The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the literature strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned assessment items
- Companion resources guides that address:
  - Planning Literacy Instruction with MLSS Guide
  - Choosing a Complex Text
  - Text Dependent Questions with Complex Texts
  - Vocabulary Instruction with Complex Texts
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  - Differentiating Support for All Learners
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  - Cultural and Linguistic Responsiveness in Literacy

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Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Key Ideas and Details**
  - CCSS.RL.1.1
  - CCSS.RL.1.2
  - CCSS.RL.1.3
  - NMSS.1.a
  - NMSS.1.b
  - NMSS.1.c
- **Craft and Structure**
  - CCSS.RL.1.4
  - CCSS.RL.1.5
  - CCSS.RL.1.6

- **Integration of Knowledge and Ideas**
  - CCSS.RL.1.7
  - CCSS.RL.1.8 (not applicable to Literature)
  - CCSS.RL.1.9
- **Range of Reading Level and Text Complexity**
  - CCSS.RL.1.10

RL.1.1

Anchor Standard: 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.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Ask and answer questions about key details in a text.	*Previous Grades:* RL.K.1	*Future Grades:* RL 2.1,3.1,.4.1, 5.1

Clarification Statement	Vocabulary for Teacher Development
Students ask questions about the important details in the text. They also correctly answer questions key details in the text.	**key details** – specific and important parts of the text that provide information, support, and elaboration **plot** – logical sequence of important events in a story: beginning, middle, end. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Students Who Demonstrate Understanding Can...

- ask and answer questions about the most important details in a text.
- 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?

RL.1.2

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

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	*Previous Grades:* RL.K.2	*Future Grades:* RL.2.2,3.2,4.2,5.2

Clarification Statement	Vocabulary for Teacher Development
Students retell stories using important details from the text. They provide the central message or lesson of the stories orally or in writing.	**analyze** – break down into parts **central message** – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades **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 **theme** – meaning that a story or event is intended to convey to a reader

Students Who Demonstrate Understanding Can...

- identify key details in a text.
- use key details in a text to retell a story.
- explain the central message or lesson in a story based on the key details.

RL.1.3

Anchor Standard: Key Ideas and Details
R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Describe characters, settings, and major events in a story, using key details.	*Previous Grades:* RL.K.3	*Future Grades:* RL.2.3, 3.3, 4.3,5.3

Clarification Statement	Vocabulary for Teacher Development
Students will describe characters, settings, or important events by referring to specific details from the text	**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 **key details** – specific and important parts of the text that provide information, support, and elaboration **major events** – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters **setting** – the time and place of the action in a book, play, story, etc.

Students Who Demonstrate Understanding Can...

- use key details in the text to describe the elements of a story: characters, settings, and major events.

1.a

Grade	NMSS Domain

1	**Reading: Literature (RL)**

Standard	**Vertical Alignment**	
1st grade students will identify the main topic, retell key details of a text, and make predictions.	*Previous Grades:* K.1	*Future Grades:* 2.a, 3.a, 4.a

Clarification Statement	**Vocabulary for Teacher Development**
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.	● **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.

Students Who Demonstrate Understanding Can...

- identify the main topic of a fiction text.
- retell key details of an informational text that support the main topic.
- make predictions about a fiction text before and during reading.

1.b

Grade	NMSS Domain

1	**Reading: Literature (RL)**

Standard	**Vertical Alignment**	
1st grade students will identify characters and simple story lines from selected myths and stories from around the world	*Previous Grades:* N/A	*Future Grades:* 2.b, 3.b, 4.b, 4.c

Clarification Statement	**Vocabulary for Teacher Development**
Students will read stories and myths from around the world and identify characters and storylines in these texts.	● **story line** – the series of events that happens in a story, also known as the plot ● **myth** – a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events

Students Who Demonstrate Understanding Can...

- identify characters in myths and stories from around the world.
- identify story lines from myths and stories from around the world such as character's problem.

RL.1.4

Anchor Standard: Craft and Structure
R.4: 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.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Craft and Structure**

Standard	Vertical Alignment	
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*Previous Grades:* RL.K.4	*Future Grades:* RL 2.4,3.4,4.4, 5.4

Clarification Statement	Vocabulary for Teacher Development
Students determine words or phrases in a story or poem that suggest feelings (e.g., fear, excitement, worry) or appeal to the senses (e.g., glowing, delicious, freezing, quietly).	• **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. • **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules

Students Who Demonstrate Understanding Can...

- identify words and phrases in stories that caused the reader to feel an emotion verbally and in writing.
- identify descriptive words and phrases that appeal to the reader's senses (sight, hearing, smell, touch, taste).

