

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 support 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>
Task:	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.03.02) <i>From Cognition:</i> Explain how the details in "Astronomy" support the main idea of the text. Use more than one detail to support your answer. Provide evidence to support your answer. 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 Misconceptions:	<ul style="list-style-type: none"> Students can use key words and phrases to support their understanding of the main idea of the text. (Recount-Writing-Developing) Students may point to some information surrounding stars (e.g., number, types) without addressing the other information covered in the text (e.g., size, history). Students may copy information directly from text without quoting or paraphrasing the most important information. Students may miss the main idea of the text and choose a detail instead.

6TH GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p>Standard Text: RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • cite textual evidence to support their analysis of figurative language in a poem. • identify details from the text that support an inference or main idea of the text. • explain how a detail from the text supports an inference and/or the main idea of the text.
<p>Vertical Alignment to Previous Grades: RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1</p> <p>Vertical Alignment to Future Grades: RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1</p>	<p>Clarification Statement: Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <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 • evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. • 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 • text – any media that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify a central idea of a text. • analyze the theme of a text and describe how a character’s action help to develop it. • identify the topic sentence for a summary of a text. • analyze the development of a theme over the course of a text.
<p>Vertical Alignment to Previous Grades: RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2</p> <p>Vertical Alignment to Future Grades: RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2</p>	<p>Clarification Statement: Students determine a theme of a literary text and consider how it is developed through certain details in the text. Using the theme and key details, students summarize the text without personal feelings or judgments.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • summary/summarize – brief statement of the main points of a larger work or text; the act of providing such a statement or account

	<ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
<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.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain how chapters fit together to contribute to structure. • determine how events of a plot contribute to a story. • describe how a character changes over the course of a story.
<p>Vertical Alignment to Previous Grades: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3</p> <p>Vertical Alignment to Future Grades: RL.7.3, RL.8.3, RL.9-10.3, RL.11-12.3</p>	<p>Clarification Statement: Students explain how a story or drama's plot is developed by a series of events. Students also explain how the characters react or develop as the plot comes to a conclusion.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue • plot – the sequence of events in a story, play, movie, etc. • respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: A Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze a pattern of events in a story and discuss what that tells the reader about the setting and characters in that story. • identify how a story's structure differs from other stories and describe the impact of the author's choice.
<p>Vertical Alignment to Previous Grades: 5.A</p> <p>Vertical Alignment to Future Grades: 7.A, 8.A, 9-10.1, 11-12.1</p>	<p>Clarification Statement: Students will analyze cultural works of literature, examining how they draw on themes, patterns of events or character types. Students will be able to identify and discuss the differing structures of these texts as well as analyze their contribution to New Mexico society today and in the past.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • character types – a common types of person, animal or figure represented in a literary work. • cultural – related to the beliefs, customs, values, and activities of a particular group of people at a particular time • 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

	<ul style="list-style-type: none"> • patterns of events – a series of actions that together show how things normally happen or are done
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: B. Grade 6 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify in a text where an author is showing specific beliefs or attitudes. • analyze what specific traditions described in a text tell the reader about the environment in which they are practiced.
<p>Vertical Alignment to Previous Grades: Vertical Alignment to Future Grades: 7.B, 8.B</p>	<p>Clarification Statement: Students will read works of Hispanic and Native American text and analyze how the work shows the heritage, tradition, attitudes and beliefs of the author. They will be able to identify how these works apply to New Mexico society today and in the past.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • attitude – a settled way of thinking or feeling about someone or something • belief – a firmly held opinion or conviction • heritage – practices or characteristics that are passed down through the years, from one generation to the next • tradition – a longstanding custom or practice
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: C. Grade 6 students will compare a cultural value as portrayed in literature with a personal belief or value</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify how a cultural value is shown through a piece of literature • reflect on and describe their own personal values/beliefs • compare how their personal values/beliefs are similar to and different from a cultural value in a story through writing and discussion
<p>Vertical Alignment to Previous Grades: 5.B Vertical Alignment to Future Grades: 7.C, 8.C</p>	<p>Clarification Statement: Students will analyze how a piece of literature shows a cultural value. Students will self-examine and determine if they share this same value(s) personally and be able to identify how their values/beliefs differ from and adhere to those shown in a story.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • cultural value – one of a set of core principles and ideals upon which an entire community exists • personal value – a broad desirable goal that motivates people's actions and serves as a guiding principle in their lives

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL. 6.1, 6.2, 6.3 NM State Standard C
Task:	<p>After reading <i>Counting on Grace</i> by Elizabeth Winthrop and <i>Iqbal</i> by Francesco D'Adamo, students must respond to the following prompt:</p> <p>Part 1: Imagine that Grace from <i>Counting on Grace</i> and the narrator of <i>Iqbal</i> met each other. Based on what you learned of each character, write out the conversation they might have had with each other about child labor. As you write the dialogue of the conversation, be sure that you make it clear: 1) whether they agree or disagree on the use of child labor, and 2) the arguments each one would use for or against it, 3) where they might find common ground. Use details and events from the texts to guide your response so the characters remain similar to those that the original authors created and are distinct from your own personal opinions/judgments.</p> <p>An exemplar student response would include some/all of the following:</p> <ul style="list-style-type: none"> • Grace would say that she may be leaning toward stopping the use of child labor but also sees how it might be necessary in some cases, while the narrator of <i>Iqbal</i> would argue to abolish the practice. <ul style="list-style-type: none"> ○ Evidence includes Grace's point that the incomes help families. But she also points out acts that are dangerous to children, thus the conflict in her thoughts. ○ Evidence includes actions taken by the children in <i>Iqbal</i> to stop the practice (learning to read so they can understand the flier, organizing a fight to allow Iqbal to escape and notify authorities) • Grace would state her belief that inspectors/authorities won't make a difference (she mentions the children hide when inspectors arrive), but the narrator of <i>Iqbal</i> would explain that authorities will make a difference and stages a fight so that Iqbal can escape and notify them. • Both characters would agree that education suffers. Grace believes Miss Lesley when she mentions the importance of an education. The children in <i>Iqbal</i> have to teach each other to read without any formal schooling or supplies. <p>Part 2: What cultural values of Grace and Iqbal are made clear through these texts? Do you agree with their cultural values or do you have different personal values? Explain using specific details about where your personal values do or do not match with the cultural values of both Grace and Iqbal. <i>Counting on Grace</i> by Elizabeth Winthrop and <i>Iqbal</i> by Francesco D'Adamo are worthy of students' time to read and also meets the expectations for text complexity at Grade 6. The Lexile levels are 460 and 870 respectively and the overall qualitative complexity place them both in Grade 6 band.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will cite textual evidence as they create their conversations to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will write a conversation that is based on a reading of the text distinct from personal opinions or judgments.

