

New Mexico Literacy Instructional Scope

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Part 1: Core Tenets of Excellent Literacy Instruction

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

Tenets of Excellent Literacy Instruction include:

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

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

Part 2: Unpacking the Standards

What is in the unpacking of the standards?

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

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

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

KINDERGARTEN 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 K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask questions about key details in a text such as “who? Where? When? Why? How? answer questions about key details in a text such as “who? Where? When? Why? How?
<p>Vertical Alignment to Future Grades: RL.1.1, RL 2.1, RL.3.1, RL.4.1 RL.5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <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 K.2 With prompting and support, retell familiar stories, including key details.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> retell familiar stories. include key details in a retell of the story.
<p>Vertical Alignment to Future Grades: RL.1.2 RL.2.2, RL.3.2, RL.4.2, RL.5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> By answering the 5 W's and any other important details, students should be able to retell what happened in a story they have read or listened to. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original
<p>Anchor Standard/ Domain Name: <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 K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the elements of a story including characters, settings, and major events when directed and supported to do so.
<p>Vertical Alignment to Future Grades: RL.2.3, RL.3.3, RL.4.3, RL.5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students name characters in a story, including both main and supporting characters. They also name specific places

	<p>where the story happens. Students name the important events in the story.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • event – a thing that happens; an occurrence • major events – the most important events that occur within a literary work; similar to main ideas • setting – the time and place of the action in a book, play, story, etc.
Anchor Standard/ Domain Name: <u>New Mexico State Standards</u>	
<p>Standard Text: Kindergarten students will identify the main topic, retell key details of a text, and make predictions.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify the main topic of an informational text. • retell key details of an informational text that support the main topic. • make predictions about an informational text before and during reading.
<p>Vertical Alignment to Future Grades: 1.a, 2.a, 3.a, 4.a,</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students identify the main topic and key details of a text both orally and in pictures or writing. Students make predictions before and during reading to monitor their comprehension. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • main topic – the leading subject of an informational text. From the Greek word for “place”. • key details – the most important evidence from the text that supports the main topic • prediction – a statement about the future. “Pre” means “before” and “diction” is associated with talking.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details:</i>
Standard Alignment:	RL K.1 With prompting and support, ask and answer questions about key details in a text.
Task:	<p>Adapted from <i>Wit and Wisdom’s</i> Assessment Resources: Students should ask and answer a question about “Chicka Chicka Boom Boom” using details from the text to support the answer.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> • Responses will vary. Students may ask questions about the different letters presented, the rhyme of the text, or the illustrations. Students should answer the questions that they pose with evidence from the text.
DOK and Blooms	1, Identify
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students orally ask and respond to questions about “Chicka Chicka Boom Boom” (Discuss Language-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may generate questions that are not related to the text. • Students may answer questions without citing evidence from the text.

KINDERGARTEN 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 K.4 Ask and answer questions about unknown words in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask and answer questions about unknown words in a text that suggest feelings. ask and answer questions about words in a text that appeal to the senses.
<p>Vertical Alignment to Future Grades: RL.1.4, RL 2.4, RL.3.4, RL.4.4 RL.5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about words in a text that suggest feelings (e.g. happy, mad, sad) or appeal to the senses (e.g. stinky smell, bright sight, loud sound, delicious taste, soft touch). Students also answer questions about unknown words. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>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 K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> recognize storybooks based on features such as author, title, illustrations/ pictures, sentences, paragraphs, and dialogues. recognize poems-based features such as stanzas.
<p>Vertical Alignment to Future Grades: RL.1.5, RL 2.5, RL.3.5, RL.4.5, RL.5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students identify different types of text, including poems, stories, and informational books. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>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 K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> name the author of a story and their role in telling the story. name the illustrator of the story and their role in telling the story.
<p>Vertical Alignment to Future Grades: RL.1.1, RL 2.1, RL.3.1, RL.4.1 RL.5.1</p>	<p>Clarification Statement:</p>

	<ul style="list-style-type: none"> Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL. K.5: Recognize common types of texts (e.g., storybooks, poems).
Task:	<p><i>From Common Core Appendix B</i></p> <p>Students read two texts on the topic of pancakes (Tomie DePaola’s “Pancakes for Breakfast” and Christina Rossetti’s “Mix a Pancake”) and distinguish between the text that is a storybook and the text that is a poem.</p> <p>Exemplar Student Responses Should Include:</p> <ul style="list-style-type: none"> Poems have stanzas- How to Mix a Pancake is organized by stanzas Storybooks use sentences and paragraphs and usually have illustrations, like Pancakes for Breakfast <p>Students should cite other reasons that distinguish a poem from a storybook.</p>
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Identify details that distinguish a storybook from the poem in Tomie DePaola’s “Pancakes for Breakfast” and Christina Rossetti’s “Mix a Pancake” (Argue, Listening, Reaching) Identify differences between two texts on pancakes. (Aruge, Reading, Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may identify both texts as a storybook. Students may confuse vocabulary- story and poem. Students may cite incorrect evidence to support their claim distinguishing the storybook from the poem.