RL.1.5

Anchor Standard: Craft and Structure
R.5: 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.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Craft and Structure**

Standard	Vertical Alignment	
Explain major differences between books that tell stories and books that give information	*Previous Grades:* RL.K.5	*Future Grades:* RL.1.5, 2.5, 3.5, 4.5, 5.5

Clarification Statement	Vocabulary for Teacher Development
Students recognize and are able to explain the different characteristics and text features of literature and informational text. Features of literature: setting, characters, problem, climax, solution/ resolution, dialogue, made up experiences Features of nonfiction: information, facts, true-life experiences	● **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more. ● **narrator** – a character who recounts the events of a story or poem

Students Who Demonstrate Understanding Can...

- recognize and explain features of books that tell stories.
- recognize and explain features of books that give information.
- differentiate between books that tell stories and books that give information.

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RL.1.6

	Anchor Standard: Craft and Structure *R.6: Assess how point of view or purpose shapes the content and style of a text.*

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Craft and Structure**

Standard	**Vertical Alignment**	
Identify who is telling the story at various points in a text.	*Previous Grades:* RL.K.6	*Future Grades:* RL.2.6, 3.6, 4.6,5.6

Clarification Statement	**Vocabulary for Teacher Development**
Student's name who is telling the story in different parts of the text.	● **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.

Students Who Demonstrate Understanding Can...

- identify the narrator in the story.
- identify if the narrator changes in a story.

1.c

Grade	NMSS Domain

1	**Reading: Literature (RL)**

Standard	**Vertical Alignment**	
Grade 1 students will recognize repetition and predict repeated phrases.	*Previous Grades:* N/A	*Future Grades:* N/A

Clarification Statement	**Vocabulary for Teacher Development**
Students can read and identify patterns and repetition in fictional texts or poems. Students can use their knowledge of the pattern and/ or repetition to predict repeated phrases in a text.	● **repetition** – the reoccurrence of a word or phrase in a text ● **predict** – to forecast or anticipate

Students Who Demonstrate Understanding Can...

- identify examples of repetition in a text or poem.
- predict a repeated phrase that will appear in the text using evidence from previous sections of text.

RL.1.7

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

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Use illustrations and details in a story to describe its characters, setting, or events	*Previous Grades:* RL.K.7	*Future Grades:* RL 2.7, RL.3.7, RL.4.7, RL.5.7

Clarification Statement	Vocabulary for Teacher Development
Students explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations	**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 **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim **setting** – the time and place of the action in a book, play, story, etc.

Students Who Demonstrate Understanding Can...

- use illustrations and details to describe a character in a story.
- use illustrations and details to describe the setting in a story.
- use illustrations and details to describe the events in a story.

RL.1.9

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

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Compare and contrast the adventures and experiences of characters in stories	*Previous Grades:* RL K.9	*Future Grades:* RL.2.9, RL.3.9, RL.4.9, RL.5.9

Clarification Statement	Vocabulary for Teacher Development
Students describe the similarities and differences between the adventures and experiences of characters.	● **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

Students Who Demonstrate Understanding Can...

- compare and contrast the adventures of characters in different stories.
- compare and contrast the experiences of characters in different stories.

1.d

Grade	*NMSS Domain*

1	**Reading: Literature (RL)**

Standard	**Vertical Alignment**	
Grade 1 students will relate prior knowledge to textual information.	*Previous Grades:* N/A	*Future Grades:* N/A

Clarification Statement	**Vocabulary for Teacher Development**
Students will use prior knowledge to make connections to information presented in the text and use information in the text to make connections to prior knowledge. This standard should enable students to make connections across different content areas and build knowledge.	● **Prior knowledge** – educational context a learner already has before they learn something new. ● **textual information** – context a learner extracts from a piece of writing

Students Who Demonstrate Understanding Can...

- use the text to make connections to prior knowledge.
- use prior knowledge to make connections to information in the text.

RL.1.10

Anchor Standard: Range of Reading Level and Text Complexity
R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Range of Reading Level and Text Complexity**

Standard	Vertical Alignment	
With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	*Previous Grades:* RL.K.10	*Future Grades:* RL 2.10, 3.10,4.0, 5.10

Clarification Statement	Vocabulary for Teacher Development
Students read and understand various types of literature appropriately complex for grade 1 for extended periods. Sustained reading time should be supported. Students read with prompting and support as needed.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Students Who Demonstrate Understanding Can...

- read and comprehend grade-level texts with prompting and support.
- read independently with appropriate stamina.
- use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.

