

New Mexico Literacy Instructional Scope

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Part 1: Core Tenets of Excellent Literacy Instruction

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

Tenets of Excellent Literacy Instruction include:

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

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

Part 2: Unpacking the Standards

What is in the unpacking of the standards?

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

3 RD GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS	
Anchor Standard/ Domain Name: Reading: Literature Key Ideas and Details R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Standard Text: Ask and answer questions to demonstrate understanding of a text and analyze how specific details within the text support those 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:	2, Understand
Possible Misconceptions:	<ul style="list-style-type: none"> Students can use key words and phrases to support their 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.

8TH 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.8.1 Cite the textual evidence that most strongly supports an 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"> • use details in a poem to make conclusions about the action. • select the best evidence from a text to support an analysis. • draw inferences from textual evidence to support a claim.
<p>Vertical Alignment to Previous Grades: RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1, RL.6.1, RL.7.1</p> <p>Vertical Alignment to Future Grades: RL.9-10.1, RL.11-12.1</p>	<p>Clarification Statement: Students carefully choose evidence that best supports 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 • 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.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine central ideas in a story. • analyze how the setting helps develop the theme in a story. • explain a central idea of a story using key details.
<p>Vertical Alignment to Previous Grades: RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2, RL.6.2, RL.7.2</p> <p>Vertical Alignment to Future Grades: RL.9-10.2, RL.11-12.2</p>	<p>Clarification Statement: Students determine the theme of a literary text, examine how it progresses, and note how it connects to the characters, setting, and plot. 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"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • central idea – what the text is mainly about • objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information • plot – the sequence of events in a story, play, movie, etc.

	<ul style="list-style-type: none"> • setting – the time and place of the action in a book, play, story, etc. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • 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.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze how an incident propels the action in a story. • analyze how lines of dialogue reveal aspects of a character in a story.
<p>Vertical Alignment to Previous Grades: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3, RL.6.3, RL.7.3</p> <p>Vertical Alignment to Future Grades: RL.9-10.3, RL.11-12.3</p>	<p>Clarification Statement: Students examine how lines of dialogue or certain events in a story or drama expose the traits of a character, influence a character’s decisions, or move a plot forward.</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 • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: A. Grade 8 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, 6.A, 7.A</p> <p>Vertical Alignment to Future Grades: 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 • patterns of events – a series of actions that together show how things normally happen or are done

Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards	
Standard Text: B. Grade 8 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.	Students who can demonstrate understanding can: <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.
Vertical Alignment to Previous Grades: 6.B, 7.B Vertical Alignment to Future Grades:	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. Vocabulary for Teacher Development: <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 \
Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards	
Standard Text: C. Grade 8 students will use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • cite evidence from an oral or written text which supports their understanding of a value from a given culture. • identify where their understanding of a cultural value is negated by evidence in a text from that culture. • analyze the thinking behind an author's choice to include information that negates an understood cultural value.
Vertical Alignment to Previous Grades: 5.B, 6.C, 7.C Vertical Alignment to Future Grades:	Clarification Statement: Students will read or listen to a text and analyze whether evidence in a text either affirms or negates what they have read about a culture or inferred from a text the culture values. Vocabulary for Teacher Development: <ul style="list-style-type: none"> • cultural value – one of a set of core principles and ideals upon which an entire community exists • negate – to deny the existence, evidence, or truth of • oral – expressing information or ideas by word of mouth

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL.8.1, RL.8.2, RL.8.3 New Mexico State Standard C
Task:	After reading "I Hear America Singing" by Walt Whitman and "I, Too, Sing America" by Langston Hughes students must answer: Langston Hughes cited Walt Whitman as one of his greatest influences, and some believe that Hughes wrote "I, Too, Sing America" in response to Whitman's "I Hear America Singing." Using textual evidence from both poems to support your answer, describe how Hughes's poem builds

	<p>on Whitman’s poem. Consider aspects such as structure, theme and word choice as you craft your response.</p> <p>A strong student response where the student analyzes, and references text evidence would address some or all of the following ideas:</p> <ul style="list-style-type: none"> • How Hughes’s description of separation/exclusion (“I am the darker brother,” “They send me to eat in the kitchen,” “They’ll see how beautiful I am/And be ashamed—”) shows a different perspective/side of life than Whitman’s description of equality/inclusion (“I hear America singing, the varied carols I hear,” “Each singing what belongs to him or her and to none else”). • How Whitman’s idea of diversity in America (all the people’s different careers— “mechanics,” “carpenter,” “shoemaker,” etc.) attempts to address all citizens collectively, while Hughes’s poem instead shows the divisions among race/class, as Hughes’s speaker is likely a worker/servant in a higher-class household (“They send me to eat in the kitchen/When company comes,”). • How Whitman’s speaker shows people who have arrived at the American dream (all characters “Singing with open mouths their strong melodious songs”), while Hughes’s speaker shows people who struggle to be included in this dream (“They’ll see how beautiful I am/And be ashamed”) and whose singing does not seem to be acknowledged (“I, too, am America”). • How both authors use free verse structure to share different perspectives of the freedoms Americans experience. <p>“I Hear America Singing” by Walt Whitman and “I, Too, Sing America” by Langston Hughes are worthy of students’ time to read and also meets the expectations for text complexity at grade 8. The multiple themes of varying complexity and unfamiliar usage of “singing” in “I Hear America Singing” make this text most appropriate for grade 8. The multiple themes revealed over the course of the poem “I, Too, Sing America” make this text most appropriate for grade 8.</p>
DOK and Blooms	Level 3, Applying
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will cite textual evidence to explain how one poem builds off another. • Students will determine the theme of each poem and analyze its development over the course of the poem. • Students will analyze particular lines to determine if they show a strong connection to themes in the poem(s).
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on analyzing just one poem instead of making a connection to how Hughes’s poem builds off Whitman’s. • Students may cite insignificant similarities between the poems instead of focusing on important themes, language use, craft, structure, etc.

8TH 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.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine the meaning of words from context. • determine the effect of word choice on a text. • discuss how the analogies and allusions to other texts affect the text’s meaning and tone. • determine which words contribute the most to the meaning or tone of the text.
<p>Vertical Alignment to Previous Grades: RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4, RL.6.4, RL.7.4</p> <p>Vertical Alignment to Future Grades: RL.9-10.4, RL.11-12.4</p>	<p>Clarification Statement: Students analyze the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how words and phrases chosen by the author, including analogies or allusions to other texts, contribute to the meaning and tone.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • allusion – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context • analogy – a comparison drawn between two things for the sake of clarification or explanation • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • connotative – the emotions and associations connected to a word • figurative – departing from a literal use of words; metaphorical • 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 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • create and annotate diagrams of two or more text’s structure. • examine the structures of three literary texts and discuss the similarities and differences in how each is organized. • develop written analyses of how structure contributes to the meaning and style of a text.