KINDERGARTEN LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p>	
<p>Standard Text: RL K.7 With prompting and support, define the role of the author and illustrator in telling the story</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> define the role of the author in telling the story and list the things authors do in a story. define the role of the illustrator in telling the story and list the things illustrators do in a story.
<p>Vertical Alignment to Future Grades: RL.1.7, RL 2.7, RL.3.7, RL.4.7, RL.5.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations, such as what moment in the story an illustration depicts

	<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 • illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim
<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 K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • determine the adventures and experiences of characters in familiar stories. • compare and contrast adventures of characters in familiar stories. • compare and contrast experiences of characters in familiar stories.
<p>Vertical Alignment to Future Grades: RL.1.9, RL 2.9, RL.3.9, RL.4.9, RL.5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

<p>KINDERGARTEN LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</p>	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading and Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • engage in reading activities in a whole class setting. • engage in reading activities with peers. • establish purposes for reading in small groups and class settings. • use metacognitive strategies to comprehend the text.
<p>Vertical Alignment to Future Grades: RL.1.7, RL 2.7, RL.3.7, RL.4.7, RL.5.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • 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)
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL K.7: With prompting and support, define the role of the author and illustrator in telling the story
Task:	<p><i>Adapted from Common Core Appendix B</i></p> <p>Students (with prompting and support from the teacher) describe the relationship between key events of the overall story of “Little Bear” by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak.</p> <p>Exemplar Student Responses Should Include:</p> <ul style="list-style-type: none"> • Little Bear’s mother is nowhere to be found on his birthday. • Little Bear makes soup to celebrate. His friends come to visit • At the end of the story, Mother Bear comes back with a big birthday cake. <p>Students should relate the major events to the illustrations from the text. The author and illustrator wanted to tell and show how Little Bear celebrated his birthday with his friends.</p>
DOK and Blooms	1, Remember
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • With sentence starters and drawings, students can describe the main events in the story <i>Little Bear</i> (Explain-Writing-Developing)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may select details that are not part of the major story line of the text. • Students may struggle to relate the event to the illustration that depicts the event.

KINDERGARTEN INFORMATIONAL STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p>Standard Text: RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask questions about key details in a text. answer questions about key details in a text.
<p>Vertical Alignment to Future Grades: RI 1.1, 2.1, 3.1, 4.1, 5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. Teachers and/or peers provide support and prompting <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more inference – a conclusion based on evidence from the text and reasoning
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the main topic of a text with prompting and support. select the most important details from a text to retell.
<p>Vertical Alignment to Future Grades: RI 1.2, 2.2, 3.2, 4.2, 5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students state the main topic of an informational text. Students also state important details from the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original 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: Reading: Informational <u>Key Ideas and Details R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RI.K.3 With prompting and support, describe the connection between two</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify two individuals, events, ideas, or pieces of information in a text.

<p>individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> describe the connection between the individual events, ideas, or pieces of information by discussing how they are related, similar, or different. identify and learn about topics in a text with teacher support.
<p>Vertical Alignment to Future Grades: RI 1.3, 2.3, RI.4,3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how two individuals, events, ideas, or pieces of information from a text are related. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

<p style="text-align: center;">INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</p>	
<p>Strand:</p>	<p><i>Key Ideas and Details:</i></p>
<p>Standard Alignment:</p>	<p>RI K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>Task:</p>	<p>Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley's <i>How People Learned to Fly</i> by performing the "arm spinning" experiment described in the text.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> Students can explain that the drag causes us to feel pressure of the wind on our arms when we spin. Students can use the word "drag" when they cite a reason for the air pushing on their arms. <p>Students can articulate that the drag works against objects that are trying to fly.</p>
<p>DOK and Blooms</p>	<p>1, Understand</p>
<p>Possible language objectives aligned to this task:</p>	<ul style="list-style-type: none"> Students can explain the steps to the arm spinning experiment and how it relates to the central idea of the text. (Explain-Speaking-Entering)
<p>Possible Misconceptions:</p>	<ul style="list-style-type: none"> Students may not connect the activity to the central idea of the text. Students may not understand the meaning of the word "drag" as it relates to objects that can fly.