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ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 1.4 and 1.7**
  - **Evidence of Text Complexity and Cultural and Linguistic Responsiveness**
  - **VABB Analysis with Example Questions and Exemplar Student Responses**
  - **Example MLSS Universal Supports**
- **Constructed Response Assessment Task aligned to 1.9**

Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Integration of Knowledge and Ideas**

RL.1.4		
	Sample Task #1 (Constructed Response)	
	Identify words and phrases within Tomás and the Library Lady that appeal to the senses and suggest the feelings of happiness experienced by Tomas as he was reading.	
	Exemplar Student Responses	
	• Students should cite specific text evidence of word choices that appeal to the senses and how this shows Tomás' happiness while reading. For example: ○ When the author said, "He felt the warm neck of the dinosaur as he held on tight for a ride," this shows that Tomás felt like he was IN the book! This shows that he was really happy when he was reading because he forgot about everything else. The author uses the sense of touch to show this.	
	DOK	**Blooms**
	Level 1	Analyze
	Possible Aligned Language Objectives	**Possible Misconceptions**
	• Students can identify reasons for the author's word choices in Tomas and the Library Lady.	• Students may struggle to identify specific words that appeal to the senses if they lack background knowledge. • Students may struggle to connect the feelings Tomas had while reading with the author's literal

	words of showing Tomás in the books/stories.

	Evidence of Text Complexity and Cultural and Linguistic Responsiveness
RL.1.7 RL.1.9	**Text Summary and evidence of Complexity:** ● Tomás is a son of migrant workers. Every summer he and his family follow the crops north from Texas to Iowa, spending long, arduous days in the fields. At night they gather around to hear Grandfather's wonderful stories. But before long, Tomás knows all the stories by heart. "There are more stories in the library," Papa Grande tells him. The very next day, Tomás meets the library lady and a whole new world opens up for him. Based on the true story of the Mexican-American author and educator Tomás Rivera, a child of migrant workers who went on to become the first minority Chancellor in the University of California system, this inspirational story suggests what libraries--and education--can make possible. **Evidence of Cultural and Linguistic Responsiveness:** ● **Who is represented in the text used to assess this cluster of standards?** This text represents a Mexican-American, migrant family who travel between Texas and Iowa to farm and earn money. ● **How are those groups and individuals portrayed?** The family is portrayed as hard working, close knit. They are very loving, and supportive of one another. ● **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?** This book provokes thoughts around the importance of access to literature in every person's life and how valuable storytelling is to building a love of literacy for young people. ● **What supports are provided to teachers to identify blind spots?** Pat Mora provides companion literature in Spanish and English, such as a poem written from Tomás' perspective called *Library Magic*. This poem helps students understand Tomas' character and shows how strong his feelings about the library and stories are. ● **How is this text culturally/linguistically responsive?** This text is culturally and linguistically responsive because it brings the life and culture of a Spanish-speaking, Mexican-American family to the forefront of the story and celebrates the uniqueness and value of their culture and lives.

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VABB Analysis	
Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: Tomás has many adults in his life that help encourage and help him. Think about your own life, do you have any adults or peers who help and encourage you? **ESR:** Answers will vary based on student experiences. If students are struggling to find an adult they connect with, suggest they think about peers.	**Question:** Do you think it is important to have people in our lives that encourage us? Why or why not? How do you like to be encouraged? **ESR:** Answers will vary based on student experiences and preference but should in include and example of encouragement.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: In the text, Tomás connects with the stories he reads and hears. What stories do you connect with most and why? **ESR:** Answers will vary based on student experiences, but should include at least one actual story each student connects with.	**Question:** Think about your own community. What stories would you want written about it? **ESR:** Answers will vary based on student experiences. Students should think about both the positive and negative situations people in their community experience and discuss how a story about that topic would be important to the community and others.

RL.1.7
RL.1.9

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Layer 1: Universal Supports
High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
   - *Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension.* To learn more, please visit Resource Guide on Vocabulary Instruction with Complex Texts
   - Choose words that are <u>not</u> implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on Text Dependent Questions with Complex Texts
   - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

Universal Supports
The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.

Tier 2 Vocabulary to Preteach	Text Dependent Question
Vocabulary Word: <u>Gulps</u> **Think Aloud:** When I am not really thirsty, I will take little sips of water (teacher demonstrate how to sip) When I am really thirsty and I take my first drink, I want to get the water into my system very fast so I will take very big drinks or gulps (teacher demonstrate gulping water). That is what a gulp is.	In the story Tomás puts the book in the sun to bake away the smell. What does the word bake mean in the sentence? **ESR**: When I get home from playing, my mom makes me leave my stinky shoes outside to let the sun air them out. Bake might mean the same thing in this story.

Tier 2 Vocabulary

Tomás was on his way to Iowa again with his family. His mother and father were farm workers. They picked fruit and vegetables for Texas farmers in the winter and for Iowa farmers in the summer. Year after year they bump-bumped song in their rusty old car. "Mama," whispered Tomás, "if I had a glass of cold water, I would drink it in large gulps. I would suck the ice. I would pour the last drops of water on my face."

Paul Colon's *Tomás and the Library Lady*
Link to the full text

Text Dependent Question

Some days Tomás went with his parents to the town dump. They looked for pieces of iron to sell. Enrique looked for toys. Tomás looked for books. He would put the books in the sun to bake away the smell.