	<ul style="list-style-type: none"> Students will follow how the idea of child labor is introduced, illustrated, and elaborated in a text in order to create authentic conversations between the characters. Students will identify cultural values are shown through a text and compare their personal values to them.
Possible Misconceptions:	<ul style="list-style-type: none"> Students may pose questions that are unrelated to the major events presented in the text. Students may respond to questions presented with personal experience/ details from their own lives.

6TH 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.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> recognize what figurative language symbolizes. identify different kinds of figurative language. analyze how figurative language affects the tone of a poem.
<p>Vertical Alignment to Previous Grades: RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4</p> <p>Vertical Alignment to Future Grades: RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4</p>	<p>Clarification Statement: Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text.</p> <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 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.”) text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view
<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.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> explain how paragraphs build on one another in a text. understand how lines of a poem contribute to structure. explain how the stanza contributes to the overall theme.

<p>Vertical Alignment to Previous Grades: RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5</p> <p>Vertical Alignment to Future Grades: RL.7.5, RL.8.5, RL.9-10.5, RL.11-12.5</p>	<p>Clarification Statement: Students examine how a specific sentence, chapter, stanza, scene, or section fits as part of the whole text and adds to the development of the text’s theme, setting, or plot.</p> <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 • chapter – the main division within a book • examine – to inspect or scrutinize carefully <u>plot</u>: the sequence of events in a story, play, movie, etc. • setting – the time and place of the action in a book, play, story, etc. • 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 • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain how an author develops point of view. • understand how an author chooses structure to develop a text. • highlight key sentences or words that support the author’s point of view and discuss how the author developed the point of view.
<p>Vertical Alignment to Previous Grades: RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6</p> <p>Vertical Alignment to Future Grades: RL.7.6, RL.8.6, RL.9-10.6, RL.11-12.6</p>	<p>Clarification Statement: Students describe how an author constructs the point of view of the speaker or narrator in a text.</p> <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 • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL.6.6
Task:	<p>After reading “The Curse of the Poisoned Pretzel” by Paul Haven students must respond to the prompt:</p> <p>In this story, the reader is strongly encouraged to believe that Skidmore is guilty of poisoning his brother Manchester. Explain several ways that the author develops this point of view without actually stating that Skidmore is guilty. Be sure to use evidence from the text to support your response.</p> <p>A well supported response will include some or all of the following ideas:</p> <ul style="list-style-type: none"> • The author states outright that Skidmore hated Manchester (paragraphs 5 and 7) • Skidmore felt insulted by his brother’s gum business and jealous of his success (para. 7) • Skidmore chooses to look creepy—he wears a black overcoat and too-big hats (para. 6) • He hides his eyes, suggesting he cannot be trusted (para. 6) • Author uses sinister language for Skidmore. “His eyes were hidden in shadow” (para. 6); he “crept up to his brother and pulled something out from beneath his jacket” (para 8) • The curse is real; the Sluggers have lost for 107 years in a row, which suggests that somebody is being punished for something! <p>This text is worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 6. The structure and vocabulary used, combined with the single level of meaning and lack of need for prior knowledge make this text readily accessible for grade 6 students.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will analyze how the author develops a point of view. • Students will use evidence from the text to help develop and support their ideas.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may give their personal opinion of Skidmore’s guilt instead of focusing on how the author develops a point of view. • Students may think they have to find outright evidence proving Skidmore’s guilt versus seeking evidence for the author’s point of view on Skidmore’s guilt.

6TH 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.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare how authors present information on the same topic. • identify how two authors present information differently. • write short summaries about the similarities and differences between two versions of a story (i.e. a written text and a recorded or live audio version).
<p>Vertical Alignment to Previous Grades: RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7</p> <p>Vertical Alignment to Future Grades: RL.7.7, RL.8.7, RL.9-10.7, RL.11-12.7</p>	<p>Clarification Statement: Students note similarities and differences about their experiences reading a story, play, or poem versus listening to or watching the same text in a recorded or live adaptation. Students explain the differences between what they can visualize and hear when reading as opposed to what they sense while listening or watching.</p> <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 – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar • 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) • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>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.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use two-column notes (i.e. a T chart) to compare and contrast the texts' approaches to similar themes and topics • identify the differences between two texts that address the same theme or topic. • discuss how one writer approaches a topic or theme with a different perspective from another writer.
<p>Vertical Alignment to Previous Grades: RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9</p>	<p>Clarification Statement: Students analyze texts in different formats or genres by explaining the similarities and differences in how each</p>