<p style="text-align: center;">KINDERGARTEN INFORMATIONAL BREAKDOWN: CRAFT AND STRUCTURE</p>	
<p>Anchor Standard/ Domain Name: Reading: Informational Craft and Structure: R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	

<p>Standard Text: RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask questions about the meaning of unknown words or phrases in a text with prompting and support. answer questions about the meaning of unknown words or phrases in a text with prompting and support. determine the meaning of words and phrases in kindergarten topics and subject areas using context and other strategies.
<p>Vertical Alignment to Future Grades: RI 1.4, 2.4, 3.4, 4.4, 5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask questions about unfamiliar and familiar words in a text (such as bold face or italicized words). Students also answer questions about those words. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: Reading: Informational Craft and Structure: R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Standard Text: RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the front cover, back cover, and title page of a book.
<p>Vertical Alignment to Future Grades: RI 1.5, 2.5, 3.5, 4.5, 5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students point out the front cover, back cover, and title page of a book. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: Reading: Informational Craft and Structure: R6 Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> name the author of a text. name the illustrator of a text. define the role of the author in presenting ideas and information in the text. define the role of the illustration in presenting ideas and information in the text through visuals.
<p>Vertical Alignment to Future Grades: RI 1.6, 2.6, 3.6, 4.6, 5.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students describe the roles of the author and the illustrator in presenting the information in the text with support from the teacher and/or peers. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RI K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Task:	<p>Students identify Edith Thacher Hurd as the author of “Starfish” and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> • Students should use the cover of the text to determine that Edith Thatcher Hurd is the author and Robin Brickman is the illustrator. • Students should explain how words and information are Brickman's contribution to the nonfiction text. • Students should point to the illustrations as contributions of Brickman.
DOK and Blooms	1, Remember
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can make a claim about the role of the author and illustrator in the text and cite evidence to support their claim. (Argue-Reading-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may mix up the names of the author and illustrator. • Students may struggle to cite evidence to justify their claim distinguishing the author and the illustrator.

KINDERGARTEN INFORMATIONAL STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas: R7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Standard Text: RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Students Who Demonstrate Understanding Can: <ul style="list-style-type: none"> • with prompting and support, connect key details to illustrations in the text. • with prompting and support, describe how an illustration depicts a person, place, thing, or idea in the text.
Vertical Alignment to Future Grades: RI 1.7, 2.7, 1.7, 2.7, 3.7, 4.7, 5.7	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students explain how the words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts. <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 • illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

	<ul style="list-style-type: none"> • relationship – the way in which two concepts, objects, or people are connected
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas: R8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>Standard Text: RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • determine the central ideas or claims in a text. • identify the reasons an author gives to support points in the text.
<p>Vertical Alignment to Future Grades: RI 1.8, 2.8, 3.8, 4.8, 5.8</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students recognize what ideas an author is providing in a text. They are able to name what points the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas: R9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RI K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify similarities between two texts on the same topic. • identify differences between two texts on the same topic. • compare and contrast illustrations, descriptions, and procedures in the texts to determine the similarities and differences.
<p>Vertical Alignment to Future Grades: RI.2.9, 3.9, 4.9, 5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. The teacher and/or peers provide support and prompting. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • topic – the subject or matter being discussed or written about in a text, speech, etc.

KINDERGARTEN INFORMATIONAL STANDARDS BREAKDOWN : RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas: R.10:</u> Read and comprehend literary and informational texts competently and proficiently.</p>	
<p>Standard Text: R.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> engage in informational reading activities in a whole class setting. engage in informational reading activities with peers. establish purposes for informational reading in small groups and class settings. use metacognitive strategies to comprehend informational text.
<p>Vertical Alignment to Future Grades: RI.1.10, 2.10, 3.10, 4.10, 5.10</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> 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)

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RI K.8: With prompting and support, identify the reasons an author gives to support points in a text.
Task:	<p>Adapted from CCSS Appendix B: What reasons does the author give in the text <i>Garden Helpers</i> in support of his point that not all bugs are bad? Write and draw your response.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> Some bugs help the garden grow. Earthworms help soil become rich and healthy. Ladybugs eat pests. Spiders catch bugs in its sticky webs.
DOK and Blooms	1, Identify
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can cite reasons from the text to answer a modeled question about the central idea of the text- that not all bugs are bad. (Recount, Reaching, Writing)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may provide insufficient evidence to support the claim that not all bugs are bad (i.e. - there may be missing details about specific roles of bugs, such as spiders, earthworms, etc). Students may draw on personal experience with bugs instead of evidence from the text.

KINDERGARTEN FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

Cluster: Foundational Skills- Print Concepts

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

Standard Text:

RF. K.1: Demonstrate understanding of the organization and basic features of print.

- **Follow words from left to right, top to bottom, and page by page**
- **Recognize that spoken words are represented in written language by specific sequences of letter**
- **Understand that words are separated by spaces in print.**
- **Recognize and name all upper- and lowercase letters of the alphabet.**

Students Who Demonstrate Understanding Can:

- move from the top of the page to the bottom of the page, and move from one page to the next
- understand that words are made of letters and that spoken words can be written to become a piece of writing.
- understand that letters together in a certain sequence make words and these words are written with spaces between them.
- name all letters in uppercase and lowercase forms

Vertical Alignment to Future Grades:

RF. 1.1

Clarification Statement:

- Students should be able to show proficiency in understanding the basic concepts of print such as following words in the correct direction, connecting spoken language to written language and letters, and understanding spacing between words.
- Students should be able to name and recognize upper-case and lowercase letters.