<p>Vertical Alignment to Previous Grades: RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5, RL.6.5, RL.7.5</p> <p>Vertical Alignment to Future Grades: RL.9-10.5, RL.11-12.5</p>	<p>Clarification Statement: Students examine the similarities and differences in the organization of two or more texts. They analyze how each of these different structures adds to the meaning and style of the texts.</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 • 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 • style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • text structure – refers to how a text is organized
<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.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use graphic organizers such as a Venn Diagram to compare and contrast what a character knows, thinks, and feels in a text to what the reader is aware of and how he/she feels about the events. • analyze whether an author was successful at creating suspense or humor. • find examples of irony in a text and discuss what effect it creates.
<p>Vertical Alignment to Previous Grades: RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6, RL.6.6, RL.7.6</p> <p>Vertical Alignment to Future Grades: RL.9-10.6, RL.11-12.6</p>	<p>Clarification Statement: Students analyze how the characters’ perspectives or frame of references in a story can differ from that of the audience or reader, creating such techniques as dramatic irony and producing effects such as suspense or humor.</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 • audience – the people who watch, listen to, view, and/or read something presented via an artistic medium • dramatic irony – when the audience knows something that the characters don’t • humor – a literary tool that makes audiences laugh, or that intends to induce amusement or laughter • perspective – an attitude toward or outlook on something • suspense – the anticipation of the outcome of a plot or of the solution to an uncertainty, puzzle, or mystery, particularly as it affects a character for whom one has sympathy

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL.8.6
Task:	<p>After reading “To Build a Fire” by Jack London students will respond to the following prompt:</p> <p>Choose two statements from the excerpt that foreshadow the collapse of the snow on the fire the character builds and explain your choices.</p> <p>A strong student response could include the following two sentences and explanations (other sentence choices are possible as long as the student’s rationale is sound):</p> <ul style="list-style-type: none"> • “On top, tangled in the underbrush about the trunks of several small spruce trees, was a high-water deposit of dry fire-wood....” (paragraph 2) This statement indicates that the character is building a fire near the trunks of several small spruce trees, which the reader later discovers, is the source of the collapsed snow. • He worked slowly and carefully, keenly aware of his danger.” (paragraph 3) This statement explains that the character understands the danger of building a fire in the snow, and he is taking precautions to prevent the fire from being extinguished. <p>This text is worthy of students’ time to read/view and also meets the expectations for text complexity at Grade 8. The multiple levels of meaning, challenging text structure and complex sentence structure make this text most appropriate for grade 8.</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 builds suspense by using foreshadowing. • Students will distinguish the point of view of the author from the point of view of the character.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may struggle with unfamiliar language (i.e. “underbrush”) and need scaffolding in order to determine meaning. • Students may give responses that are related simply to building the fire, not foreshadowing the collapse of snow.

8TH GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
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.	
Standard Text: RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • compare and contrast changes from a fictional text to video version of the story using a variety of means, such as a graphic organizer. • discuss departures from the original texts as well as the effects the changes had on the audience and story as a whole, possibly through movie or play reviews.
Vertical Alignment to Previous Grades: RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7, RL.6.7, RL.7.7	Clarification Statement: Students examine how similar or different a movie or live adaptation of a literary text is from its original text or script. Students also assess the decisions the director or actors made.

<p>Vertical Alignment to Future Grades: RL.9-10.7, RL.11-12.7</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 • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue • 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.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare and contrast a modern character with a mythological character. • discuss how a theme/event/character from a myth has been modernized in a contemporary text. • compare the theme/event/character in a traditional story to the same in a modern work of fiction.
<p>Vertical Alignment to Previous Grades: RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9, RL.6.9, RL.7.9</p> <p>Vertical Alignment to Future Grades: RL 9-10.9, RL 11-12.9</p>	<p>Clarification Statement: Students examine how a current literary text uses themes, events, or character types from either a myth, traditional story, or religious text and explain how the element is transformed in the newer 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 • character types – refers to the idea that many characters in literature can be grouped broadly into a variety of overarching types that share common characteristics (e.g., static and dynamic characters, round and flat characters, etc.) • event – a thing that happens; an occurrence • myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon • 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> New Mexico State Standard</p>	
<p>Standard Text: Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use a variety of reading strategies (notetaking, predicting, visualizing, etc.) to understand texts, including those with unfamiliar language. • use pre- and post-reading strategies to understand the context of a piece of literature and ask questions to further their understanding.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement: By the end of grade 8, students will be able to capably and independently read and understand significant works of literatures from the 18th, 19th and 20th century. This will include poems, stories and plays.</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
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL.8.7 New Mexico State Standard B
Task:	<p>After reading an excerpt from “1984” by George Orwell and viewing an excerpt from Michael Anderson’s film adaptation of “1984” students must answer:</p> <p>How do Winston’s actions in this scene from the film version of “1984” emphasize actual details of the text? Cite evidence from the text to support your answer.</p> <p>An example strong response:</p> <ul style="list-style-type: none"> • In the film, Wilson’s extreme deference to the teleprompter is highlighted, revealing the control Big Brother has over him. Overall, we see the absolute control that Big Brother had on the lives of the people. <p>These texts and video are worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 8. The multiple themes, challenging vocabulary, and complex sentence structure make this text most appropriate for grade 8. In the film adaptation, though the structure of the text is straightforward and chronological, the visual representation of complex themes, and lack of dialogue make this text most appropriate for eighth grade students.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. • Students will evaluate the choices made by the director or actors.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may focus on details that are not significant such as the sparse living conditions or Wilson’s health. • Student’s may struggle to identify what an actor’s choice is and may need scaffolding to understand this concept.

8TH GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
Anchor Standard/ Domain Name: Reading: Literature	
Range of Reading and Level of Text Complexity R.10 Read and comprehend complex literary and informational texts independently and proficiently.	
Standard Text: RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • keep a given purpose in mind to help them monitor their comprehension.

<p>grades 6-8 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • use a wide variety of reading strategies to comprehend grade level text (strategies include using prior knowledge, predicting, questioning, making inferences, determining purpose, visualizing, and making connections). • discuss with partners how a personal experience connects to the text.
<p>Vertical Alignment to Previous Grades: RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10, RL.6.10, RL.7.10</p> <p>Vertical Alignment to Future Grades: RL.9-10.10, RL.11-12.10</p>	<p>Clarification Statement: By the end of grade 8, 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"> • <u>independently</u> – on one’s own, without aid from another (such as a teacher) • <u>proficient/proficiently</u> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • <u>text</u> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • <u>text complexity band</u> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).

8TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</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: RI.8.1 Cite the textual evidence that most strongly supports an 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 an idea. • respond to text-dependent questions using strong evidence. • rank the strength of a set of examples of textual evidence and justify their rankings.
<p>Vertical Alignment to Previous Grades: RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, RI.6.1, RI.7.1</p> <p>Vertical Alignment to Future Grades: RI.9-10.1, RI.11-12.1</p>	<p>Clarification Statement: Students carefully choose evidence that best supports 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 • 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 • 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: Informational Text</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: RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze how a central idea is developed. • cite textual evidence to support an idea. • use graphs, such as line charts, to map out the development of the central idea of a text from beginning to end. • read a summary containing personal opinions/judgments and eliminate any information that does not belong in an objective summary.
<p>Vertical Alignment to Previous Grades: RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, RI.6.2, RI.7.2</p> <p>Vertical Alignment to Future Grades: RI.9-10.2, RI.11-12.2</p>	<p>Clarification Statement: Students determine the central idea of a text and explain how it progresses throughout the text and note its connection to supporting ideas. Using the central idea and key details, students summarize the text without personal feelings and judgments.</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 • central idea – the unifying concept within an informational text to which other elements and ideas relate • objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice,

	<p>and personal opinion and does not incorporate outside information</p> <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Key Ideas and Details R.3 Analyze</u> how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze the relationship between ideas. • use concept maps to illustrate the connections and distinctions between individuals, ideas, or events.
<p>Vertical Alignment to Previous Grades: RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3, RI.6.3, RI.7.3</p> <p>Vertical Alignment to Future Grades: RI.9-10.3, RI.11-12.3</p>	<p>Clarification Statement: Students examine how a text creates relationships between specific people, ideas, or events, such as comparisons, analogies, or categories.</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.8.1, RI.8.2, RI.8.3
Task:	<p>After reading “The Long Night of the Little Boats” by Basil Heatter students must respond to the following prompt:</p> <p>In paragraph 2, the author writes about the English civilians, “A few had machine guns, some had rifles and old fowling pieces, but most had nothing but their own brave hearts.” Cite three pieces of textual evidence the author provides that supports the claim that the rescuers in the small boats were brave and explain your choices.</p> <p>A strong answer choice would include three of the following quotations and rationales:</p> <ul style="list-style-type: none"> • “On another boat, a girl dressed in man’s clothes, having thought to fool the inspection officers by sticking an empty pipe in her mouth, now took the pipe out again and stuck it between her teeth to keep them from chattering.” (paragraph 5) <ul style="list-style-type: none"> ○ <i>Rationale:</i> This girl had to be brave to join the mission and risk being discovered by the inspection officers in order to volunteer to help the British troops. • “the people on the little boats fought back all the same, firing rifles and rackets old Lewis guns as the dive-bombers screamed down.” (paragraph 7) <ul style="list-style-type: none"> ○ <i>Rationale:</i> The sailors in the small boats battled the Germans even though they were woefully under armed, demonstrating bravery. • “Through it all, the little boats continued to move in to the beach and began taking aboard the soldiers.” (paragraph 7)

	<ul style="list-style-type: none"> ○ <i>Rationale:</i> The citizen sailors continued to risk their lives through the bombings to complete their mission, demonstrating bravery. • “Somehow they backed off the beach, remained afloat, and ferried their loads out to the larger ships waiting offshore and then returned to the beach for more men.” (paragraph 10) <ul style="list-style-type: none"> ○ <i>Rationale:</i> Under extreme weight, the little boat sailors successfully navigated the troops to safety and bravely returned time and again, despite risks. • “The little boats still went about their business, moving steadily through the water” (paragraph 11) <ul style="list-style-type: none"> ○ <i>Rationale:</i> The citizen sailors continued to bravely risk their lives through the bombings to complete their mission. • “None abandoned their position.”(paragraph 18) <ul style="list-style-type: none"> ○ <i>Rationale:</i> The sailors in the small boats persevered through the German bombings to ferry the “apparently endless” number of British troops to safety, demonstrating bravery. <p>This text is considered to be worthy of students’ time to read and also meets the expectations for text complexity at grade 8. This text is complex in regard to text structure, vocabulary, and knowledge demands.</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 in support of an argument. • Students will explain their choice of textual evidence selection with a strong rationale.
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may choose strong evidence but struggle explain their choices. • Students may summarize what their textual evidence is saying but not analyze why it is strong evidence in support of the claim.

8TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE	
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.	
Standard Text: RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Students who can demonstrate understanding can: <ul style="list-style-type: none"> • determine the impact of words/phrases on meaning and tone in a text. • categorize words as having a positive or negative tone and discuss how these word choices helped express the speakers’ attitudes toward a particular topic or idea.
Vertical Alignment to Previous Grades: RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4, RI.6.4, RI.7.4	Clarification Statement: Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. They consider how words chosen by the author contribute to the meaning and tone, including analogies or allusions to other texts.
Vertical Alignment to Future Grades: RI.9-10.4, RI.11-12.4	

	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analogy – a comparison drawn between two things for the sake of clarification or explanation • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • allusion – an indirect reference to a person, place, object, literary work, historical event, etc. from an external context • connotative – the emotions and associations connected to a word • figurative – departing from a literal use of words; metaphorical • 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: 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.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • analyze how specific paragraphs develop key concepts. • analyze the role of specific sentences in developing a key concept. • identify a sentence in a text that best develops a main idea or concept and explain their reasoning.
<p>Vertical Alignment to Previous Grades: RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5, RI.6.5, RI.7.5</p> <p>Vertical Alignment to Future Grades: RI.9-10.5, RI.11-12.5</p>	<p>Clarification Statement: Students thoroughly examine how a paragraph is organized and analyze how certain sentences build and clearly communicate the author’s idea.</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 • 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.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine and explain the author’s purpose in a text. • identify conflicting evidence or viewpoints presented in a text. • analyze how an author acknowledges and responds to conflicting viewpoints.
<p>Vertical Alignment to Previous Grades: RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6, RI.6.6, RI.7.6</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 and analyze the techniques the author uses to address contradictory ideas or evidence.</p>

<p>Vertical Alignment to Future Grades: RI.9-10.6, RI.11-12.6</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 • evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement • 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) • 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. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RI.8.5
Task:	<p>After reading “In our digital world, are young people losing their ability to read emotions?” by Stuart Wolpert students must answer:</p> <p>The author states: “Many people are looking at the benefits of digital media in education, and not many are looking at the costs.” Describe how this quotation impacts the article.</p> <p>A strong response would include some or all of the following ideas:</p> <ul style="list-style-type: none"> • It explains the researchers’ motivations, explaining why the researchers initially chose to undertake the study (there was a knowledge gap in this field of research). • The researchers were interested in studying the negative implications of technology because no one else was. <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grade 8. The text has a simple structure and singular purpose, but it also has some complex language.</p>
DOK and Blooms	Level 3, Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students will identify a key concept in a text. • Students will analyze the role of particular sentences in developing and refining a key concept.