Paul Colon's *Tomás and the Library Lady*
Link to the full text

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Grade	CCSS Domain	CCSS Strand
1	**Reading: Literature (RL)**	**Integration of Knowledge and Ideas**

RL.1.9	Sample Task #2 (Constructed Response)	

Sample Task #2 (Constructed Response)

Adapted from Wit and Wisdom's Assessment Resources:

Text: Cinderella Stories from Around the World, including:

- A Caribbean Cinderella
- Adelita: A Mexican Cinderella Story
- Bigfoot Cinderella
- Glass Slipper, Gold Sandal: A Worldwide Cinderella
- The Rough Face Girl
- The Korean Cinderella

Select and read two texts. Create a Venn Diagram and experience cards that depict experiences of the characters from two of the stories. Students sort experience cards onto the Venn Diagram based on whether the experience happened to the character in one book or both books. Students should cite text evidence to support their justification for sorting on the Venn Diagram.

Exemplar Student Responses

- Exemplar Student responses will vary, but students should use evidence from both texts to support their response.

DOK	Blooms
Level 3	Evaluate

Possible Aligned Language Objectives	Possible Misconceptions
● Students can state an association between two texts by comparing and contrasting the experience of the characters in both. (Explain-Speaking-Developing)	● Students may struggle to find similarities and differences beyond surface-level observations of both texts.

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

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  - CCSS.RI.X.1
  - CCSS.RI.X.2
  - CCSS.RI.X.3
- **Craft and Structure**
  - CCSS.RI.X.4
  - CCSS.RI.X.5
  - CCSS.RI.X.6

- **Integration of Knowledge and Ideas**
  - CCSS.RI.X.7
  - CCSS.RI.X.8
  - CCSS.RI.X.9
  - NMSS.X.1
  - NMSS.X.2
- **Range of Reading Level and Text Complexity**
  - CCSS.RI.X.10

RI.1.1

Anchor Standard: 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.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Ask and answer questions about key details in a text.	*Previous Grades:* RI.K.1	*Future Grades:* RI 2.1, 3.1, 4.1, 5.1

Clarification Statement	Vocabulary for Teacher Development
Students ask questions about the important details in the text. They also correctly answer questions key details in the text.	**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.

Students Who Demonstrate Understanding Can...

- ask questions referring explicitly to key details in a text.
- answer questions referring explicitly to the key details in the text.

RI.1.2

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

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
	Previous Grades:	**Future Grades:**
Identify the main topic and retell key details of a text.	RI.K.2	RI. 2.2, 3.2, 4.2, 5.2

Clarification Statement	Vocabulary for Teacher Development
Students retell stories using important details from the text. They provide the central message or lesson of the stories orally or in writing.	**analyze** – break down into parts **central message** – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades **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 **theme** – meaning that a story or event is intended to convey to a reader

Students Who Demonstrate Understanding Can...

- identify key details in a text.
- use key details in a text to retell a story.
- explain the central message or lesson in a story based on the key details.

RI.1.3

Anchor Standard: Key Ideas and Details
R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	*Previous Grades:* RI.K.3	*Future Grades:* RI 2.3, RI 4.3, 5.3

Clarification Statement	Vocabulary for Teacher Development
Students explain how two individuals, events, ideas, or pieces of information from a text are related.	**describe** – to explain something in words with the details necessary to give a full and precise account of an event **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **event** – an important happening in the story

Students Who Demonstrate Understanding Can...

- identify two individuals, events, ideas, or pieces of information in a text.
- compare and contrast to describe the connection between two individuals, events, ideas, or pieces of information.

RI.1.4

⚓	**Anchor Standard: Craft and Structure** *R.4: 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.*

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	*Previous Grades:* RI K.4	*Future Grades:* RI 1.4, 2.4, 3.4, 4.4, 5.4

Clarification Statement	Vocabulary for Teacher Development
Students ask and answer questions about words or phrases that require further understanding or clarity in an informational text.	**phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Students Who Demonstrate Understanding Can...

- ask questions about the meaning of unknown words or phrases in a text.
- answer questions about the meaning of unknown words or phrases in a text.
- determine the meaning of words and phrases in grade 1 topic and subject areas using context and other strategies.

RI.1.5

Anchor Standard: Craft and Structure
R.5: 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.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	*Previous Grades:* RI K.5	*Future Grades:* 2.5, 3.5, 4.5, 5.5

Clarification Statement	Vocabulary for Teacher Development
Students are familiar with and make use of text features such as the headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts	● **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● **text features** – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions

Students Who Demonstrate Understanding Can...

● use text features (headings, tables of contents, glossaries, electronic menus, icons) to quickly locate key information in a text.