Vocabulary for Teacher Development:

- **return sweep** – moving your eyes from the end of one line of text to the start of another line
- **one-to-one correspondence of words** – matching the printed word to the spoken word
- **letter recognition** – visually recognizing the name of a printed letter

<p>Cluster: Phonological Awareness From <i>Achieve the Core</i>: Definition: Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced.</p>	
<p>Standard Text: RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ● identify and create rhyming words. ● divide words into syllables and count those syllables ● say the sounds in the syllables and blend them to create words. ● in single-syllable words, blend and segment the onset and rime (The onset in “mat” is /m/ and the rime is /at/). ● segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is “dot” note: except for CVC endings /l/, /r/, and /x/). ● manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in “mat” to make “cat” or add /l/ to “fat” to make “flat”).
<p>Vertical Alignment to Future Grades: RF. 1.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> ● Building phonological awareness includes building knowledge of oral rhymes, alliteration, syllables, onset/rime, phonemes. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● phoneme – individual sounds in words ● alliteration: the occurrence of the same letter or sound at the beginning of closely connected words. ● syllable – a unit of pronunciation having one vowel sound, with or without surrounding consonants ● onset-rime – the initial phonological unit of any word, rime is the string of letters that follow. ● rhyming words – (word, syllable, line) having or ending with an identical corresponding sound to another ● CVC words – three letter words that follow a consonant-vowel-consonant pattern
<p>Cluster: Phonics and Word Recognition From <i>Achieve the Core</i>: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</p>	
<p>Standard Text:</p>	<p>Students Who Demonstrate Understanding Can:</p>

<p>RF. K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<ul style="list-style-type: none"> • produce all of the primary sounds for consonants. • know the long and short vowel sounds and their common spellings. • read frequently seen words by sight (e.g. the, of, to, you, she, my, is, are, do, does). • identify the sound that is different in two similarly spelled words (e.g. went and want, students identify that /e/ in went is different than /a/ in want).
<p>Vertical Alignment to Future Grades: RF. 1.3, 2.3, 3.3, 4.3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • decoding – learning to read words by recognizing and stringing together sounds • encoding – using letter sounds to write • automaticity – decoding that is done so rapidly that it seems the word has been recognized as a whole • word recognition – recognizing words in the moment of reading • graphemes – letters or groups of letters that represent sounds • sound and spelling pattern – the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word par
<p>Cluster: Fluency From <i>Achieve the Core</i>: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>	
<p>Standard Text: RF. K.4: Read emergent-reader text with purpose and understanding</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read predictable patterns in text. • read short sentences in text. • read sight words. • read CVC words.
<p>Vertical Alignment to Future Grades: RF. 1.4, 2.4, 3.4, 4.4, 5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support. <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none">• accuracy – the ability to correctly decode a word on sight. Over time, accuracy will lead to developing a bank of “sight words,” or words that are correctly and instantly recognized without applying decoding knowledge• rate – words read per minute. Fluent reading is not speed reading; an appropriate rate reflects conversational speech and varies based on grade level.• prosody – reading with appropriate expression. Components of prosody include timing, phrasing, emphasis, and intonation.
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KINDERGARTEN 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.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a) **Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
- b) **Continue a conversation through multiple exchanges.**

Students who can demonstrate understanding can:

- talk about and add to discussion of grade-level appropriate topics and texts with different partners.
- help develop, understand and agree to follow directions, rules and norms.
- add to a conversation by adding thoughts about the topic.
- add to a conversation by asking questions about the topic.
- respond to questions asked by others about the topic.

Vertical Alignment to Previous Grades:

N/A

Vertical Alignment to Future Grades:

SL.1.1, SL.2.1

Clarification Statement:

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

Students help develop, understand, and agree to follow discussion rules and norms such as listening to others and taking turns speaking about the topics and texts under discussion.

Students add to a conversation with appropriate comments.

Vocabulary for Teacher Development:

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

Anchor Standard/ Domain Name: Speaking & Listening

<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.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use words, pictures, or statements made during the presentation or read aloud to ask questions for clarification. • use words, pictures, or statements made during the presentation or read aloud to answer questions about key details.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.2, SL.2.2</p>	<p>Clarification Statement:</p> <p>Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, or on an oral presentation, or presented in a different way.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • key details – specific and important parts of the text that provide information, support, and elaboration • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Comprehension and Collaboration SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>Standard Text:</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • ask when they need help, need clarity and to get information. • answer questions for clarity, information and to help.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.3, SL. 2.3</p>	<p>Clarification Statement:</p> <p>Students ask questions if they need help, need additional information, or need clarity. Students also answer questions to provide information or make information clear.</p>

<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>Standard Text:</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • speak so they can be heard and understood by the listener. • describe familiar people with enough details and information to be understood. • describe familiar places with enough details and information to be understood. • describe familiar things with enough details and information to be understood. • provide additional details when directed and supported to do so.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.4, SL.2.4</p>	<p>Clarification Statement:</p> <p>Students speak about a variety of K topics. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.</p>
<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.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • draw a picture to report facts and relevant details about an experience. • use magazines, drawings or clip art to support facts or details.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <p>Students add pictures or other visuals to provide more information to a description. The visuals should support their descriptions and offer additional details.</p>

