Vertical Alignment to Previous Grades: RF. K.4, 1.4, 2.4, 3.4, 4.4</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct using context while reading and re-read if necessary. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. • fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression • purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) • self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher • pausing – voice is guided by the punctuation marks (e.g., make your voice go down at the period) • intonation – the tone of voice changes to reflect characters speaking (e.g., make your voice sound excited like the character) • phrasing – putting words together into meaningful groups • stress- putting emphasis on certain words to convey meaning (e.g., make that bold word sound important like this) • pace – reading at an appropriate speed. The pace or speed of reading increases when students are phrasing in meaningful units and using punctuation to guide their reading (e.g., listen to how I read this quickly)

	<ul style="list-style-type: none">• integration – working with all of the above dimensions smoothly and seamlessly (e.g., Listen to how I read this page smoothly. Now you try it)
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5TH 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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a) **Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
- b) **Follow agreed-upon rules for discussions and carry out assigned roles.**
- c) **Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**
- d) **Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**

Students who can demonstrate understanding can:

- communicate ideas clearly when working with a peer or with a small group.
- use precise language to increase clarity in communication.
- Participate in discussions in respectful ways such as listening to peers carefully and speaking one at a time without disruption while discussing a topic.
- participate in discussions in a respectful way in a small group and in a whole group.
- ask specific questions and respond to those specific questions that contribute to a whole group or small group discussion.
- elaborate on the statement of others in a group discussion.

Vertical Alignment to Previous Grades:

SL.3.1, SL.4.1

Vertical Alignment to Future Grades:

SL.6.1, SL.7.1

Clarification Statement:

Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on a variety of fifth grade topics and texts. They communicate their own ideas and add to what others are saying.

- students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).

	<ul style="list-style-type: none"> • students know the rules for class discussions and take on meaningful roles by following those guidelines. • students ask and answer specific questions that add to the discussion and expand on what others are saying about the topic. • following a discussion, students review key ideas made during the discussion and draw conclusions about the knowledge they gained. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • key ideas – most important thoughts addressed in a text or discussion. • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Comprehension and Collaboration SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Standard Text:</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • summarize a text presented in multiple formats in various ways. • present a summary of information learned from sources.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.3.2, SL4.2</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.6.2, SL.7.2</p>	<p>Clarification Statement:</p> <p>Students give accounts of the main points from a written text that has been read aloud or information that is presented to them in various ways and forms, such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos.)</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with • qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p>	

<p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>Standard Text:</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • summarize the main points a speaker makes in a text individually and/or with a peers. • state how each main point is supported with evidence or explanations. • create a summary of the main points and evidence that support the main points to determine the speaker's point of view.
<p>Vertical Alignment to Previous Grades:</p> <p>Sl. 3.3, SL.4.3</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.6.3, SL.7.3</p>	<p>Clarification Statement:</p> <p>Students summarize the speaker's ideas and explain how each claim is backed up by reasons and evidence.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic.
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>Standard Text:</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • speak clearly at a pace that is not rushed and fast paced. • present ideas in a sequential and orderly manner when presenting orally.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.3.4, SL.4.4</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.6.4, SL.7.4</p>	<p>Clarification Statement:</p> <p>Students use a logical order when presenting information or opinions. They use relevant facts, and vivid, related details that support main ideas or themes. They modify their speech to suit different situations and assignments.</p> <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> ● relevant evidence, observations, ideas, descriptive details – 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 ● task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) ● theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores.
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>Standard Text:</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● present using various displays of information to give more context to the presentation. ● determine when a display is necessary to improve the presentations development of the main idea or theme.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.3.5, SL.4.5</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.6.5, SL.7.5</p>	<p>Clarification Statement:</p> <p>Students include visual and multimedia elements in their presentations to strengthen the development of main ideas and themes.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, the theme is often referred to as the central message.