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RI.1.6

Anchor Standard: Craft and Structure
R.6: Assess how point of view or purpose shapes the content and style of a text.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	*Previous Grades:* RI K.6	*Future Grades:* RI 2.6, 3.6, 4.6, 5.6

Clarification Statement	Vocabulary for Teacher Development
Students differentiate between information learned from illustrations/other images and information learned through the words in the text. Students provide descriptions of an informational text's important ideas. They use the visuals and details from the text in their descriptions.	● **illustration** –a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim ● **text**–anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Students Who Demonstrate Understanding Can...

- describe what the author explains, answers, or describes in the text using words.
- describe what the author explains, answers, or describes using pictures or illustrations.
- compare and contrast the information provided by words and the information provided by pictures and illustrations.

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RI.1.7	

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

Grade	CCSS Domain	CCSS Strand	

1	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**	

Standard	**Vertical Alignment**	

Use the illustrations and details in a text to describe its key ideas.	*Previous Grades:* RI K.7	*Future Grades:* RI 2.7, 3.7, 4.7, 5.7

Clarification Statement	**Vocabulary for Teacher Development**
Students provide descriptions of an informational text's key ideas. They use the visuals and details from the text in their descriptions.	● **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 ● **key ideas** – most important thoughts addressed in a text or discussion.

Students Who Demonstrate Understanding Can...

● determine the key ideas in a text using illustrations and details from the text.

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RI.1.8

Anchor Standard: Integration of Knowledge and Ideas
R.8: 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.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Identify the reasons an author gives to support points in a text.	*Previous Grades:* RI K.8	*Future Grades:* RI 2.8, 3.8, 4.8, 5.8

Clarification Statement	Vocabulary for Teacher Development
Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers.	**reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **fact** – a piece of information that is true and cannot be changed. **opinion** – a piece of information that is not necessarily true for all people. It is formed by what people think.

Students Who Demonstrate Understanding Can...

- determine the central ideas or claims in a text.
- identify the reasons that an author gives to support these points.

RI.1.9

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

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	Vertical Alignment	
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	*Previous Grades:* RI K.9	*Future Grades:* RI.2.9, 3.9, 4.9, 5.9

Clarification Statement	Vocabulary for Teacher Development
Students recognize how two texts with same topic are similar and different; this includes examining the similarities and differences between illustrations, descriptions, or procedures	● **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.

Students Who Demonstrate Understanding Can...

- 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.

RI.1.10

Anchor Standard: Range of Reading Level and Text Complexity
R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Range of Reading Level and Text Complexity**

Standard	Vertical Alignment	
With prompting and support, read informational texts appropriately complex for grade 1.	*Previous Grades:* RI.K.10	*Future Grades:* RI 2.10, 3.10,4.0, 5.10

Clarification Statement	Vocabulary for Teacher Development
Students read various types of informational texts appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed.	● **informational text**–a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

Students Who Demonstrate Understanding Can...

- read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts with prompting and support.
- read grade-level texts.

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 1.1, 1.2, and 1.3.**
    - **Evidence of Text Complexity and Cultural and Linguistic Responsiveness**
    - **VABB Analysis with Example Questions and Exemplar Student Responses**
    - **Example MLSS Universal Supports**
- **Constructed Response Assessment Task aligned to 1.5.**

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Key Ideas and Details**

RI.1.1 RI.1.2 RI.1.3	

Sample Task #1 (Constructed Response)

Compare and contrast the adventures and experiences of the owl in Adapted from CCSS Appendix B:

After listening to Gail Gibbons' Fire! Fire! students work with a partner to create three questions about how firefighters respond to a fire. Then, they respond to the questions another group created using key details from the text.

Exemplar Student Responses

- Three questions about how firefighters respond to a fire, such as, "How does the firefighter respond when the dispatcher receives a call?", "Why do the firefighters go into action?", "What does the fire chief do?"

DOK	Blooms
Level 1	Recall

Possible Aligned Language Objectives	Possible Misconceptions
● Students can answer "Wh-" oral questions about the text. (Recount, Writing, Entering)	● Students may not be able to use "wh" stems to create questions. ● Students may not correctly answer questions citing text evidence.

RI.1.2 **RI.1.6**	**Evidence of Text Complexity and Cultural and Linguistic Responsiveness** **Text Summary and evidence of Complexity:** ● The book highlights how firefighters work to put out fires in the cities, the country, in forests and on water. Although fires occur everywhere, the methods and tools used to fight them are different and diverse based on the area. **Evidence of Cultural and Linguistic Responsiveness:** ● **Who is represented in the text used to assess this cluster of standards?** There are characters portrayed in the illustrations from different ethnic backgrounds and genders. These characters equally represent different positions within the field of firefighting. Also, within the illustrations we see the different nationalities portrayed in context of social and geographic settings. ● **How are those groups and individuals portrayed?** It appears that characters from diverse backgrounds, age and gender are equally portrayed in the occupations- firefighters, operators, captain. The book illustrates how firefighters respond to a fire in different geographic locations (such as a city vs. farm vs. forest). This provides children in many different regions to connect with the book. ● **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?** The text, along with the illustrations, provide the opportunity for all students to find a representation of themselves. They can see a possibility of themselves pursuing a career as a firefighter. The positive portrayal of both gender and ethnicity within the different careers along with the geographic locations throughout the book provide the students with models for them to become firefighters. ● **What supports are provided to teachers to identify blind spots?** Teachers can use the geographic locations represented within the text to enable students to make connections to their lives and their peers. ● **How is this text culturally/linguistically responsive?** This text is culturally responsive because it depicts firefighters from many diverse groups including ethnicity, genders, age and geographic location.