SL.1.5, SL.2.5	
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas</u> SL.6 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.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • speak clearly for peers and adults to understand. • explains thoughts, feelings, and ideas on a variety of Kindergarten topics. • participate in opportunities to express ideas both verbally and in writing.
<p>Vertical Alignment to Previous Grades:</p> <p>N/A</p> <p>Vertical Alignment to Future Grades:</p> <p>SL.1.6, SL.2.6</p>	<p>Clarification Statement:</p> <p>Students speak so that they can be heard and understood by the listener. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.</p>
<p>Anchor Standard/ Domain Name: <u>Speaking & Listening</u></p> <p><u>Presentation of Knowledge and Ideas:</u> New Mexico State Standards</p>	
<p>Standard Text: Kindergarten students will:</p> <ol style="list-style-type: none"> 1. demonstrate familiarity with stories and activities related to various ethnic groups and countries; 2. with prompting and support: role play; make predictions; and follow oral and graphic instructions. 	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • Recognize stories and activities associated with different ethnic groups and countries. • Role play in groups with prompting and support • Make predictions about what will happen next with prompting and support. • Follow oral (verbal) and graphic (picture) instructions to complete a task.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will recognize and engage with stories and activities related to various ethnic groups and countries. With support from the teacher and classmates, students will role play, make predictions, and follow directions that are presented both verbally and with picture supports.

Vocabulary for Teacher Development:

- **oral instructions**- directions for completing a task that are communicated verbally
- **graphic instructions**- directions for completing a task that are communicated through pictures or visual representations

KINDERGARTEN WRITING STANDARDS BREAKDOWN	
<p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Text Types and Purposes:</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	
<p>Standard Text: W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● state the name, topic and opinion of a book. ● use a combination of drawing, dictating or writing about an opinion on the topic. ● use a combination of drawing, dictating or writing details to support their opinion.
<p>Vertical Alignment to Previous Grades: N/A</p> <p>Vertical Alignment to Future Grades: W.1.1, W.2.1</p>	<p>Clarification Statement: Students discuss thoughts with their peers and the teacher. Students state opinions by responding to simple questions such as, “What is your favorite book?” After students learn to state their opinions orally, they begin to put their thoughts on paper. Early writing in kindergarten often looks like squiggles and random marks on paper, and then progresses to strings or groups of letters. This is valid writing for developing authors. Kindergarten students also draw pictures to add details. The teacher asks questions and makes suggestions to help students strengthen their writing.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● dictating – to say or read aloud with the purpose of having another write down what is spoken ● respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. ● strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. ● topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u> <u>Text Types and Purposes:</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>Standard Text: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> ● use a combination of drawing, dictating or writing to name the topic. ● participate in research (either print or digital) about their topic. ● use a combination of drawing, dictating or writing to supply some information/details about the topic.
<p>Vertical Alignment to Previous Grades: N/A</p>	<p>Clarification Statement: Students work in groups and, with adult guidance, the class chooses a topic to research. With the help of adults, students research facts</p>

<p>Vertical Alignment to Future Grades: W.1.2, W. 2.2</p>	<p>about the topic and include the information in their writing. The teacher guides students in the use of print or digital media to find facts about the subject. The teacher uses a chart or board to record information about the topic. Students then draw, dictate, or write the name of the topic and facts about the topic. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Kindergarten students use dictating, drawing, and writing to identify and supply information about a topic and demonstrate their knowledge about the topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • dictating – to say or read aloud with the purpose of having another write down what is spoken • respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. • strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. • topic – the subject or matter being discussed or written about in a text, speech, etc.
<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.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • use a combination of drawing, dictating, and writing to tell about an event. • include a loosely linked beginning, middle, end. • provide a reaction to what happened.
<p>Vertical Alignment to Previous Grades: N/A</p> <p>Vertical Alignment to Future Grades: W.1.3, W.2.3</p>	<p>Clarification Statement: Kindergarten students learn to share their many stories by developing their voices as narrative writers. Kindergarten students write about a single event or several roughly related events in a sequential order and, with teacher support as needed, provide a reaction to what happened. Students’ first narratives are simply drawings. The teacher guides students to think of an event, picture the event in their head, and tell a partner about it. After students share their stories, the teacher models drawing his/her story. As the teacher draws, she/he tells the story out loud and adds details to the drawing as needed. Students think about, picture, tell, and draw their own stories.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • dictating – to say or read aloud with the purpose of having another write down what is spoken • event – a thing that happens; an occurrence