Possible Misconceptions:	<ul style="list-style-type: none"> • Students may simply interpret what the quote means instead of looking at its impact on the whole article. • Students may give their opinion on costs of digital media in education instead of focusing on the structure of the text.
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8TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</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: RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • evaluate how a graphic provides support from the text. • evaluate the advantages and disadvantages of using a graphic to present an idea. • discuss and evaluate the roles different mediums played in the representation of an event.
<p>Vertical Alignment to Previous Grades: RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7, RI.6.7, RI.7.7</p> <p>Vertical Alignment to Future Grades: RI.9-10.7, RI.11-12.7</p>	<p>Clarification Statement: Students assess the pros and cons of utilizing different mediums to present a specific topic or idea.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • evaluate – to determine quality or value after careful analysis or investigation • medium – the form(s) or material(s) an artist or author uses to express his/her ideas (e.g., poem, oil paint, etc.) • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <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.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain specific claims in a text. • determine whether the evidence provided to support a claim is sufficient. • distinguish between relevant and irrelevant evidence to support a claim.
<p>Vertical Alignment to Previous Grades: RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8, RI.7.8</p> <p>Vertical Alignment to Future Grades: RI.9-10.8, RI.11-12.8</p>	<p>Clarification Statement: Students precisely describe and assess the argument and the specific claims made in the text. They evaluate the validity of the reasons provided. They assess if the evidence used is relevant and if there is enough evidence to support the claim. Students identify when unrelated evidence is used.</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 • 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

	<ul style="list-style-type: none"> • delineate – to describe something precisely • 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 • relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim.
<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.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • explain how two authors present conflicting information on the same topic and provide support from both texts. • identify “side-by-side” specific places or instances where texts disagree on matters of fact or interpretation.
<p>Vertical Alignment to Previous Grades: RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9, RI.6.9, RI.7.9</p> <p>Vertical Alignment to Future Grades: RI.9-10.9, RI.11-12.9</p>	<p>Clarification Statement: Students examine an instance where multiple texts provide differing information on the same topic. Students determine where the texts contradict one another in terms of fact or interpretation.</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 • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • topic – the subject or matter being discussed or written about in a text, speech, etc
<p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> New Mexico State Standard</p>	
<p>Standard Text:</p> <ol style="list-style-type: none"> 1. Students in Grade 8 will distinguish between primary and secondary sources. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare a primary source and secondary source on the same topic and analyze the difference in tone, structure and point of view. • choose a current topic and identify a primary and secondary source for that topic, describing the criteria they used to distinguish each.
<p>Vertical Alignment to Previous Grades: 6.1, 7.1</p> <p>Vertical Alignment to Future Grades:</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

	<ul style="list-style-type: none"> • 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: Reading: Informational Text New Mexico State Standard	
Standard Text: 2. Students in Grade 8 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"> • compare two media coverages of the same topic and identify the use or lack thereof of propaganda, bias and stereotyping in each. • analyze how specific word choice, graphics, pictures, headlines, etc. are used to influence an audience in a given text. • reflect on their own experience being influenced by media around a given topic and analyze how specific techniques have colored their thinking.
Vertical Alignment to Previous Grades: 6.2, 7.2 Vertical Alignment to Future Grades:	Clarification Statement: Student 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.8.9
Task:	<p>After reading two articles, “In our digital world, are young people losing their ability to read emotions?” by Stuart Wolpert, and “Study: Kids can learn as much from ‘Sesame Street’ as from preschool” by Jim Tankersley, and viewing the short video “This is how Cookie Monster Makes your Kid Smarter” students must answer:</p> <p>Based on the information in both of the texts and the video, is technology beneficial or harmful to children and teenagers? Use details from all three texts to support your ideas.</p> <p>A well supported argument would include some or all of the following ideas:</p> <p>Young people should have access to technology because it provides academic benefits, especially to children who are disadvantaged.</p> <ul style="list-style-type: none"> • Though the author of Text 1 notes that teenagers may have negative social consequences due to using technology, they also note that “many people are looking at the benefits of digital media in education,” which implies that there are other benefits outside of the Sesame Street Study.

	<ul style="list-style-type: none"> • In Text 2, the author notes that Sesame Street has the same impact on young children as Head Start. • The authors of Text 2 describe the results of one study in detail, but they also note that this one study is supported by findings of studies dating back to the “Nixon-era.” • The video shows how research goes in to Sesame Street programming, which reveals the skills children are taught. • The video also shows how children can learn social skills through television. “The Biscotti Kid” is about learning how to listen, which is both an academic and social skill. The authors of Text 2 note that teens have trouble paying attention, but “The Biscotti Kid” is all about teaching kids how to actively listen and pay attention to someone who is speaking to them. <p>Alternatively, a student may argue that:</p> <p>Young people should not have access to technology because it can have a negative impact on their ability to read emotions.</p> <ul style="list-style-type: none"> • In Text 1, the author notes that teens have trouble reading the emotions of the people around them when they spend too much time using technology. • In Text 1, the author notes that the results of this particular study, while limited to a group of 105 students, are “significant,” because they occurred over 5 days. • The author of Text 2 indicates that “Sesame Street” cannot replace Head Start, because Head Start provides other benefits, including “...development of emotional skills that help kids in social settings.” In other words, the benefits of Sesame Street are more tied to academic, and not the social skills. • The author of Text 2 indicates that more research is needed to see if “Sesame Street” can continue to have benefits for children into their teen and young adult years. This means that the findings of the study in Text 1 are important because they show a negative impact of too much screen time in those later years. While the video shows how children can learn from television, the author explains that Sesame Street is well researched. As such, it can be inferred that the results are limited to this specific type of programing. <p>Alternatively, a student may argue that:</p> <ul style="list-style-type: none"> • Technology is beneficial for young children, because it provides academic benefits, but not teenagers, because it hinders their social skills. • In Text 1, the author notes that teenagers received benefits when they spent five days without access to cell phones or other devices. The author notes that the results of the study are “significant,” because they occurred over a minimal amount of time (5 days) • On the other hand, in Text 2, the author notes that “Sesame Street” has tremendous academic benefits, equal to that of Head Start. This shows that young children should have access to quality programming. • Additionally, the video shows how children learn from Sesame Street. It explains that children who watched “The Biscotti Kid” were able to mimic the listening skills described. <p>These texts and video are worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 8. The texts display either complex structure or complex language appropriate for an 8th grader.</p>
DOK and Blooms	Level 3, Analyzing
Possible language	<ul style="list-style-type: none"> • Students will analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

objectives aligned to this task:	<ul style="list-style-type: none"> Students will cite textual evidence to support their claim.
Possible Misconceptions:	<ul style="list-style-type: none"> Students may focus on only one or two of the texts instead of comparing information from all three. Students may rely on personal experience instead of textual evidence to answer the question.

8TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: Reading: Informational Text Range of Reading and Level of Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> use a wide variety of strategies (strategies include using prior knowledge, predicting, questioning, making inferences, determining purpose, visualizing, and making connections) or keep a purpose in mind to monitor their comprehension. write short responses after reading a text describing which information in the text was newly learned.
<p>Vertical Alignment to Previous Grades: RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10, RI.7.10</p> <p>Vertical Alignment to Future Grades: RI.9-10.10, RI.11-12.10</p>	<p>Clarification Statement: By the end of grade 8, 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.</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) informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success text – 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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8TH 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.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a) **Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**
- c) **Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**
- d) **Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

Students who can demonstrate understanding can:

- prepare a graphic organizer that reflects their reading or research of a topic, text, or issue and includes relevant information like examples, names, dates, and terms and definitions.
- prepare for a discussion by formulating relevant talking points to contribute and questions to pose to others.
- utilize rules and practices for respectful, productive collegial discussions that allow students to listen and build upon others' ideas and to express their own ideas clearly.
- track others' ideas during a discussion through active listening and note-taking to formulate and pose questions that tie-in information and perspectives from multiple participants.
- respond clearly and accurately to others' questions, citing evidence, observations, and/ or ideas to support their response.

Vertical Alignment to Previous Grades:

SL.6.1, SL.7.1

Clarification Statement:

Students take a meaningful part in purposeful discussions about grade 8 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and

<p>Vertical Alignment to Future Grades:</p> <p>SL.9-10.1</p>	<p>student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> • Students prepare for discussions ahead of time and support their statements with evidence from preparation materials. • 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 questions that connect to multiple comments or ideas from others. Students also provide appropriate, detailed answers to questions asked by others. • Students recognize when others contribute to a discussion with new information. Students make comparisons between their own views and the points and evidence offered during a discussion; they either make changes to or provide further evidence for their own views, depending upon which is necessary. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation relevant evidence, observations, ideas, descriptive • details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim • 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>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.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • examine a source to analyze how the way in which the information is presented influences its purpose. • examine and explain how the presentation of information in a particular format is influenced by the speaker's motive or purpose.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.6.2, SL.7.2</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.9-10.2</p>	<p>Clarification Statement:</p> <p>Students conduct a detailed examination of information presented in various ways and forms in order to determine and understand its purpose. Additionally, students examine and judge the value of the reasons different pieces of information are used.</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 • evaluate – to determine quality or value after careful analysis or investigation • motive/motivations – the reason for a particular action; that which gives purpose to an action or behavior
<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.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • describe a speaker's argument, identifying the claim and supporting evidence. • using evidence from the speaker's argument, students evaluate if the evidence presented is relevant and effective in presenting an argument that is logical and demonstrates sound reasoning.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.6.3, SL.7.3</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.9-10.3</p>	<p>Clarification Statement:</p> <p>Students precisely describe a speaker's argument and claims. They judge the validity of the reasoning and whether or not the evidence is appropriate and enough to support the claim. Students recognize unrelated evidence.</p> <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> ● <u>reasons/reasoning</u> – 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 ● <u>relevant evidence, observations, ideas, descriptive details</u> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim
<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.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● plan and deliver a presentation that is focused, coherent, and contains pertinent facts, descriptions, and examples. ● understand the difference between a claim and a finding. ● know that an argument makes and supports a claim, acknowledges counterarguments, creates cohesion by using transitional words or phrases, and has a strong concluding statement. ● speak with adequate volume, clear pronunciation, and appropriate eye contact.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.6.4, SL.7.4</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.9-10.4</p>	<p>Clarification Statement:</p> <p>Students present claims and findings. They highlight the most important points in a clear and focused way using appropriate, related evidence, valid reasoning, and well-chosen details. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech, adapting to various audiences and purposes.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● <u>salient</u> – most important or worthy of notice; prominent ● <u>task</u> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

<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.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • select appropriate multimedia components that add meaning to the presentation. • know what elements are needed to create visual displays. • add photos, video, audio, and text to clarify and emphasize the important points of the presentation.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.6.5, SL.7.5</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.9-10.5</p>	<p>Clarification Statement:</p> <p>Students combine multimedia and visual elements in their presentations to make the information being shared clearer, to further support claims, and to make the overall presentation more interesting.</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 • evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement
<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.8.6 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. • participate in a variety of small-group and whole-group classroom discussions.
<p>Vertical Alignment to Previous Grades:</p> <p>SL.6.6, SL.7.6</p>	<p>Clarification Statement:</p> <p>Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). Students consider</p>

<p>Vertical Alignment to Future Grades:</p> <p>SL.9-10.6</p>	<p>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>7.1 Understand the influence of heritage language in English speech patterns</p> <p>7.2 Orally compare and contrast accounts of the same event and text</p> <p>7.3 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, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3</p> <p>Vertical Alignment to Future Grades:</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 • speech pattern- distinctive manner of oral expression

8TH 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.8.1 Write arguments to support claims with clear reasons and relevant evidence

- a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from and supports the argument presented.

Students who can demonstrate understanding can:

- write a claim that states a particular position or argument and describe or contrast how it differs from alternate or opposing claims.
- conduct reading or research using accurate, credible sources and choose relevant details that helps students to construct an organized argument with logical reasoning to support a claim.
- construct an argument that is organized and cohesive, using transition words and phrases that show relationships among evidence and between claims and counterclaims, i.e. comparing, contrasting, and sequencing.
- integrate content and context-related vocabulary from sources to establish and maintain a formal style.
- write a concluding statement or paragraph that ties together the argument presented.

Vertical Alignment to Previous Grades:

W.6.1, W.7.1

Vertical Alignment to Future Grades:

W.9-10.1

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 eighth grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.

Vocabulary for Teacher Development:

- **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
- **cohesion** – the action of forming a unified whole; the quality of being united logically
- **counterclaims** – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that which was presented to support the original claim

<p>Anchor Standard/ Domain Name: <u>Writing</u></p> <p>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>	
<p>Standard Text:</p> <p>W.8.2 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 clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied transitions to create cohesion and 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 and supports the information or explanation presented. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● construct an introductory statement or paragraph that clearly states the topic and previews ideas, concepts and information that will follow. ● organize ideas, concepts and information into broad categories and, when appropriate to the format and purpose, cue readers with text formatting, graphics, and multimedia components. ● conduct reading or research using accurate, credible sources and choose relevant facts, definitions, details, quotations, information and examples that develop or illustrate the topic. ● construct an informative piece that is organized and cohesive, using transition words and phrases that show relationships among ideas and concepts, i.e. comparing, contrasting, and sequencing. ● integrate content and context-related vocabulary from sources to establish and maintain a formal style. ● write a concluding statement or paragraph that ties together the concepts and ideas presented.
<p>Vertical Alignment to Previous Grades: W.6.2, W.7.2</p> <p>Vertical Alignment to Future Grades: W.9-10.2</p>	<p>Clarification Statement:</p> <p>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 eighth 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"> ● concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