<p>Vertical Alignment to Future Grades: RL.7.9, RL.8.9, RL 9-10.9, RL 11-12.9</p>	<p>text addresses similar themes and topics. Formats include stories, poems, novels, etc. Genres include historical fiction, fantasy, mystery, etc.</p> <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 – 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 – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar • genre – a category or type of literature or art characterized by similarities in form, style, and subject • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores • topic – the subject or matter being discussed or written about in a text, speech, etc.
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL.6.7
Task:	<p>After reading “Twelfth Song of Thunder” The Mountain Chant: A Navajo Ceremony and listening to it read aloud students must answer:</p> <p>In a short essay, compare and contrast the experience of reading the poem to listening to it read aloud. What do you “see” and “hear” when reading the text to what they perceive when they listen or watch? Include specific phrases in your written response.</p> <p>A strong student response may include some or all of the following ideas:</p> <ul style="list-style-type: none"> • Specific phrases and what they visualized/heard when reading them (“the voice of thunder”, “the voice of the grasshopper”, “the voices that beautifies the land”) • Specific changes from when they read to when they listened (i.e. “the speaker emphasized different words which made me think of that phrase is a new way”) • Identify similarities between reading and listening (i.e. “in both I saw the thunder as something powerful”) <p>These texts are worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 6. The texts display complex structure appropriate for a 6th grader.</p>
DOK and Blooms	Level 3, Analyzing
Possible language	<ul style="list-style-type: none"> • Students will compare and contrast the experience of listening to/reading a text. • Students will identify the change in their own ideas after experiencing a text in two ways.

objectives aligned to this task:	
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may struggle to articulate differences and may need answer stems to help their thinking. • Students may struggle with the figurative language in the poem and need time to work through possible meanings.

6TH GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading and Level of Text Complexity R.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use a reading strategy or keep a given purpose in mind, such as finding responses to discussion questions, to help them monitor their comprehension. • record personal connections to the text, connections to other texts and connections to history or current events in a graphic organizer while reading. • discuss their connections with partners or in small groups.
<p>Vertical Alignment to Previous Grades: RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10</p> <p>Vertical Alignment to Future Grades: RL.7.10, RL.8.10, RL.9-10.10, RL.11-12.10</p>	<p>Clarification Statement: By the end of grade 6, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • independently – on one’s own, without aid from another (such as a teacher) • proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).

6TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Informational Text

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

Standard Text:

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students who can demonstrate understanding can:

- draw conclusions using details from a text.
- determine how details support a central idea.
- explain how details support inferences.

Vertical Alignment to Previous Grades:

RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1

Clarification Statement: Students use evidence from the text to support their analyses of what the text directly and indirectly states.

Vertical Alignment to Future Grades:

RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

Vocabulary for Teacher Development:

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Informational Text

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

Standard Text:

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Students who can demonstrate understanding can:

- identify how details contribute to theme.
- identify a central argument and the supporting evidence.
- explain how a title reflects the central idea of a text.
- craft an unbiased summary of the text that clearly illustrates the relationship between supporting details and the overall central idea of the work.

Vertical Alignment to Previous Grades:

RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2

Clarification Statement: Students establish the central idea of a text and consider how it is developed through certain details in the text. Using the central idea and key details, students summarize the text without personal feelings or judgments.

Vertical Alignment to Future Grades:

RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2

Vocabulary for Teacher Development:

- **central idea** – the unifying concept within an informational text to which other elements and ideas relate
- **conveyed** – to make an idea or feeling known to another person; to carry over from one to another
- **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Informational Text

<p><u>Key Ideas and Details R.3 Analyze</u> how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify how an author introduces an idea. • explain how an author elaborates on ideas. • determine how details support inferences.
<p>Vertical Alignment to Previous Grades: RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3</p> <p>Vertical Alignment to Future Grades: RI.7.3, RI.8.3, RI.9-10.3, RI.11-12.3</p>	<p>Clarification Statement: Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made more clear or apparent, and how it is developed by using examples, anecdotes, or descriptions.</p> <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 • event – a thing that happens; an occurrence • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RI.6.1, RI.6.2, RI.6.3
Task:	<p>After reading “The History of Earth Day” by Amanda Davis, “Earth Day” by Claudia Atticot and Alexandra Manning, and viewing a video called “Learn About Earth Day” students must answer:</p> <p>Based on information in both texts and the video, write an essay arguing whether Gaylord Nelson’s original concerns have been adequately addressed. Be sure to use details from both texts and the video as you craft your response.</p> <p>Exemplar precise student response where student does the thinking and references text evidence:</p> <p><i>Pro:</i> Nelson’s concerns have been addressed in that many more people became concerned about the environment.</p> <ul style="list-style-type: none"> ○ Text 1: Millions of people became aware of concerns: “On April 22, 1970, more than 20 million demonstrators and thousands of schools and local communities participated in Nelson’s demonstration. The occasion made people sit up and pay attention to environmental issues. Word about the environment began to spread.” ○ Text 1: Even internationally, concerns were acknowledged: “On March 21, 1971, the UN Secretary General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their communities.” ○ Text 1: Generations will continue to fight for the environment: “younger generations continue his fight to preserve the world’s environment.” ○ Text 2: More people are recycling: “The recycling rate has increased from less than 10% in 1980 to more than 34% in 2011.”