	<ul style="list-style-type: none"> • respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. • strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.
<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.K.4 begins in grade 3)</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.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students who can demonstrate understanding can with guidance and support:</p> <ul style="list-style-type: none"> • add new additions and revisions to writing based on suggestions from adults/peers. • be able to respond to questions and suggestions about their writing. • understand how to add descriptive words to their writing. • Recognize spelling, grammar, and punctuation errors.
<p>Vertical Alignment to Previous Grades: N/A</p> <p>Vertical Alignment to Future Grades: W.1.5, W.2.5</p>	<p>Clarification Statement: Throughout the writing process, the teacher meets with individual students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work. Students also meet with their peers to share their information and ask and answer questions to help clarify 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.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Students who can demonstrate understanding can with guidance and support:</p> <ul style="list-style-type: none"> • create published writing pieces to share with peers, family, and/or community. • utilize digital technology with support from adults to publish writing pieces.
<p>Vertical Alignment to Previous Grades: N/A</p> <p>Vertical Alignment to Future Grades: W.1.6, W.2.6</p>	<p>Clarification Statement: Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • digital tools – programs, online resources, and websites that contain information. • evaluate – form an idea, assess
<p>Anchor Standard/ Domain Name: <u>Writing</u> <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.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • participate in writing and research projects with peers. • look at multiple sources about a topic and/or various books by the same author. • express opinion about the topic, by drawing, dictating or writing. • use drawing, dictating or writing to give a reason that supports their opinion.
<p>Vertical Alignment to Previous Grades: N/A</p> <p>Vertical Alignment to Future Grades: W.1.7, W.27.7</p>	<p>Clarification Statement: As a class, students explore and write about a topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: <u>Writing</u> <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.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Students who can demonstrate understanding can with guidance and support:</p> <ul style="list-style-type: none"> • retell/recall key details from experiences. • look at multiple sources or gather information. • use experiences and/or multiple sources to come up with answers to questions.
<p>Vertical Alignment to Previous Grades: N/A</p> <p>Vertical Alignment to Future Grades: W.1.8, W.2.8</p>	<p>Clarification Statement: Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance, as needed.</p>
<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.K.9 begins in grade 4)</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.K.10 begins in grade 3)</p>	

Part 3: Resource Guides

What are Resource Guides?

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

Table of Contents for Resource Guides

Choosing an Appropriately Complex Text

Text Dependent Questions with Complex Texts

Vocabulary Instruction with Complex Texts

Speaking, Listening, and Writing

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Cross-Curricular Connections with Literacy

Cultural and Linguistic Responsiveness in Literacy

Resource Guide: Choosing an Appropriately Complex Text

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

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

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

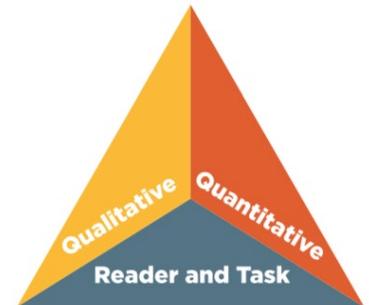


Figure 1: The Standards' Model of Text Complexity

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

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

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

What does it mean to consider the reader and task?

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

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

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

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

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

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

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

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

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

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.

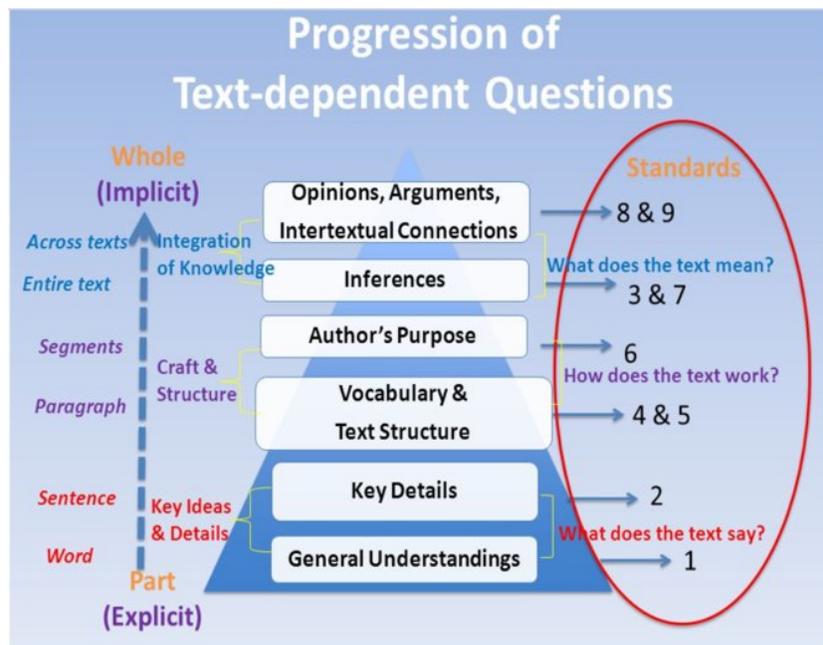
What are Text Dependent Questions (TDQs)?

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.