<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Standard Text:</p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • adapt language to varying contexts (formal presentation, informal discussion.) • utilize conventions of formal English when appropriate. • provide additional detail or clarification when asked. • participate in a variety of small-group and whole-group classroom discussions.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.3.6, SL.4.6</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.6.6, SL.7.6</p>	<p>Clarification Statement:</p> <p>Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • formal discourse – dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue. • informal discourse – dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English.
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p>Standard Text: 5th grade students will:</p> <p>(a) understand the influence of heritage language in English speech patterns;</p> <p>(b) orally compare and contrast accounts of the same event and text;</p> <p>(c) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • Listen to an audio recording of an English speaker and identify specific speech patterns. • Identify within those speech patterns where heritage language has been influential. • Discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words. • Compare and contrast accounts of the same event and text verbally

	<ul style="list-style-type: none"> • identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc.) and describe which skills are appropriate in a given environment. • demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.
<p>Vertical Alignment to Previous Grades: 4.a, 4.b, 4.c,</p> <p>Vertical Alignment to Future Grades: 6.a, 7.a, 8.a</p>	<p>Clarification Statement Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>heritage language</u>- language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears. • <u>speech pattern</u>- a distinctive manner of oral expression • <u>cultural setting</u>- the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group • <u>cooperation</u>-the process of working together toward the same end • <u>appropriate</u>- suitable or proper in the circumstances

5TH 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.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d) Provide a concluding statement or section related to the opinion presented.

Students who can demonstrate understanding can:

- write an opinion piece on a topic or text.
- support opinion with reasons and information.
- make a clear introduction of a topic or text and state an opinion.
- organize ideas in a way that makes sense to support the stated opinion.
- give reasons in a sensible order that are supported by facts and details.
- connect an opinion and reasons by using words, phrases, and clauses.

Vertical Alignment to Previous Grades:

W.3.1, W.4.1

Vertical Alignment to Future Grades:

W.6.1, W.7.1

Clarification Statement:

The teacher supports the development of writing opinion pieces by exposing students to rich texts that clearly take a position and provide logically ordered facts and details in support of this position. The teacher will model the writing process for opinion pieces in order to help students understand how to take a position. How to state a position as an opinion statement and support it with reasons presented in a logical order that include facts and details. This starts by helping students clearly identify a topic where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.

	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● point of view – 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. ● purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain.) ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Text Types and Purposes:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Standard Text:</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● write an informative piece about a topic. ● write ideas and information about a topic clearly. ● organize facts and details, and add informative text features if necessary (e.g., headings), illustrations, or multimedia. ● use multiple formats to develop the topic such as facts, definitions, concrete details, quotations, or other ways that may be related to the topic. ● connect ideas to other categories of information using words, phrases, or clauses. ● use vocabulary that is specific to the topic. (<u>Magma</u> is specific to volcanoes; <u>simile</u> is specific to reading.) ● give a concluding (ending) statement that summarizes the information/explanation of a topic.

<p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Provide a concluding statement or section related to the information or explanation presented.</p>	
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.2, W.4.2</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.2, W.7.2</p>	<p>Clarification Statement:</p> <p>Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Fifth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay. ● domain-specific vocabulary/words/phrases – tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Text Types and Purposes:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	
<p>Standard Text:</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b) Use narrative techniques such as dialogue, description, and pacing,</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● introduce a narrator and/or characters when writing a narrative. ● organize an event sequence that unfolds naturally when writing a narrative. ● develop events when writing a narrative. (using dialogue, description, pacing) ● show the response of characters to situations when writing a narrative.

<p>to develop experiences and events or show the responses of characters to situations.</p> <p>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e) Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● use a variety of phrases that transition the sequences of events in narrative writing. ● use language to convey events accurately. (concrete and sensory details) ● write a conclusion that follows the narrated events when writing a narrative story.
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.3, W.4.3</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.3, W.7.3</p>	<p>Clarification Statement:</p> <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fifth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● <u>describe, description, descriptive details</u> – to explain something in words; the details necessary to give a full and precise account ● <u>editing</u> – 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. ● <u>event</u> – a thing that happens; an occurrence ● <u>pacing</u> – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work. (e.g., a rapid, clipped pace inspires a sense of urgency.)
<p>Anchor Standard/ Domain Name: <u>Writing</u></p>	