	<ul style="list-style-type: none"> ○ Text 2: People have learned ways to make recycling beneficial, showing research on the issues has taken place - "It takes approximately 1 million years for a glass bottle to break down in a landfill," "The energy saved from recycling one glass bottle will operate a 100-watt light bulb for four hours," "Producing glass from new materials requires 30% more energy than using used glass," and other data in the text that speaks to recycling efforts ○ Video: At first: "An estimated 20 million people participated" at the first Earth Day event but now more than "200 million people from 141 countries" participate, showing more attention is being paid to environmental issues than ever before. ○ Video: Politicians finally paid attention as well: There are now acts such as the Endangered Species Act, the Clean Air Act, the Clean Water Act, and an Environmental Protection Agency. <p><i>Con:</i> Nelson's concerns have not been addressed in that:</p> <ul style="list-style-type: none"> ○ Text 1: Clearly there are still concerns as people continue to have to fight for the environment: "as younger generations continue his fight to preserve the world's environment." ○ Text 2: Americans are still extremely wasteful: "The average American produces more than four pounds of garbage per day. Over the course of a year, that is more than 1,600 pounds of garbage per person," "Almost half of the food in the U.S. goes to waste -approximately 3,000 pounds per second," "In 2012, the U.S. produced 32 million tons of plastic. Only 9% was recovered for recycling," "Americans use about 69 million tons of paper and paperboard each year," "The average American uses about 100 gallons of water per day and more than 100,000 gallons of water per year," and "About 8 million metric tons of plastic goes into the ocean each year." ○ Video: There are images included that show several pictures of smokestacks and power wires, showing we still have some environmental problems <p>"The History of Earth Day" by Amanda Davis, "Earth Day" by Claudia Atticot and Alexandra Manning are worthy of students' time to read and also meets the expectations for text complexity at Grade 6. the lower end of complexity for the grade band and therefore most appropriate for grade 6. Some vocabulary may be challenging but there is strong context for students to determine meaning. The video "Learn About Earth Day" is moderately complex in regard to organizational structure and vocabulary. It has a singular purpose and clear level of meaning and there are no demands for prior knowledge.</p>
DOK and Blooms	Level 4, Evaluating
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will cite textual evidence to support their analysis of whether the original essayists concerns have been met. • Students will analyze a key idea and make a determination based on details in the text.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may use only one source of the three provided to support their claim. • Students may summarize the information in the three texts without making a strong claim in response to the question.

6TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Craft and Structure R.4</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text: RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • circle unknown words and underline any context that could provide insights into the meanings of the words. • discuss the relationships between the author’s word choices and the overall meaning of a piece.
<p>Vertical Alignment to Previous Grades: RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4</p> <p>Vertical Alignment to Future Grades: RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4</p>	<p>Clarification Statement: Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author influences the meaning of the text as a whole.</p> <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 • 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.”)
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Craft and Structure R.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p>	
<p>Standard Text: RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain how a sentence fits as part of a paragraph. • analyze how a paragraph fits into the chapter or section of text and adds to the development of an idea. • determine specific sentences that are key to a paragraph and explain why.
<p>Vertical Alignment to Previous Grades: RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5</p> <p>Vertical Alignment to Future Grades: RI.7.5, RI.8.5, RI.9-10.5, RI.11-12.5</p>	<p>Clarification Statement: Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas.</p> <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 • chapter – the main division within a book • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain how an author develops point of view. • annotate, (by highlighting or underlining), specific words and describe what those words tell them about an author’s view.

	<ul style="list-style-type: none"> highlight sentences that provide clues explaining why an author wrote a text.
<p>Vertical Alignment to Previous Grades: RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6</p> <p>Vertical Alignment to Future Grades: RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6</p>	<p>Clarification Statement: Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> conveyed – to make an idea or feeling known to another person; to carry over from one to another 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 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) text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RI.6.5
Task:	<p>After reading “The Making of a Scientist” by Richard Feynman students must answer:</p> <p>How do paragraphs 1–3 of this passage help the reader understand the rest of the passage? Restate the specific sentence from these paragraphs that best supports your response.</p> <p>A strong response would include some or all of the following ideas:</p> <ul style="list-style-type: none"> Paragraphs 1-3 introduce how Feynman’s father taught him through observation at an early age which helps introduce the main ideas in the passage. The sentence “So he started very early to tell me about the world and how interesting it is” best supports this idea in Paragraphs 1-3 and then further developed throughout the text. <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grade 6. Although the vocabulary, syntax, and structure are complex, the conversational tone of the text helps add a level of accessibility. Given that no prior knowledge is needed, the text has been placed at the high end of grade 6.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students will analyze how a particular paragraph(s) fits into the overall structure of a text Student will analyze how a particular sentence contributes to the development of theme.

Possible Misconceptions:	<ul style="list-style-type: none"> • Students may simply summarize paragraphs 1-3 without analyzing how they help the reader understand the rest of the passage. • Students may instinctually choose the first sentence of paragraph one with the idea that it is most important versus focusing on the question demand.
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6TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p>Anchor Standard/ Domain Name: Reading: Informational Text <u>Integration of Knowledge and Ideas R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p>	
<p>Standard Text: RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify how a graphic supports a text • determine how graphics relate to a text. • identify how graphics and a text support claims. • explain how graphics support the central ideas of a text.
<p>Vertical Alignment to Previous Grades: RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7</p> <p>Vertical Alignment to Future Grades: RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7</p>	<p>Clarification Statement: Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Visual print and non-print media include: written text, illustrations, video, etc. Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together • 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) • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: Reading: Informational Text <u>Integration of Knowledge and Ideas R.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>Standard Text: RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine how an author uses evidence to support arguments. • identify how evidence supports a claim. • analyze whether or not a claim is supported by evidence.
<p>Vertical Alignment to Previous Grades: RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8</p> <p>Vertical Alignment to Future Grades: RI.7.8, RI.8.8, RI.9-10.8, RI.11-12.8</p>	<p>Clarification Statement: Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • argument – value statement(s) supported by evidence whose purpose is to persuade or explain

	<ul style="list-style-type: none"> • claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth • evaluate – to determine quality or value after careful analysis or investigation • 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 • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Integration of Knowledge and Ideas R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify how two authors present information differently. • compare how authors present information on the same topic. • identify differences in how authors present information in texts.
<p>Vertical Alignment to Previous Grades: RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9</p> <p>Vertical Alignment to Future Grades: RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9</p>	<p>Clarification Statement: Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person).</p> <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
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> New Mexico State Standard</p>	
<p>Standard Text:</p> <ol style="list-style-type: none"> 1. Students in Grade 6 will distinguish between primary and secondary sources. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify the key characteristics of a primary source and secondary source • compare a primary source and secondary source on the same topic and analyze the difference in tone, structure and point of view
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades: 7.1, 8.1</p>	<p>Clarification Statement: Students can distinguish between primary and secondary sources and understand the defining characteristics of each and how they should be used in understanding a topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • primary source – immediate, first-hand account of a topic, from people who had a direct connection with it • secondary source – a text that comments on, interprets, or discusses primary sources; documents written after an event has occurred by someone who was not present.

Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> New Mexico State Standard	
Standard Text: 2. Students in Grade 6 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> differentiate between propaganda, bias and stereotyping and identify and analyze examples of each. compare two media coverages of the same topic and identify the use or lack thereof of propaganda, bias and stereotyping in each.
Vertical Alignment to Previous Grades: Vertical Alignment to Future Grades: 7.2, 8.2	Clarification Statement: Students can explain how the media use specific techniques of propaganda, bias and stereotyping to influence an audience’s perception of a topic. Vocabulary for Teacher Development: <ul style="list-style-type: none"> bias – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair media – various means of communication such as newspaper, television and the internet. propaganda – information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view stereotyping – using a set idea about what a particular type of person is like, especially an idea that is wrong

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RI.6.8 New Mexico State Standard B
Task:	<p>After reading “The History of Earth Day” by Amanda Davis students must answer:</p> <p>Part 1: In “The History of Earth Day” identify a claim and the details the author includes to support this claim.</p> <p>A well supported response would include one of the following ideas:</p> <ul style="list-style-type: none"> The claim that “Gaylord Nelson decided something needed to be done to protect the environment” is strongly supported by details about articles Nelson wrote on the topic and the efforts he made to protect the environment. The claim that “The work that he began led to what we now know as Earth Day” is fully supported by details about Nelson’s continued efforts to bring attention to conservation and the explanation of when the UN officially created Earth Day as an international holiday. The claim that “word about the environment began to spread” is supported by the details about the resulting 20 million demonstrators who turned out for Nelson’s first huge event and the fact that the UN eventually created Earth Day. <p>Part 2: Is this article an example of a primary or secondary source? Explain how you know.</p> <p>A well supported response would include the following ideas:</p>

	<ul style="list-style-type: none"> • This is a secondary source. • This writer is describing the events that led up to the creation of Earth Day but does not describe being personally at any of the events. <p>This text is worthy of students' time to read/view and also meet the expectations for text complexity at Grade 6. The organizational structure allows students to follow connected events to an end result, the knowledge demands are low, and the level of meaning is implicit. Some vocabulary may be challenging but there is strong context for students to determine meaning.</p>
DOK and Blooms	Level 2, Applying
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will identify claims in a text and determine which details support these claims. • Students will identify unsupported claims. • Students will distinguish between primary and secondary sources.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may identify an unsupported claim such as "younger generations continue his [Nelson's] fight to preserve the world's environment." • Students may be able to identify a claim but struggle to identify which specific details most strongly support it. • Students may be able to distinguish that this is secondary source but not be able to explain why.

6TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
Anchor Standard/ Domain Name: <u>Reading: Informational Text</u>	
<u>Range of Reading and Level of Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.	
Standard Text: RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • use a strategy or keep a purpose in mind to monitor their comprehension. • annotate expository texts, marking passages for connections, interpretations, and confusions. • write in journal entry form thoughts they had while independently reading.
Vertical Alignment to Previous Grades: RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10 Vertical Alignment to Future Grades: RI.7.10, RI.8.10, RI.9-10.10, RI.11-12.10	Clarification Statement: By the end of grade 6, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. Vocabulary for Teacher Development: <ul style="list-style-type: none"> • independently – on one's own, without aid from another (such as a teacher) • informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) • proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the

	<p>level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <ul style="list-style-type: none">• text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more• text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).
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6TH 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.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**
- b) **Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
- c) **Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**
- d) **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

Students who can demonstrate understanding can:

- participate in different types of discussions (pairs, groups, whole class).
- participate with a diverse group of partners about grade 6 topics, texts, and issues.
- add to other's ideas while contributing their own ideas.
- reflect on discussion topics using evidence from the text, issue, and topic.
- formulate comments, questions, and responses based on evidence from the text or topic.
- defend responses and ideas shared with evidence from the text or topic.

Vertical Alignment to Previous Grades:

SL.4.1, SL.5.1

Vertical Alignment to Future Grades:

SL.7.1, SL.8.1

Clarification Statement:

Students take a meaningful part in purposeful discussions about grade 6 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.

	<ul style="list-style-type: none"> • Students use evidence to support their statements from prior reading materials and are prepared for discussions ahead of time. • Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group. • Students ask relevant questions and provide appropriate, detailed answers to questions asked by others. • Students briefly restate main points and explain how the main points relate to each other and show others' perspectives. <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 • explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation • key ideas – most important thoughts addressed in a text or discussion perspective – an attitude toward or outlook on something • reflection – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it
<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.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • incorporate and assess the quality of information conveyed in different media and formats. • describe how this information supports and adds to our understanding of the text, topic, or issue.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.4.2, SL.5.2</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <p>Students determine the meaning or message of information presented in various ways and forms. Additionally, students explain how the information adds to the overall topic.</p>

<p>SL.7.2, SL.8.2</p>	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more t • 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.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>Standard Text:</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • define and identify arguments, claims, reasons, and evidence. • distinguish between supported and unsupported claims. • identify a speaker's argument and specific claims.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.4.3, SL.5.3</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.,7.3, SL.8.3</p>	<p>Clarification Statement:</p> <p>Students precisely describe a speaker's argument and the ideas that back it up. They determine which claims are supported by evidence and reasons and which are unsupported.</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.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • present claims and conclusions in an organized logical order. • add specific details to emphasize main ideas and themes. • use appropriate eye contact, volume, and pronunciation.
<p>Vertical Alignment to Previous Grades:</p>	<p>Clarification Statement: Students present claims and findings in a logical order. Students use relevant description, facts, and details to</p>

<p>SL.4.4, SL.5.4</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.7.4,SL.8.4</p>	<p>highlight or call attention to the main ideas or themes. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account
<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.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • design presentations that incorporate multimedia components. • deliver presentations with visual displays of information to explain the information presented.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.4.5, SL.5.5</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.7.5, SL.8.5</p>	<p>Clarification Statement:</p> <p>Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the information being shared clearer.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • 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)
<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.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</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.