	<ul style="list-style-type: none"> • cohesion – the action of forming a unified whole; the quality of being united logically • domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation
<p>Anchor Standard/ Domain Name: <u>Writing</u> <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.8.3 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compose a narrative introduction that introduces a narrator and/ or characters, point of view, and context for the story that follows. • organize events in a logical sequence that makes sense, are believable, and flows naturally. • use narrative techniques to bring the story to life including adding natural and authentic dialogue; using pacing that emphasize key details and events; and using sensory language to describe characters, the setting, and events. • construct a narrative that is organized and cohesive, using transition words and phrases that help to keep the story moving and show relationships related to time and setting and amongst characters, experiences and events, i.e. comparing, contrasting, chronology and sequencing. • select precise words and phrases that fit the tone of the narrative and provide the reader with imagery of the setting, characters, events, and experiences in the narrative. • write a conclusion that makes sense, connects with events and details included in the narrative, and offers a satisfying ending for the reader.
<p>Vertical Alignment to Previous Grades: W.6.3, W.7.3</p> <p>Vertical Alignment to Future Grades: W.9-10.3</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 eighth 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"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)
<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.8.4 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. • adapt their writing style and format for task, purpose, and audience.
<p>Vertical Alignment to Previous Grades: W.6.4, W.7.4</p> <p>Vertical Alignment to Future Grades: W.9-10.4</p>	<p>Clarification Statement: The teacher may choose to create topics for students, or he/she may allow students to choose topics themselves. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are important for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing. Students begin by writing introductions that clearly identify the topic and provide a preview of what will be explored further in the rest of the piece. Students are encouraged to use strategies like definition, classification, compare/contrast, and cause/effect to establish an organization for ideas, concepts, and information on the topic under study. In the body of their pieces, students develop the topic with pertinent facts, definitions, concrete details, quotes, examples, and any additional information necessary. As students draft their pieces, they use appropriate transitions to reflect the organizational structure of the text, create cohesion, and provide a clear understanding of how the ideas relate to the concepts.</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.8.5 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, focusing on how well purpose and audience have been addressed.</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 8th language standards.
<p>Vertical Alignment to Previous Grades: W.5.5, W.6.5</p>	<p>Clarification Statement: Students revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct</p>

<p>Vertical Alignment to Future Grades: W.9-10.5</p>	<p>grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?”</p>
<p>Anchor Standard/ Domain Name: <u>Writing</u> <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.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use technology tools to draft writing pieces through revision editing, and publishing processes. • use technology to research and share information and interact and collaborate with others.
<p>Vertical Alignment to Previous Grades: W.6.6, W.7.6</p> <p>Vertical Alignment to Future Grades: W.9-10.6</p>	<p>Clarification Statement: Students use digital tools and resources to create and share writing with audiences (e.g., screencast, word processing, articles, etc.) and to effectively show the connections between information and ideas. Students also use digital tools to communicate and collaborate with peers (e.g. conferencing apps, web extensions, collaborative websites, 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.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • integrate the skills of generating research questions, accessing multiple sources, and generating additional questions based on research as part of a short research project. • create a product for a short research project that explores a topic through questions and using multiple sources.
<p>Vertical Alignment to Previous Grades: W.6.7, W.7.7</p> <p>Vertical Alignment to Future Grades: W.9-10.7</p>	<p>Clarification Statement: Students organize and carry out short and extended research projects that provide an answer to a teacher or student-created question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that encourage examination of the different facets of the topic and question under study.</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.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● use graphic organizers to record, organize, and assess relevance of information gathered from multiple print and digital sources. ● effectively and efficiently generate and use search terms when researching via the internet. ● explain how to assess the credibility and accuracy of print and digital sources and employ that knowledge in their own research ● properly cite, quote and paraphrase information from print and digital texts to avoid plagiarism.
<p>Vertical Alignment to Previous Grades: W.6.8, W.7.8</p> <p>Vertical Alignment to Future Grades: W.9-10.8</p>	<p>Clarification Statement: Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each source for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, 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 ● plagiarism - the practice of taking someone else's work or ideas and passing them off as one's own.
<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.8.9 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.6.9, W.7.9</p> <p>Vertical Alignment to Future Grades: W.9-10.9</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.8.10 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.6.10, W.7.10</p> <p>Vertical Alignment to Future Grades: W.9-10.10</p>	<p>Clarification Statement: To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p>

Part 3: Resource Guides

What are Resource Guides?

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

Table of Contents for Resource Guides

Choosing an Appropriately Complex Text

Text Dependent Questions with Complex Texts

Vocabulary Instruction with Complex Texts

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Cross-Curricular Connections with Literacy

Cultural and Linguistic Responsiveness in Literacy

Resource Guide: Choosing an Appropriately Complex Text

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

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

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

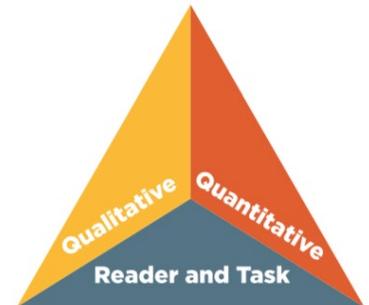


Figure 1: The Standards' Model of Text Complexity

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

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

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

What does it mean to consider the reader and task?

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

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

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

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

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

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

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

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

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

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

Resource Guide: Text Dependent Questions with Complex Texts

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

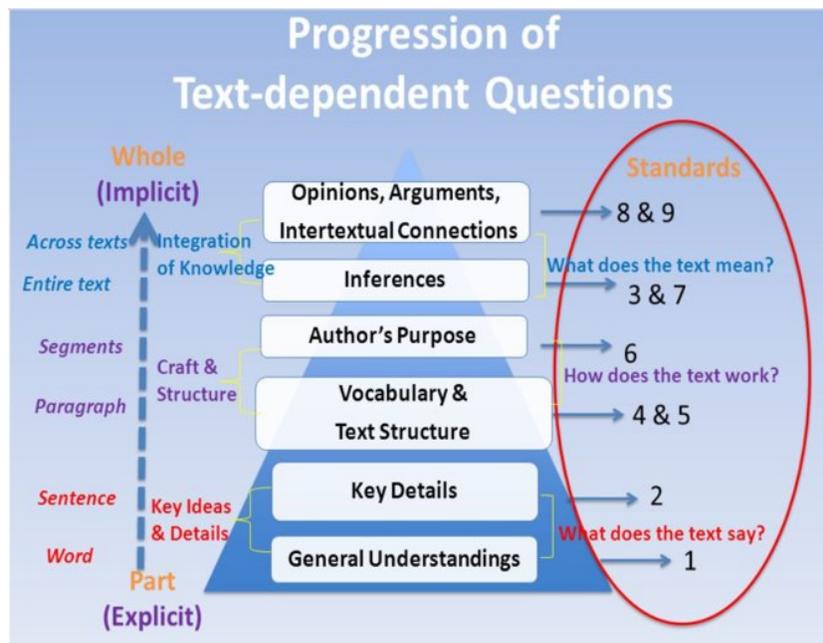
What are Text Dependent Questions (TDQs)?

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

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

How do TDQs align with the standards?

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



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

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

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

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

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

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

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

How can I create TDQs for my lessons?