<p><u>Text Types and Purposes:</u> New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</p>	
<p>Standard Text: 5th grade students will:</p> <p>(a) gather relevant information from multiple sources, including oral knowledge;</p> <p>(b) apply digital tools to gather, evaluate, and use information.</p> <p>(c) demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • Use multiple sources, such as oral knowledge, to gather information about a topic. • Understand how to use digital tools such as programs, online resources, and websites • Apply knowledge of digital tools to gather information. • Apply digital tools to evaluate information for validity, quality, and relevance. • Use the information gathered from digital tools for specific purposes. • Use technology to develop and express creative thinking skills. • Use technology to develop innovative products or processes. • Construct knowledge using technology.
<p>Vertical Alignment to Previous Grades:</p> <p>3.a, 3.b, 4.a, 4.b, 4.c</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will gather information using various sources, such as oral knowledge. Students will also navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • oral knowledge: information that is received, preserved and transmitted through speech from one generation to another. This knowledge can encompass aspects of life from birth to death, including the natural world and environment. • digital tools: programs, online resources, and websites that contain information. • evaluate: form an idea, assess • Innovative products: items that introduce a new technology or way to do something • technology: the application of scientific knowledge for practical purposes • creative thinking: the ability to look at things differently and find new ways of solving problems. Creative thinking skills include: problem-solving, writing, visual art
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

<p>Standard Text:</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • draft writing pieces that adhere to a clear topic or purpose. • writing demonstrates clear organization around a central topic or linear narrative.
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.4, W.4.4</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.4, W.7.4</p>	<p>Clarification Statement:</p> <p>The teacher needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph.</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Production and Distribution of Writing:</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<p>Standard Text:</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • engage in all steps of the writing process, including planning, revising, editing, rewriting. • incorporate revisions to make substantive changes to writing. • edit writing, aligned to 5th grade language standards.
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.5, W.4.5</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.5, W.7.5</p>	<p>Clarification Statement:</p> <p>Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?"</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p>	

<p><u>Production and Distribution of Writing</u>: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>Standard Text:</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use technology to produce and publish writing. (with guidance and support from adults.) • use technology to collaborate with others when producing and publishing their writing. • display sufficient command of keyboarding skills. (30 words per minute is sufficient for 5th grade.)
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.6, W.4.6</p> <p>Vertical Alignment to Future Grades:</p> <p>W. 6.6, W.7.6</p>	<p>Clarification Statement:</p> <p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective typing skills. The teacher provides limited support and guidance with the publishing of the writing piece.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. • interact – to act in such a manner as to influence another.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge</u>: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>Standard Text:</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • find a variety of sources of information that focus an inquiry during a short research project. • use several sources of information that focus an inquiry during a short research project.
<p>Vertical Alignment to Previous Grades:</p>	<p>Clarification Statement:</p>

<p>W.3.7, W.4.7</p> <p>Vertical Alignment to Future Grades:</p> <p>W. 6.7, W.7.7</p>	<p>Students investigate different angles of a topic using a variety of sources. They use the information to complete short research projects that build knowledge about the topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Standard Text:</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • gather information that is relevant from print and digital resources to include in a short research project. • develop a list of sources for use in a short research project. • paraphrase relevant information in their notes.
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.8, W.4.8</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.8, W.7.8</p>	<p>Clarification Statement:</p> <p>Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students summarize or paraphrase information as they take notes, as well as in their final drafts. They also provide lists of sources they used.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats. paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

<p>Standard Text:</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> utilize relevant evidence from literary or informational text in writing pieces. gather relevant information through research and note-taking.
<p>Vertical Alignment to Previous Grades:</p> <p>W.4.9</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.9, W.7.9</p>	<p>Clarification Statement:</p> <p>The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic, and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p><u>Range of Writing:</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p>Standard Text:</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> write a variety of writing pieces throughout the school year in various genres. engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes. write across genres.
<p>Vertical Alignment to Previous Grades:</p> <p>W.3.10, W.4.10</p> <p>Vertical Alignment to Future Grades:</p> <p>W.6.10, W.7.10</p>	<p>Clarification Statement:</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</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

Choosing an Appropriately Complex Text

Text Dependent Questions with Complex Texts

Vocabulary Instruction with Complex Texts

Speaking, Listening, and Writing

Differentiating Support for All Learners

Cross-Curricular Connections with Literacy

Cultural and Linguistic Responsiveness in Literacy

Resource Guide: Choosing an Appropriately Complex Text

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

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

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

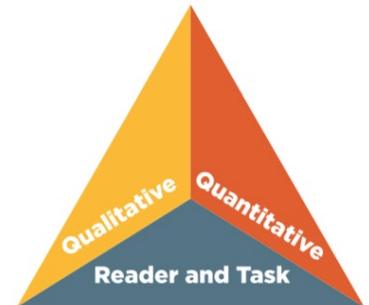


Figure 1: The Standards' Model of Text Complexity

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

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

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

What does it mean to consider the reader and task?