	<ul style="list-style-type: none"> participate in a variety of small-group and whole-group classroom discussions.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.4.6, SL.5.6</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.7.6, SL.8.6</p>	<p>Clarification Statement:</p> <p>Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). 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>New Mexico State Standard</u></p>	
<p>Standard Text:</p> <p>6.1 Understand the influence of heritage language in English speech patterns</p> <p>6.2 Orally compare and contrast accounts of the same event and text</p> <p>6.3 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.
<p>Vertical Alignment to Previous Grades:</p> <p>5.a, 5.b, 5.c</p> <p>Vertical Alignment to Future Grades:</p> <p>7.1, 7.2, 7.3, 8.1, 8.2, 8.3</p>	<p>Clarification Statement:</p> <p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> heritage language- the original language learned by speakers when they were still children

	<ul style="list-style-type: none">• <u>speech pattern</u>- distinctive manner of oral expression
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6TH 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.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- a) Introduce claim(s) and organize the reasons and evidence clearly.
- b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from the argument presented.

Students who can demonstrate understanding can:

- identify claims, reasons, and relevant evidence within text.
- write an argument, introducing the claim and organizing the reasons and evidence clearly to support the claim.
- determine how to introduce claim(s).
- formulate support for claims with clear reasons and relevant evidence.
- evaluate the credibility of sources used and relevance of the evidence.
- write an argument to support claims, including; claims supported by clear reasons and relevant evidence, credible sources, and clear understanding of the topic or text under investigation.
- determine words, phrases, and clauses that show relationships among claim(s) and reasons.
- establish and maintain a formal style.
- plan an appropriate concluding statement that follows from the argument presented.

Vertical Alignment to Previous Grades:

W.4.1, W.5.1

Vertical Alignment to Future Grades:

W.7.1, W.8.1

Clarification Statement:

Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of sixth grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.

Vocabulary for Teacher Development:

- **argument** – value statement(s) supported by evidence whose purpose is to persuade or explain.
- **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium.
- **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth.

Anchor Standard/ Domain Name: Writing

Text Types and Purposes: 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>Standard Text: W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from the information or explanation presented. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify components of informative/explanatory text. • write informative/explanatory texts to examine a topic, convey ideas, concepts, information through, text selection, organization, and analysis or relevant content. • determine when to include formatting, graphics, multimedia to aid in comprehension. • organize ideas, concepts, and information using strategies such as: definitions, classification, comparison/contrast, and cause/effect. • use formatting, graphics, multimedia when useful in aiding comprehension. • introduce and develop a topic in text with relevant facts, definitions, concrete details, quotations, examples and other information. • select various transitions that clarify relationships among ideas and concepts. • use precise language and domain-specific vocabulary in text to inform or explain a topic. • establish and maintain a formal style when writing. • provide a concluding statement, or section that follows, from the information or explanation presented.
<p>Vertical Alignment to Previous Grades: W.4.2, W.5.2</p> <p>Vertical Alignment to Future Grades: W.7.2, W.8.2</p>	<p>Clarification Statement: Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of sixth grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.</p> <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. • audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium.

	<ul style="list-style-type: none"> ● cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause. ● concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay.
<p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Text Types and Purposes:</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	
<p>Standard Text: W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● convey real or imagined experiences and events through narratives. ● establish a on text within my writing by introducing a narrator and/or character. ● analyze narrative techniques such as dialogue, pacing and description to develop experiences, events, and/or characters. ● critique a variety of transition words, phrases, clauses that convey sequence and signal shifts from one-time frame or setting. ● write a narrative to develop real or imaginative experiences or events that includes a conclusion.
<p>Vertical Alignment to Previous Grades: W.4.3, W.5.3</p> <p>Vertical Alignment to Future Grades: W.7.3, W.8.3</p>	<p>Clarification Statement: 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. By the end of sixth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.</p> <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> • audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium. • descriptive details – to explain something in words; the details necessary to give a full and precise account. • editing – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.
<p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Production and Distribution of Writing:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>Standard Text: W.6.4 Produce clear and coherent writing in which the development, organization, and style 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: W.4.4, W.5.4</p> <p>Vertical Alignment to Future Grades: W.7.4, W.8.4</p>	<p>Clarification Statement: 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> <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: W.6.5 With some 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 language standards.
<p>Vertical Alignment to Previous Grades: W.4.5, W.5.5</p> <p>Vertical Alignment to Future Grades: W.7.5, W.8.5</p>	<p>Clarification Statement: 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 in sixth grade 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> <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: W.6.6 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 three pages in a single sitting.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● use technology, including the Internet, to produce and publish writing. ● select appropriate tools for communicating and collaborating. ● evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.
<p>Vertical Alignment to Previous Grades: W.4.6, W.5.6</p> <p>Vertical Alignment to Future Grades: W.7.6, W.8.6</p>	<p>Clarification Statement: Students use digital tools and resources (e.g., screencast, word processing, articles, etc.) to create and share writing with audiences and to communicate and collaborate with peers (e.g., conferencing apps, etc.). Students also show proficiency in using word processing tools for writing (e.g., editing files, using spell check, formatting, etc.).</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> <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: W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● answer a research question through a brief investigation. ● use multiple sources. ● adjust the focus of the inquiry when necessary. ● apply multiple resources to conduct short research projects. ● conduct steps for research to answer a question.
<p>Vertical Alignment to Previous Grades: W.4.7, W.5.7</p> <p>Vertical Alignment to Future Grades: W.7.7, W.8.7</p>	<p>Clarification Statement: Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and adjust the focus of their research when needed.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources.