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VABB Analysis	
Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: As we read this story, do you see yourself or someone in your family or community in this story? If so, in what ways? **ESR:** Answers will vary but should include a personal connection to the text. In this story we see fire fighters who demonstrate diversity in many ways (age, gender, ethnicity, and geographical locations etc.)	**Question:** Is it possible for you to be a firefighter? What information from the story makes you feel this way? **ESR:** I could be a firefighter! I saw a woman leading the fire fighters. This shows that girls can be firefighters too!
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: How can you prevent fires right now in your community? **ESR:** I could tell my dad not to weld on our horse trailer during windy days. I could tell my mom to buy more extension cords for our Christmas lights so that we don't overload our outlets. I could be in charge of putting water on the campfire before we go to bed.	Question: How would you convince a friend or family member that they could be a firefighter? **ESR:** I would tell my cousin "You can be a firefighter because anyone can be a firefighter." I could tell my mom that she could help fight fires too. I saw an older lady in the book that was a 911 operator.

RI.1.2
RI.1.6

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Layer 1: Universal Supports
High-quality core instruction for all students

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Preteach Tier 2 Vocabulary Words
   - *Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension.* To learn more, please visit Resource Guide on Vocabulary Instruction with Complex Texts
   - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on Text Dependent Questions with Complex Texts
   - *Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.*

Universal Supports
The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.

Tier 2 Vocabulary to Preteach	Text Dependent Question
Vocabulary Word: Roar **Think Aloud:** Most of the time when we hear the word **roar**, we think of animals-like lions. (have the students roar like a lion). You notice that a roar is a very loud sound that gets your attention. We hear the roar of a vehicle, like an ambulance or a fire truck, and it is a loud sound meaning that the vehicle is in a hurry and that we need to pay attention and get out of the way.	Look at the ladder in the pictures. Now listen to the sentences from the book "At the same time, an aerial ladder is taking other firefighters to the floor above the fire." Now the **aerial** ladder is swung over the roof of the burning building." What does the word **aerial** mean? What clues from the text help you figure this out? **ESR**: When I look at the pictures and hear the text, I see the ladder is going to the top of the building. I know that the word air might go high, like an airplane, so aerial might be something that goes high.

Tier 2 Vocabulary

The big trucks roar out of the firehouse.

Sirens scream and lights flash.

Gail Gibbon's *Fire! Fire!*
Link to the full text

Text Dependent Question

At the same time, an aerial ladder is taking other firefighters to the floor above the fire.

Water is sprayed onto the fire to keep it from moving up through the apartment house.

Gail Gibbon's *Fire! Fire!*
Link to the full text

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Craft and Structure**

RI.1.5	**Sample Task #2 (Constructed Response)**
	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key information in a text. Adapted from CCSS Appendix B: Locate three different text features from Claire Llewellyn's Earthworms (headings, table of contents, glossary) and they flag them with a sticky note from the story. Students should discuss how these features are useful when reading and locating key details from the text.

Exemplar Student Responses
● Responses may vary, but students should correctly identify text features and the information that they are able to locate from the text using that text feature.

DOK	**Blooms**
Level 3	Synthesize

Possible Aligned Language Objectives	**Possible Misconceptions**
● Students can identify information related to events from graphics and other text features in Earthworms (Argue-Reading-Emerging)	● Students may need support to connect the fact that they list with a text feature that helps them to locate information. ● Students may need support to correctly use vocabulary related to text features.

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Reading Foundational Skills strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Print Concepts**
  - CCSS.RF.1.1

- **Handwriting**
  - CCSS.RF.1.2

- **Phonological Awareness**
  - CCSS.RF.1.3

- **Phonics and Word Recognition**
  - CCSS.RF.1.4

- **Fluency**
  - CCSS.RF.1.5

RF.1.1

Foundational Skills

From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
1	**Foundational Skills (RF)**	**Print Concepts**

Standard	Vertical Alignment	
RF 1.1: Demonstrate understanding of the organization and basic features of print. Recognize and use capitalization and ending punctuation.	*Previous Grades:* RF.K.1	*Future Grades:* N/A

Clarification Statement	Vocabulary for Teacher Development
Students should recognize the structure of a sentence. Students should signify that a capital letter indicates the beginning of a sentence or a proper noun. Ending punctuation indicates the end of a sentence.	● **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

Students Who Demonstrate Understanding Can...

- identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts.
- page-to-page reading and following words from left to right and top to bottom.

RF.1.2

Foundational Skills

From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
1	**Foundational Skills (RF)**	**Handwriting**

Standard	Vertical Alignment	
RF.1.2: Print upper-and lowercase letters legibly.	*Previous Grades:* RF.K.2	*Future Grades:* RF. 2.2, 3.2, 4.2, 5.2

Clarification Statement	Vocabulary for Teacher Development
Student can write upper- and lower-case letters of the alphabet legibly and using the correct letter formation. Students need to know the correct formation of the letter so that they can write it correctly as they move on to cursive.	● N/A

Students Who Demonstrate Understanding Can...

● write upper-case and lower-case letters of the alphabet legibly.

RF.1.3

Foundational Skills
From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
1	**Foundational Skills (RF)**	**Phonological Awareness**

Standard	Vertical Alignment	

Standard	Vertical Alignment	
RF.1.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	*Previous Grades:* RF.K.3	*Future Grades:* RF.2.3

Clarification Statement	Vocabulary for Teacher Development
Building phonological awareness includes building knowledge of spoken words, syllables, and sounds. IN First grade, students should be able to differentiate between long and short vowel sounds, produce single-syllable words through blending phonemes, and isolate initial, medial, and final sounds. Students should also be able to segment words spoken to them into individual phonemes.	**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.

Students Who Demonstrate Understanding Can...

- recognize the difference between long and short vowel sounds in single syllable words.
- orally blend sounds, including consonant blends, to create words (e.g., /n/ /e/ /st/ makes nest).

- orally pronounce the beginning, middle, or ending sounds in one-syllable words.
- break words down into a sequence of sounds (e.g., slip is /sl/ /i/ /p/).

RF.1.4

Foundational Skills

From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.

Grade	CCSS Domain	CCSS Strand
1	**Foundational Skills (RF)**	**Phonics and Word Recognition**

Standard	Vertical Alignment	

Standard	Previous Grades:	Future Grades:
RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words. • Know the spelling-sound correspondences for common consonant digraphs • Decode regularly spelled one-syllable words. • Know final-e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words	RF.K.4	RF. 2.4, 3.4, 4.4, 5.4

Clarification Statement	Vocabulary for Teacher Development
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.	• **analysis** – a detailed examination of the components of a subject • **to understand its meaning and/or nature as a whole decode** – to apply knowledge of the relationships of letters and sounds in order to form a word • **digraph** – a combination of two letters representing one sound.

Students Who Demonstrate Understanding Can...

- identify and spell common consonant digraphs (two consonant letters together stand for one sound - e.g., ch, sh, th, wh)
- read common, one-syllable words that have regular spelling patterns.
- know that when a word ends with an e, the vowel sound is long. They also know other common vowel combinations that represent a long vowel sound.
- understand that every syllable must contain a vowel.
- determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns.
- read words that have inflectional endings (e.g. -s, -es, -ing, -ed).
- identify and read grade appropriate words that do not follow normal spelling patterns.

RF.1.5

	Foundational Skills From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.

1	**Foundational Skills (RF)**	**Fluency**	
	Standard	**Vertical Alignment**	
	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Previous Grades:* RF. K.5	*Future Grades:* RF. 2.5, 3.5, 4.5, 5.5
	Clarification Statement	**Vocabulary for Teacher Development**	
	Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct while reading and re-read if necessary.	• **expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. • **fluency, fluid reading** – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression • **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)	

	● **self-correct** – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

Students Who Demonstrate Understanding Can...

- read and understand a variety of texts with purpose (e.g., to learn new information, for entertainment, etc.).
- read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.
- reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Speaking & Listening strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key

⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Comprehension and Collaboration**
  - CCSS.SL.1.1
  - CCSS.SL.1.2
  - CCSS.SL.1.3

- **Presentation of Knowledge and Ideas**
  - CCSS.SL.1.4
  - CCSS.SL.1.5
  - CCSS.SL.1.6
  - SL.1.a

SL.1.1

Anchor Standard: Speaking and Listening
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.

Grade	CCSS Domain	CCSS Strand
1	**Speaking and Listening (SL)**	**Comprehension and Collaboration**

Standard	Vertical Alignment	

	Previous Grades:	Future Grades:
SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **c)** Ask questions to clear up any confusion about the topics and texts under discussion.	SL.K.1	SL.2.1, SL.3.1

Clarification Statement	Vocabulary for Teacher Development
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 with care and speaking one at a time about the topics and texts under discussion. Students add to the discussion, maintaining the topic with appropriate comments. Students ask questions to clarify any confusion.	● **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.

Students Who Demonstrate Understanding Can...

- engage in appropriate conversations about first grade topics/text with a variety of partners.

- contribute appropriate comments about first grade text or topics to whole group discussions.