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

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

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

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

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

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

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

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

CCSS Appendix A: http://www.corestandards.org/assets/Appendix_A.pdf

CCSS Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf

Resource Guide: Text Dependent Questions with Complex Texts

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

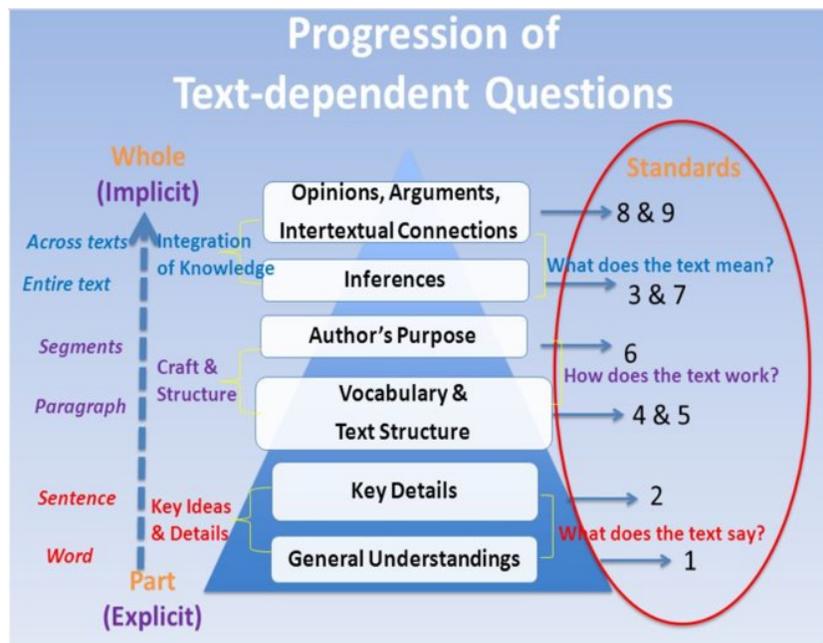
What are Text Dependent Questions (TDQs)?

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

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

How do TDQs align with the standards?

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



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

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

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

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

Below is an example of how teachers can construct TDQs to assess syntax and structure, knowledge of vocabulary, and theme and central ideas. The example below is from "The Day the Mona Lisa was Stolen" by Craig Roland		
Excerpt from text	Example TDQ(s)	What TDQ assesses?
"Perugia claimed he stole the work out of patriotism. He didn't think such a work by a famous Italian should be kept in France..."	How does Perugia stealing the Mona Lisa show that he is a patriot?	<u>Theme and Central Ideas</u> <i>As the text ends, the reader learns how and why the Mona Lisa was stolen. There is an opportunity to have students discuss/debate the real motive of the thief: patriotism or greed. Understanding how the text supports both arguments will set the stage for the best in-class discussion.</i>
"The museum was searched from top to bottom. This took a week because of the size of the Louvre: it's a 49-acre building that runs along the Seine river for 2,200 feet."	What is the Louvre? Why is it important we know how large it is?	<u>Knowledge of Vocabulary</u> <i>The information needed about the Louvre is found within the text. Teachers do not need to preteach this word for students to understand the text. Teachers can ask questions to push students' thinking without defining this word for them.</i>
"By Tuesday morning, when the painting hadn't been returned and it was not in the photographer's studio, museum officials were notified."	What happened on Tuesday? If the Mona Lisa is so important, why did the museum employees wait to tell their bosses?	<u>Syntax and Structure</u> <i>The information needed to understand the sequence of events is found in the middle of this complex sentence. Teachers need to create questions to help students understand what happened and when. This will help students not lose or miss the important information.</i>
The full text is a 3rd grade Lexile level. To access the full text, click here: https://learnzillion.com/resources/83381/		

How can I create TDQs for my lessons?