<p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Research to Build and Present Knowledge:</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Standard Text: W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • recognize a credible source. • quote information from a source. • gather relevant information from print and digital sources. • identify and provide basic bibliographic information for sources.
<p>Vertical Alignment to Previous Grades: W.4.8, W.5.8</p> <p>Vertical Alignment to Future Grades: W.7.8, W.8.8</p>	<p>Clarification Statement: Students collect pertinent information from several print and digital sources and evaluate each source for reliability. Students quote or paraphrase information from these sources by providing basic source information, such as the title, author, publisher, date, etc., to avoid plagiarism.</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> <u>Research to Build and Present Knowledge:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Standard Text: W.6.9 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: W.4.9, W.5.9</p> <p>Vertical Alignment to Future Grades: W.7.9, W.8.9</p>	<p>Clarification Statement: 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> <u>Range of Writing:</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	

<p>Standard Text: W.6.10 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: W.4.10, W.5.10</p> <p>Vertical Alignment to Future Grades: W.7.10, W. 8.10</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.

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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**

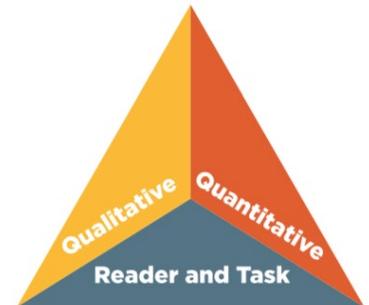


Figure 1: The Standards' Model of Text Complexity

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.

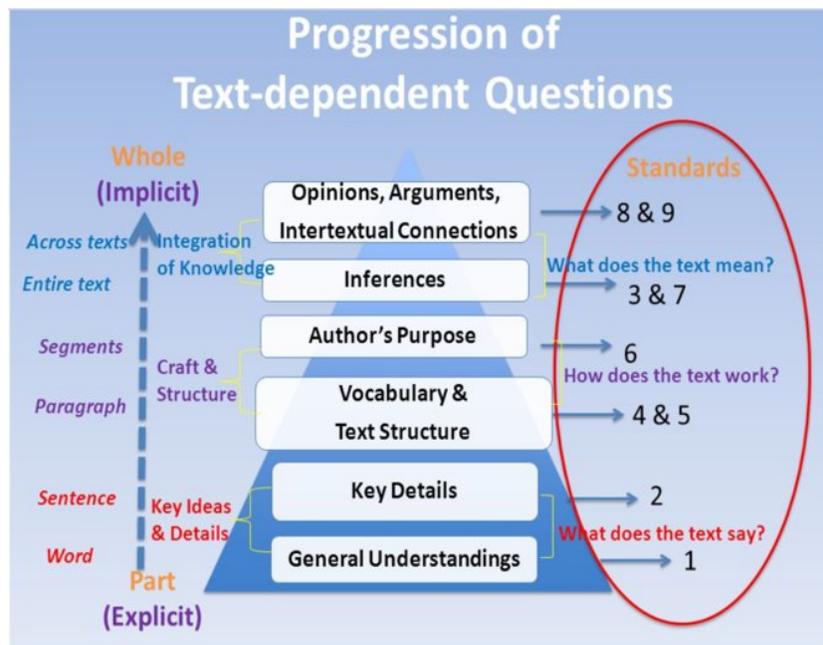
What are Text Dependent Questions (TDQs)?

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).



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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.

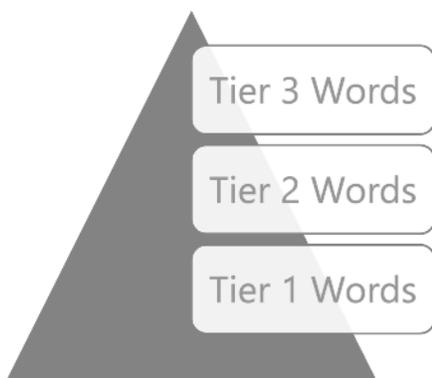
For more information about TDQs, please visit this Achieve the Core resource:
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

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.

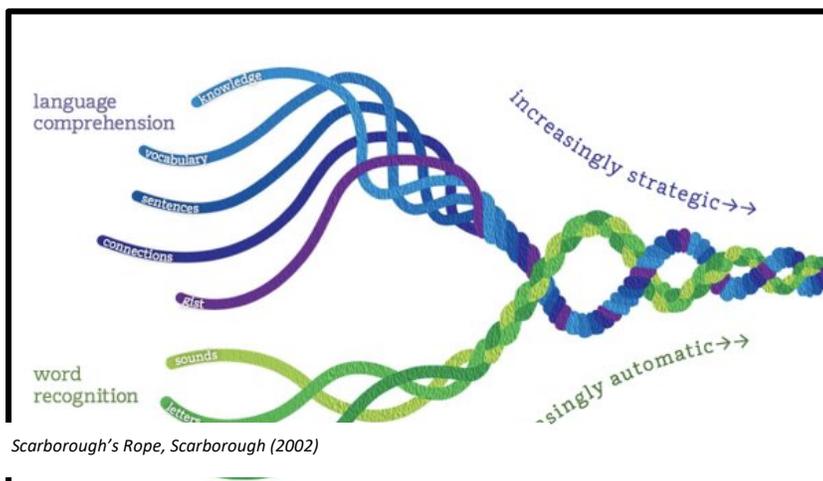
Resource Guide: Differentiating Support for All Learners