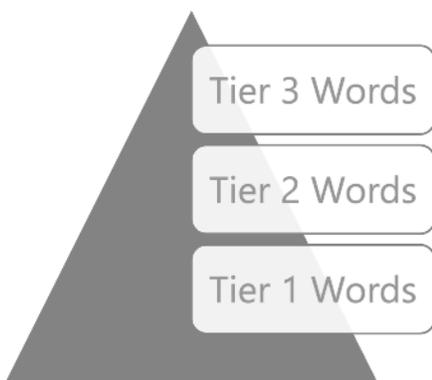
For more information about TDQs, please visit this Achieve the Core resource:
<https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

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.

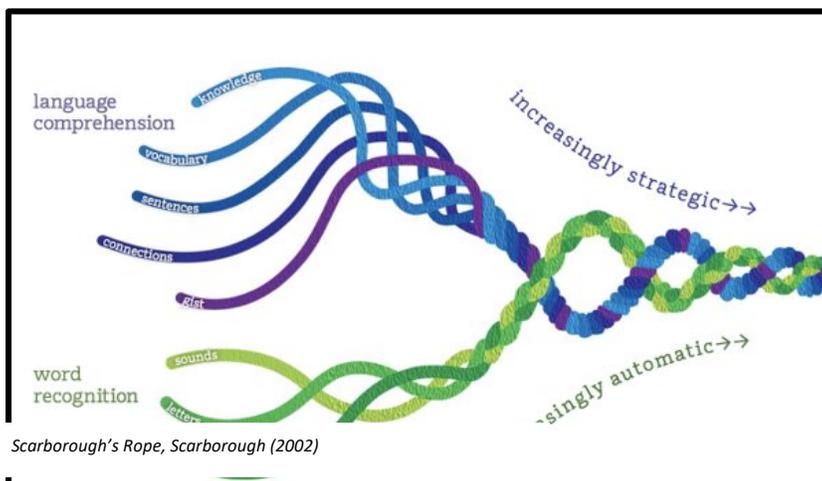
Resource Guide: Differentiating Support for All Learners

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
What Works Clearinghouse Best Evidence Encyclopedia Evidence for Every Student Succeeds Act Evidence in Education Lab	World-Class Instructional Design and Assessment (WIDA) Standards English Language Development Standards Spanish Language Development Standards			NM Multi-Layered System of Supports (MLSS)

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 Kindergarten:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
New Mexico Culture/Customs	Building book table with fiction/nonfiction materials related to NM cultures/customs	Social Studies K.1.A, II.C, II.C.F, IV.A
Early Settlers in US	Start with Thanksgiving with Native Americans and Pilgrims and expand to the 13 colonies and US. Cross reference with maps/atlas and mapping activities. Famous People who are in each era. Ways to show past/present	Social Studies, geography, art, writing
Symbols of the United States	Look for patterns of local, state, and national symbols. Read books that describe the symbols and what they represent such as fiction and nonfiction texts. Look at videos that describe the symbols. Create anchor charts that use specific vocabulary that ties to the symbols. As a culminating activity, students can create their class symbol that integrates the concepts that students have learned about.	Social studies, art, writing
Relationships in Ecosystems	Use a lot of nonfiction text to read about the relationships and how animals and plants relate to each other. Have students work in a greenhouse to see how they are dependent on each other. Show how ecosystems are similar to communities	science, social studies, art, writing
Citizenship	Fiction/nonfiction books (anchor charts, multimedia, video (make a video), Project based learning with issues around school. Members of community- identify, etc.	government
Weather	Fiction/nonfiction books about weather, do an observation chart identifying weather patterns throughout the day (colder in a.m.; # of sunny days vs. rainy/cloudy days).	science, math, writing

Resource Guide: Cultural and Linguistic Responsiveness in Literacy

Vision:

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

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

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

Purpose:

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

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

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

Examples of Considerations for Cultural and Linguistic Responsiveness in Literacy Kindergarten:

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
New Mexico Culture/Customs Main Focus will be Foods	<ul style="list-style-type: none"> ● <u>Too Many Tamales</u> by Gary Soto ● <u>Sacred Seeds: a girl, her abuela, and the heart of Northern New Mexico</u> by Mari-Luci Jaramillo ● <u>Chato’s Kitchen</u> by Gary Soto ● <u>Bread, Bread, Bread</u> by Ann Morris o’ ● <u>Fry Bread: a Native American Family Story</u> by Kevin Noble ● <u>Pueblo Girls: Growing up in Two Worlds</u> by Marcia Keegan 	<ul style="list-style-type: none"> ● A discussion of favorite family foods during group or circle time is a great way to assess children's interest in this topic. Have children tell what they know about it. Talk about why this food is a family favorite and, perhaps, the traditions or rituals connected with the food. ● use of charts such as KWL, Anchor, Venn Diagrams to collect information ● Opportunities for sharing children bring in a recipe of something they make with their family during a holiday, or a traditional food.