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

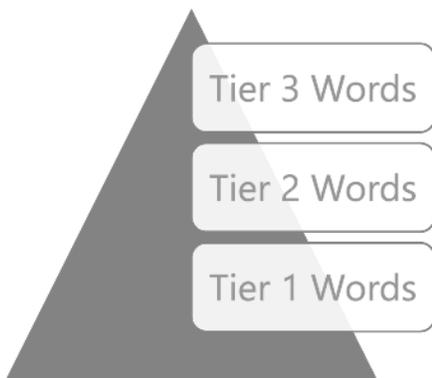
For more information about TDQs, please visit this Achieve the Core resource:
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

Resource Guide: Vocabulary Instruction with Complex Texts

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

Types of Vocabulary Words

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



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

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

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

Best Practices for Instruction aligned to Vocabulary and Complex Texts

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

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

-Common Core Standards, Appendix A, http://www.corestandards.org/assets/Appendix_A.pdf

Resource Guide: Speaking, Listening and Writing

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

Receptive and Expressive Language

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

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

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

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

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

Best Practices for Speaking, Listening and Writing Instruction:

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

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

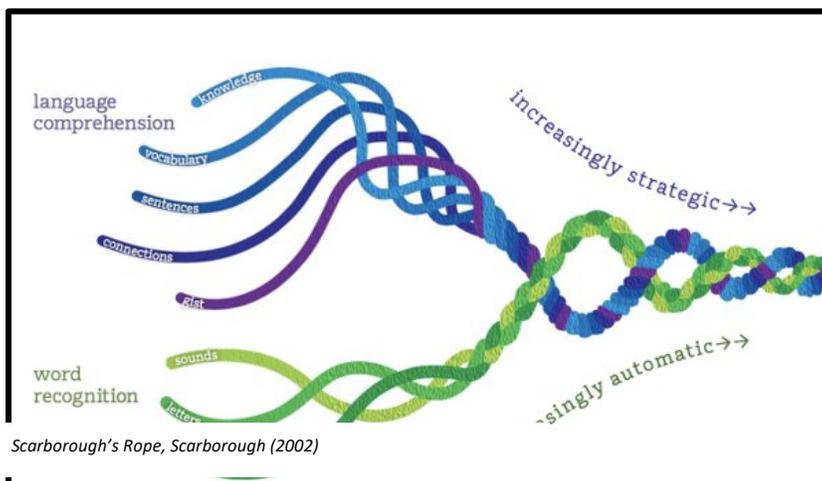
Resource Guide: Differentiating Support for All Learners

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

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

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

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



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

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

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

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

Knowledge:

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

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

Word Recognition:

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

Cognitive Load:

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

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

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

Resources

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

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

Resource Guide: Cross-Curricular Connections with Literacy

Vision:

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

Purpose:

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

Suggested Topics for Building Knowledge in 5th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Exploration Motives	Exploration has a variety of motives that can range from need to greed. Gold, God, and Glory are major means of motivating exploration, which form new civilizations. There are multiple perspectives around who benefits from exploration.	Social Studies Content Standard I: Benchmarks 1A; 1B; 1C; 1D; Social Studies Content Standard 4: 4C
Early Civilizations	<p>A civilization describes a complex way of life that came about as people began to develop settlements. All civilizations have certain characteristics. These include:</p> <ul style="list-style-type: none"> ● Large meeting centers ● Unique architecture and art styles ● Language (spoken language, written, or pictorial) ● Governing body or leadership ● A division of labor ● Division of people into social and economic classes. <p>Civilizations expanded through trade, conflict, and exploration.</p> <ul style="list-style-type: none"> - The Bering Land Bridge - The First American Settlers - Small changes on Earth can lead to large changes overtime (Science Connection), Human impact on Earth's systems (biotic and abiotic) - Humans cannot eliminate natural hazard but can reduce their impacts (Health) 	<p>SS Content Standard I: Benchmark 1-C; 1-D SS Content Standard II Benchmark 2-A; 2-B; 2-C SS Content Standard IV Benchmark 4-C</p> <p>5-ESS3 Earth and Human Activity</p>