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 6th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Early Civilizations	Students would be able to look at Ancient Roman roads and architecture that they built in their empire.	Social Studies, Science, Engineering
Weather and Climate	Students would be able to read literature to include interactions with sunlight, oceans, atmosphere, ice, landforms, and living things.	Science ESS2.D, ESS3.D; Engineering MS ESS2-6E; Math MP.2, 6NS.C.5, 6EE.B.6; Social Studies Geography 5-8 Benchmark 2-A
Social Media and Mental Health	Students can examine different types of social media, the pros and cons of social media, and can look at how it affects mental health.	Health Content Standard 1 Benchmark 2; Performance Standard 2
Engineering	Examine different types of technology, how things are made and developed, the process, and advancements in technology.	NGSS ETS, Standards 1-4, Social Studies
Equality and Social Change	Students would be able to look at equality and how it has evolved through ancient civilizations (Egypt, Greece, etc.) and continues through present civilizations.	Social Studies - CCSS National Curriculum Social Studies Standards 1, 2, 3, 4, 6 & 10
Healthcare	Students could read about healthcare professionals in nonfiction and fiction texts. Students would look at healthcare through different perspectives (doctor, patient, family/community, insurance, insurance provider). Students could look at their own health history.	Health-Content Standard 1, Benchmark 7; Social Studies 5-8 Content Standard 1 Benchmark 1-D: Skills

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 6th Grade:

Participants should use their google doc brainstorm to list possible texts and connections to help frame what selection of texts and planning go into beginning to offer culture and linguistic relevance in units covered.

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
Early Civilizations	Roman Diary: The Journal of Iliona (A Young Slave) by Richard Platt The Egyptian Cinderella by Shirley Climo	Follow the life of a slave in Ancient Rome. Shows what life was like from the perspectives of rich and poor. Grade level 4-7. An Egyptian twist on the classic Cinderella tale. Ages 4-8 (good for low level readers).

	Bound: A Chinese Cinderella Novel by Donna Jo Napoli	A Chinese twist on the classic Cinderella tale. Grades 6-8.
Weather and Climate	<p><i>Meteorology: Cool Women Who Weather Storms</i> by Karen Bush Gibson</p> <p><i>Weather Legends: Native American Lore and the Science of Weather</i> by Carole G. Vogel</p> <p>McDermott, Gerald. <i>Arrow to the Sun: A Pueblo Indian Tale</i>. Viking Press, 1977. ISBN: 0140502114. Reading level: Ages 9-12.</p>	<p>Outline the history and importance of meteorology and provide mini biographies of three notable female contributions to meteorology.</p> <p>Storytelling by juxtaposing ancient native tales while explaining weather phenomena and scientific fact behind the phenomena. How weather and it affects people and places.</p> <p>Students understand basic adaptations that Pueblo peoples used to survive in their environment. The dry climate in the southwest. Use of pottery, corn as the staple plant, pueblo houses and why built on sides of hills, and Pueblo life.</p>
Social Media and Mental Health	<p><i>Black Enough: Stories of Being Young and Black in America</i></p> <p><i>Blooming Universe of Violet Diamond</i> -Brenda Woods</p> <p><i>Ghost</i>- Jason Reynolds</p> <p><i>Amina's Voice</i>-Hana Khan</p> <p><i>Blackout</i>--John Rocco</p>	<p>Class and class differences, family dynamics</p> <p>Self-love, being biracial, self-identity, family</p> <p>Urban life/community, choice/consequences</p> <p>Assimilation vs. Biculturalism, identify, fitting in</p> <p>Picture book but could be used as a mentor book. African American mother and Caucasian father-the family disconnects from all electronics and social media to reconnect as a family.</p>
Engineering	<p><i>The Boy Who Harnessed the Wind (chapter book edition)</i> by William Kamkwamba & Bryan Mealer</p> <p><i>Hidden Figures Young Readers' Edition</i> by Margot Lee Shetterl</p>	<p>Invention helps people, makes lives easier Science application to real world problems How to solve problems Technological advances Equity in science and inventors</p>

	<p><i>Girls Who Code: Learn to Code and Change the World</i> by Reshma Saujan</p> <p><i>May Chinn: The Best Medicine</i> by Ellen Butt</p> <p><i>What Color Is My World?</i> by Kareem Abdul-Jabba</p> <p><i>The Toothpaste Millionaire</i> by Jean Merrill</p>	
<p>Equality and Social Change</p>	<p><i>The Watsons Go To Birmingham</i> by Christopher Paul Curtis</p> <p><i>Stef Soto, Taco Queen</i> by Jennifer Torres</p> <p><i>My Year in the Middle</i> by Lila Quintero Weaver</p> <p><i>Owl in the Cedar Tree</i> by Natachee Scott Momaday</p> <p><i>Brown Girl Dreaming</i> by Jacqueline Woodson</p>	<p>child's perspective of the American Civil Rights movement</p> <p>Growing up in a family with an immigration generation gap</p> <p>racial division in America and the classroom</p> <p>looks at individual cultures and society</p> <p>poetry, memoir, growing up in America during the 60's and 70's</p>
<p>Healthcare</p>	<p><i>Just Breathe: Meditation, Mindfulness, Movement, and More</i> by Mallika Cophra, MD</p> <p><i>Doc to Doc</i> by Dr. Dale Okorodudu</p> <p><i>We're Going to be Okay</i> Ebony Jade Hilton, MD, and Leigh-Ann Webb, MD</p>	<p>Children's book on body, mind, and spirit</p> <p>This is more of a children's book, but it is a series about an African American doctor encouraging Black boys and girls to join the medical field. 6th graders could use this as a mentor book.</p> <p>Children's book for communities of color that are being disproportionately stricken by Covid-19. This again could be used as a mentor text.</p>

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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