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

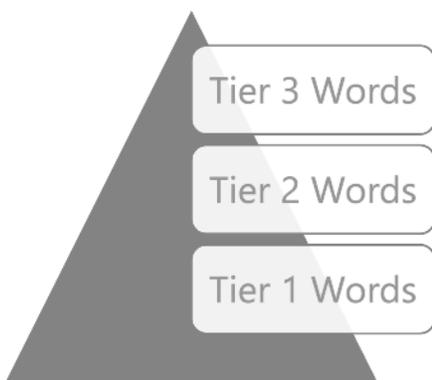
For more information about TDQs, please visit this Achieve the Core resource:
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

Resource Guide: Vocabulary Instruction with Complex Texts

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

Types of Vocabulary Words

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



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

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

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

Best Practices for Instruction aligned to Vocabulary and Complex Texts

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

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

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

Resource Guide: Speaking, Listening and Writing

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

Receptive and Expressive Language

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

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

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

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

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

Best Practices for Speaking, Listening and Writing Instruction:

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

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

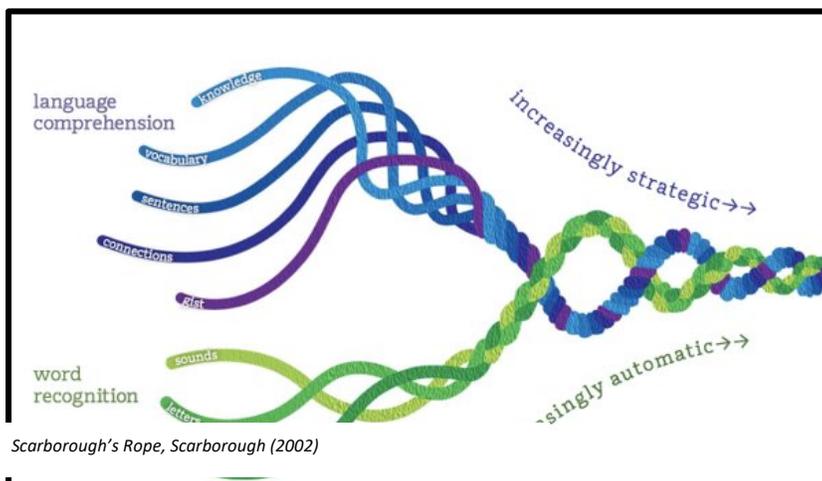
Resource Guide: Differentiating Support for All Learners

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

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

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

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



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

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

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

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

Knowledge:

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

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

Word Recognition:

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

Cognitive Load:

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

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

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

Resources

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

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

Resource Guide: Cross-Curricular Connections with Literacy

Vision:

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

Purpose:

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

Suggested Topics for Building Knowledge in 8th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Space Missions/ Scientific Advancement/ Exploration	Incorporate: <ul style="list-style-type: none"> - movement of space exploration - role NM played in space exploration - informative essay - compare/ contrast with others' roles - pros and cons - costs, moving forward in exploring space 	Science in Society - 1-SS-1
Natural Resources and Human Impact	Incorporate: <ul style="list-style-type: none"> - NM Science STEM - resources specifically in NM - impact geographical areas, culture, and beliefs in those areas of those resources - biases in text from authors around using the resources, i.e. wind farm - different perspectives, i.e. energy companies and farmers 	SS - Geography - Benchmark 2-F, CS 4 Science - MS-ESS3-3 New Mexico Health - Standard 5, Benchmark 3 CTE - Architecture and Construction - Career Cluster A - 1,2,4 & 7 Career Cluster B 1 - 9 Career Cluster C 1-7
Migration	Incorporate: <ul style="list-style-type: none"> - historical and current day perspectives - movement of people <ul style="list-style-type: none"> - political, social, economic, environmental - inclusive of immigration, refugees - inclusive of narrative, informative and argument writing; non-fiction and fiction 	Social Studies: Geography Content Standard 2, Benchmarks 2-A, 2-E History Content Standard 1, Benchmarks 1-A, 1-D Science: MS-ESS3-2, MS-ESS3-4, MS-ESS2-6

	<ul style="list-style-type: none"> - connection to how climate change influences populations to migrate 	<p>Visual Arts: Cr2.3.8a, Re.7.2.8a, Cn11.1.8a</p> <p>Health: Content Standard 4, Benchmarks 1,2,3 & 4 Content Standard 5, Benchmarks 1, 7</p>
Energy and Impact	<p>Incorporate:</p> <ul style="list-style-type: none"> - types of energy - controversy of types of energy, i.e.. nuclear, solar, etc. - debate - argument writing - describe and know the pros and cons of types of energies 	ScienceMS-ESS3-3 NM
Early Civilizations	<p>Incorporate:</p> <ul style="list-style-type: none"> - New Mexico - factors affecting - human resources - how physical processes influence the formation and location of resources - geography, land formations, early settlers, traditions, cultures - explain how physical processes influence formation and location of resources - analyze how study of geography and place right now is used to improve quality of living here 	SS 2 B1 -Geography
Social and Emotional Health	<p>Incorporate:</p> <ul style="list-style-type: none"> - Health standards - students identify a modern social/ health issue, i.e. suicide, depression, anxiety - being mindful of expectations/ protocols in dealing with sensitive topics - informative, presentation 	Health Content Standard 1 (5-8) Benchmark 6: 1,2,3
Land and Culture	<p>Incorporate:</p> <ul style="list-style-type: none"> - different groups in NM - how land has influenced cultures - 19 Pueblos + Navajo Nation - Southwest - compare/ contrast 	Geography Content Standard II: 5-8 Benchmark 2-B

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 *Perpectives: 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 8th Grade:

Possible Topics for Building Knowledge:	Possible Texts to Foster Cultural and Linguistic Relevance in the classroom	Connections that could reinforce relevance to families and communities
Space Missions/ Scientific Advancement/ Exploration	<p>1. https://www.space.com/4422-timeline-50-years-spaceflight.html</p> <p>2. https://www.washingtonpost.com/nation/2019/07/12/citizen-world-nasas-first-latino-astronaut-reflects-how-space-changed-his-immigrant-identity/</p>	<p>1. Timeline and videos that reflect a brief history of space travel. Great resource to introduce a unit in space travel.</p> <p>2. Great article about the first Latino astronaut. Connection for students in NM of latinx descent who are interested in space. Also connects to high level career opportunities in New Mexico.</p> <p>3. Webstie that provides information on the major role New Mexico played in</p>