Empathy	Understanding the effects of human activity on the land and on civilizations is essential to making connections to historical motives and scientific arguments. Building empathy around events and personal connections also allow students to begin to understand a variety of perspectives, leading to strong claims in their arguments and deeper synthesis and analysis of the world around them.	Content standard II: Benchmark 2-C; 2-F Content standard III: Benchmark 3-B; 3-C NGSS 5-ESS3-1
Colonization with Focus on New Mexico Roots and Realities	<p>Colonization is an integral part of history. Students will have a deep understanding of New Mexico’s roots and realization that while we are a state, it was a challenging endeavor to get to where we are now.</p> <p>Consider multiple points of view from the different sides. For example: American perspective vs. European perspective; Colonists vs. Native Americans.</p> <p>Also consider comparing and contrasting the Native American, Spanish, and European perspectives collectively.</p>	5-8 Benchmark 1-A. 5-8 Benchmark 1-B 5-8 Benchmark 1-C

Resource Guide: Cross-Curricular Connections with Literacy (Examples)

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.

Suggested Topics For Building Knowledge in (Insert Grade):

Participants should use their google doc brainstorm to list potential/ suggested areas to build knowledge through literacy)

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Expansion of the US	Incorporate nonfiction texts that will allow students to learn about different explorers and the representative government that resulted in that area. Incorporate fiction texts set in the time period you are studying to examine how the exploration of this new land impacted settlers and indigenous populations.	Social Studies Benchmark 1-B- United States (5.1, 5.2, 5.4, 5.6)
Different Lands, Similar Stories	There are multiple versions of Cinderella from North America as well as other cultures. Incorporate nonfiction texts to learn about the region(s) the other versions of the fairy tale come from. Students can identify where that location is on a map and how the location influenced the differences in the fairy tale versions.	Social Studies Benchmark I-C- World (2.1) Benchmark II-A- Geography (2.1)
Revolutions	Incorporate nonfiction texts that describe a given revolution (American, French, Latin wars for independence, so students can describe events and ideas that led to that specific revolution. Incorporate fictions texts set in the time period of the revolution(s) so students can understand the causes and impact of the revolution.	Social Studies 9-12 Benchmark 1-C-World (3d, 3e, 3f)
Seasons and Weather	Incorporate nonfiction and fiction texts to name seasons and the weather patterns found within seasons. Push students to look for patterns between texts to explain patterns in weather overtime within the seasons.	Science (K-ESS2-1) Earth's Systems

Resource Guide: Cultural and Linguistic Responsiveness in Literacy

Vision:

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

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

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

Purpose:

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

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

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

Examples of Considerations for Cultural and Linguistic Responsiveness in Literacy 5th 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
Exploration Motives	Find texts that align with the explorers mentioned in the 5 th grade Social Studies standards. For example: Hernando Cortez: Spanish Invader of Mexico by John Zronik or Explore with Jacques Cartier by Marie Powell	As students learn about different explorers and their motivations, encourage students to share how their personal family’s culture ties back to exploration. This will help students connect their life to the impact of these explorers.
Early Civilizations	Pair fiction and nonfiction texts to help learn about early civilizations For example:	When reading about early civilizations, push students to connect aspects from their lives to traditions and cultures from the past. This can validate and affirm cultural traditions because students can

	Children of the Longhouse by Joseph Bruchac and Life in a Longhouse by Bobbie Kalman	learn more about them while having texts are mirror. This can help build connections to other early civilizations that may not share as many traditions and cultural aspects.
Empathy	Wonder by R.J.Palacio Lost in the Sun by Lisa Graff Counting by 7s by Holly Goldberg Sloan Twenty-two Cents: Muhammad Yunus and the Village Bank by Paula Yoo	This would be an excellent way to share how empathy is viewed across many different cultures and communities. As student read about empathy is different cultures, those connections can build. This can also help students understand the importance of empathy as a human trait.
Colonization with Focus on New Mexico Roots and Realities	Pair nonfiction texts about colonization and New Mexico as well as fiction texts related to culture and traditions. Some examples could include: Treasure of Taos: Tales of Northern New Mexico by Reed Stevens, The Spanish Missions of New Mexico by Robin Lyon, The Girls Who Chased Away Sorrow by Ann Warren Turner, and Earth Daughter by George Ancona	Validate and affirm the cultures in your community by having opportunities for students to share about their family’s culture and connect to how this relates to the different perspectives of colonization and how culture still prevails after colonization

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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