		<ul style="list-style-type: none"> ● Use Tier 2 words and Marzano strategies to make class word books ● Culminating project with family recipes and student drawing
Early Settlers in US	<ul style="list-style-type: none"> ● <u>The Very First Americans</u>-Cara Ashrose (what life was like for the first Americans) ● <u>If You Were at the First Thanksgiving</u>; (facts about what the day was like and what you would have “seen”) ● <u>Pilgrims First Thanksgiving</u>-Ann McGovern; ● <u>Sarah Morton's Day</u>; Gracias, el pavo de Thanksgiving; ● <u>If you sailed on the Mayflower</u>; What Was the First Thanksgiving- Joan Holub; ● <u>Corn is Maize: The Gift of the Indians</u>-Alike; ● <u>Duck for Turkey Day</u>-Jaqueline Jules (young Vietnamese girl-celebrates with duck) ● <u>Around the Table that Grandad Built</u>-Melanie Houser Hill (diverse group of family/friends come together) 	<p>This unit could BEGIN with a view into what life was like for a Pilgrim traveling to America and continue with settling not only in the East but moving further into the US; unit could begin in November in order to include holidays that your students celebrate in New Mexico and elsewhere.</p> <ul style="list-style-type: none"> ● KWL charts of what students know about the pilgrims, and why they traveled to America along with the students’ experience with moving to a new place/home/school ● Make/Color maps (first of home or classroom) then world maps used to show the routes of the first Pilgrims and help them to visualize “where” everyone was on the map ● Paint pictures of the Mayflower and other ships used at the time; discussions about boats and the kinds students may know about ● Make “paper dolls” to clothe a pilgrim with what they might have worn along with another of the student and clothes they would NOW wear ● Compare and Contrast: draw pictures of what a student’s Thanksgiving celebration is like and what the Pilgrims first Thanksgiving was like ● Decorate a bulletin board full of pictures from home of what the students are thankful for ● Build log houses out of blocks or other objects and talk about how our homes are different.
Symbols of the United States	<ul style="list-style-type: none"> ● New Mexico Facts and Symbols by Shelly Swanson Sateren ● New Mexico State Symbols by Bruce Larkin ● New Mexico facts sheet ● Zia symbol video ● Symbols of the United States video ● The United States Flag video ● The Bald Eagle (American Symbols) by Norman Pearl ● National Symbols book collection from EPIC 	<ul style="list-style-type: none"> ● Students can discuss how the symbols represent the state and country’s history ● Students can look for symbols within their community. Make a class list of a variety of symbols they see around their community. ● Discuss the importance of symbols from their country of origin or community (flag, national anthem, etc.) ● As a class, students can create a symbol that represents the characteristics of

		each student through art: flag, symbol, bird, animal, or flower.
Relationships in Ecosystems	<ul style="list-style-type: none"> ● <u>Pecos and the Missing Pond</u> by the New Mexico Office of the State Engineer. ● <u>One Day in the Desert</u> by Ann Keener ● <u>My Water Comes from the San Juan Mountains</u> by Tiffany Fourment; Koren Nydick; Gary Gianni & Mary Ann Goff ● <u>Who Needs a Desert?</u> by Karen Patkau 	<ul style="list-style-type: none"> ● Make a list of animals/plants around their home. Think about how these animals and plants are connected. ● What cultural teaching can students use to relate to the animals/plants. ● Write/or draw about one animal & think about how this one animal is connected to other animals and plants. ● Create a food chain using the list of animals/plants to understand how every species is essential for an ecosystem. ● Build a bottle ecosystem and record observations in their journals.
Citizenship	<ul style="list-style-type: none"> ● <u>Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965</u> Book by Jonah Winter ● <u>I Pledge Allegiance</u> Book by Libby Martinez and Pat Mora ● <u>Granddaddy's Turn: A Journey to the Ballot Box</u> Book by Eric Stein and Michael S. Bandy ● <u>We Live Here Too! Kids Talk About Good Citizenship</u> Book by Nancy Loewen ● <u>Do Something for Others: The Kids' Book of Citizenship</u> Book by Anders Hanson 	<ul style="list-style-type: none"> ● United States symbols to include the flag and bald eagle ● New Mexico symbols to include flag, Smokey the Bear, bird, chile ● Tribal symbols to include pottery, arts, storytelling, and Feast days
Weather	<ul style="list-style-type: none"> ● <u>Thunder Cake</u> by Patricia Polacco ● <u>What will the Weather Be</u> by Lynda DeWitt ● <u>The Meteorologist in Me</u> by Brittney Shipp ● <u>Weather Words and What They Mean</u> by Gail Gibbons ● <u>The Weather and the Seasons</u> ● <u>Cloudy with a Chance of Meatballs</u> ● <u>How Does Weather Change?</u> ● <u>Little Cloud</u> by Eric Carle 	<ul style="list-style-type: none"> ● Family Traditions- Read "Thundercake" and share stories or traditions from their family about weather ● Family weather graph/log- family graphs the weather every day and identifies patterns, more/less of, etc. ● Make a wind vane and graph data ● Make a weather mobile/weather clock ● Weather sorting activity ● Go cloud watching and identify shapes that are seen in the clouds. ● Do a rain cloud science experiment using a jar, food coloring, shaving cream foam, pipettes, and water

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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