	<p>3. New Mexico’s role in space travel - http://online.nmartmuseum.org/nmhistory/growing-new-mexico/astronomy-and-space/history-astronomy-and-space.html</p> <p>4. The Veldt - Ray Bradburry</p> <p>5. Hitchhiker’s Guide to the Galaxy (Excerpts)</p> <p>6. https://www.space.com/16143-women-space-firsts-gallery.html</p> <p>7. https://www.commonlit.org/en/library?searchQuery=space%20</p> <p>8. Novels: <i>To the Moon</i>-Jeffrey Kluger and Ruby Samir <i>Hidden Figures</i>-Young Reader Edition-Shetterly, Margot Lee</p>	<p>space travel. From Native American Chaco Canyon to the present.</p> <p>4. This short story is compelling, engaging, and explores ethical questions about scientific advancement. In the story, lines between fiction and reality blur. As technology in our world advances, students can all relate to this text that stretches the imagination. Students can connect to scientific advancement topics such as virtual reality.</p> <p>5. Elon Musk recommends this 8th grade level text as one of the top 3 books he feels people should read in their lifetime - to explore horizons and think about space. Students can read key excerpts from this novel to explore thematic questions about environmental issues, technology advances, and more.</p> <p>6. Relevant to all students interested in a career in space as it highlights people from all races, genders and ethnicities who have become astronauts.</p> <p>7. Website that provides numerous grade level articles on space travel, along with assessments and writing prompts.</p> <p>8 <i>To the Moon</i> is a true story of the American Heroes on the Apollo 8 Spaceship. <i>Hidden Figures</i> is a true story of four African American female mathematicians who were essential to the success of some of the greatest moments in the space program.</p>
<p>Natural Resources and Human Impact - Land and Culture in New Mexico</p>	<p>1. <i>Land Grants and Lawsuits in Northern New Mexico</i> - Malcom Ebright</p>	<p>1. Relevant especially to families in northern New Mexico (Latinx and indigenous) with ancestral ties to land acquired during times of Spanish exploration.</p>

	<p>2. <i>Advocate for the Oppressed: Hispanos, Indians, and Genizaros and their Land in New Mexico</i></p> <p>3. <i>Mysteries and Miracles of New Mexico</i> - Jack Kutz</p> <p>4. http://online.nmartmuseum.org/nmhistory/growing-new-mexico/ranching/history-ranching.html</p> <p>5. https://www.indianpueblo.org/</p> <p>6. <i>New Mexico's Pueblo Baseball League</i> by Baker, Howell and Cordero</p>	<p>2. Relevant topics include historical context of how land was acquired by Spaniards in the 1600s; how Navajo and Plains Indians were sold into slavery and how their religious beliefs were quelled. Discusses struggles between the elite and the poor and how these issues connect to New Mexicans today</p> <p>3. Traditional stories and tales passed down from New Mexico families about folklore and beliefs exclusive to New Mexico</p> <p>4. Ranching is a big part of New Mexico's industry, use of land and is a cross-cultural and, often, a family venture.</p> <p>5. website that provides information about the Indian Pueblos of New Mexico and how they connect the land and natural resources to their everyday lives</p> <p>6. connection to how baseball began on the Pueblos and in the Indian Schools and how it grew to be a source of pride and tribal tradition.</p>
Migration	<p>1. <i>The Arrival</i> By Shaun Tan</p> <p><i>The Distance Between Us: Young Readers Edition</i> by Reyna Grande</p> <p>2. <i>A Long Walk to Water</i> by Linda Sue Park <i>Refugee</i> by Alan Gratz <i>Rising Seas</i> by Keltie Thomas</p>	<p>1. Migration is a common thread throughout human history and is also a dynamic in the animal world. Migration is inclusive of human movement for various reasons - it's likely that students, family members, and/ or members of their community have experiences and stories of migration.</p> <p>2. Human migration is influenced by political, social, economic, and environmental factors. Students explore the lens of the Sudanese people and their journey through</p>

	<p><i>Escape to Gold Mountain: A Graphic History of the Chinese in North America</i> by David H.T. Wong</p> <p><i>The Distance Between Us: Young Readers Edition</i> by Reyna Grande</p> <p><i>The Birchbark House</i> by Louise Erdrich</p> <p>3. "God Grew Tired of Us"</p> <p>4. The Global Oneness Project https://www.globalonenessproject.org/</p> <p>Smithsonian Museum Collections https://www.si.edu/collections</p>	<p>Africa, with major themes of war and survival.</p> <p>3. This documentary goes along with "A Long Walk to Water" and presents the non-fiction elements of the text in an age-appropriate way. Very suitable for 8th grade, but also great for exploring some tough questions including racism, genocide, and more.</p> <p>4. Viewing art as primary and secondary sources in addition to creating art related to migration is a multimodal and culturally responsive way for students to gain and express knowledge, analyze diverse resources, connections, make connections, and formulate and share ideas.</p>
<p>Energy and Impact</p>	<p>1. Sadako and Thousand Paper Cranes</p> <p>2. Hiroshima by Laurence Yep (6 - 8)</p>	<p>1. While this novel is commonly read to younger ages, it is short, and its themes are important for middle school. It could be used as a short glimpse into the impact of nuclear energy. The story is about the impacts of radiation long after the atomic bombs were dropped.</p> <p>2. From Scholastic, "From Newbery Honor award-winning author Laurence Yep comes this boldly written, fictionalized account of the bombing of Hiroshima, seen through the eyes of 12-year-old Sachi. This riveting piece of</p>

	<p>3. Hiroshima by John Hersey (</p>	<p>historical fiction tells the poignant story of a young girl and a city destroyed by war — and healed by the courage to rebuild and survive.” This novel could help students explore the impact of energy and technology on humanity.</p> <p>3. Excerpts of this novel may be appropriate for 8th graders, exploring the destruction and impact of the atomic bombs. This could be used in conjunction with “Sadako”, as both explore similar themes in different ways.</p>
<p>Early Civilizations</p>	<p>1. Sees Behind Trees by Michael Dorris</p> <p>2. https://www.albuqhistsoc.org/educators/ https://www.albuqhistsoc.org/source-documents/source-document-index/ https://www.history.com/topics/us-states/new-mexico</p>	<p>1. This coming of age novel takes place with a 16th century Native American tribe. Great cultural connections can be made, including exploration of different “coming of age” ceremonies in a variety of cultures.</p> <p>2. land grants, borders and counties, political structure, tribal autonomy, multi-cultural assimilation</p>
<p>Social and Emotional Health</p>	<p>1. <i>The Absolute Diary of a Part Time Indian</i> by Alexis Sherman</p> <p>2. <i>My Name is Not Easy</i> - Debby Dahl Edwardson (Discrimination faced by Eskimo children while enculturated into white culture, developing empathy)</p> <p>3. <i>Ghost</i> by Jason Reynolds</p>	<p>1. This novel explores the life of a teen growing up on a reservation, facing many social and emotional obstacles throughout his journey. There are definitely controversial but important themes that any 8th grader could connect to, including drugs, sexuality, and more.</p> <p>2. Discrimination faced by Eskimo children while enculturated into white culture; developing empathy; understanding identity</p>

	<p>4. Restart by Gordon Korman</p>	<p>3. <i>Ghost</i> addresses a teenager dealing with domestic abuse and persevering with the support of his school track team, friendship, and self-recognition of his own strengths and talents</p> <p>4. A popular high school teen (and bully) gets in an accident and loses his memory. He has to “start over” and face who he was in the past. This is a great novel to explore bullying, victimization, perspective, and more.</p>
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Glossary

Anchor Standard- a complement to the grade-level standards. The anchor standards define the what knowledge and skills are needed for college and career readiness, or the end of the 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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