- follow the rules for participating in whole group and partner discussions.

- after listening/participating in a discussion, ask questions to clarify their understanding

SL.1.2

Anchor Standard: Speaking and Listening
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade	CCSS Domain	CCSS Strand
1	**Speaking and Listening (SL)**	**Comprehension and Collaboration**

Standard	Vertical Alignment	
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	*Previous Grades:* SL.K.2	*Future Grades:* SL.2.2, SL.3.2

Clarification Statement	Vocabulary for Teacher Development
Students listen to a text read aloud, information presented by others, or information presented in various ways. They ask questions about important information.	● **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

Students Who Demonstrate Understanding Can...

● identify important details in response to questions about information presented.

● ask questions to clarify understanding.

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SL.1.3

Anchor Standard: Speaking and Listening
SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
1	**Speaking and Listening (SL)**	**Comprehension and Collaboration**

Standard	Vertical Alignment	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	*Previous Grades:* SL.K.3	*Future Grades:* SL.2.3, SL.3.3

Clarification Statement	Vocabulary for Teacher Development
Students ask a speaker questions if they need more information or if they do not understand information presented. They also answer questions about the speaker's presentation.	● N/A

Students Who Demonstrate Understanding Can...

- ask appropriate questions to clarify their understanding after listening to a speaker.

- answer questions about what a speaker said.

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SL.1.4

	Anchor Standard: Speaking and Listening *SL.4: 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.*

Grade	*CCSS Domain*	*CCSS Strand*
1	**Speaking and Listening (SL)**	**Presentation of Knowledge and Ideas**

Standard	**Vertical Alignment**	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	*Previous Grades:* SL.K.4	*Future Grades:* SL.2.4, SL.3.4

Clarification Statement	**Vocabulary for Teacher Development**
Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.	● **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

Students Who Demonstrate Understanding Can...

● include details when speaking about people, places and/or events.

● express ideas and feelings when telling about people, places and/or events.

SL.1.5

Anchor Standard: Speaking and Listening
SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade	CCSS Domain	CCSS Strand
1	**Speaking and Listening (SL)**	**Presentation of Knowledge and Ideas**

Standard	Vertical Alignment	
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	*Previous Grades:* SL.K.5	*Future Grades:* SL.2.5, SL.3.5

Clarification Statement	Vocabulary for Teacher Development
Students add pictures or other visuals to provide more information to a description. The visual should clarify ideas, thoughts, or feelings**.**	● N/A

Students Who Demonstrate Understanding Can...

- add drawings or other visual displays to provide more detail to what has been described.

- add drawings to clarify ideas, thoughts and feelings.

- choose when to add drawing to show meaning or to clarify ideas, thoughts or feelings.

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RL.1.6

	Anchor Standard: Speaking and Listening *SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Grade	CCSS Domain	CCSS Strand
1	**Speaking and Listening (SL)**	**Presentation of Knowledge and Ideas**

Standard	Vertical Alignment	
SL.1.6 Produce complete sentences when appropriate to task and situation.	*Previous Grades:* SL.K.6	*Future Grades:* SL.2.6, SL.3.6

Clarification Statement	Vocabulary for Teacher Development
Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.	● N/A

Students Who Demonstrate Understanding Can...

- speak in complete sentences.

- respond to questions with responses that align to topic.

SL.1.a

	Anchor Standard: Speaking and Listening
⚓	*SL.1.a: New Mexico State Standards*

Grade	CCSS Domain	CCSS Strand
1	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

Standard	**Vertical Alignment**	

Standard	Previous Grades:	Future Grades:
Grade 1 students will: (a) describe events related to the students' experiences, nations, and cultures; (b) follow simple written and oral instructions.	K.b	2.a

Clarification Statement	**Vocabulary for Teacher Development**
Students should speak and listen to others about events related to their experiences, nations, and cultures. Students should be able to complete tasks following simple instructions that are presented both in writing and verbally.	**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 **culture-** the customs, arts, social institutions, and achievements of a particular nation, people, or other social group **nation-** a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience

Students Who Demonstrate Understanding Can...

- Verbally describe the students' individual experiences and events having to do with the students' nations, and cultures
- Listen to other students describing their individual experiences, and events related to their classmates' nations and cultures
- Complete tasks following simple written and oral directions

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Writing strand, including:
    - Vertical alignment guidance
    - Essential vocabulary related to the standard
    - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key

⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Text Types and Purposes**
  - CCSS.W.3.1
  - CCSS.W.3.2
  - CCSS.W.3.3
  - CCSS.W.3.a
- **Production and Distribution of Writing**
  - CCSS.W.3.5
  - CCSS.W.3.6

- **Research to Build and Present Knowledge**
  - CCSS.W.3.7
  - CCSS.W.3.8

W.1.1

Anchor Standard: Writing

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	*Previous Grades:* W.K.1	*Future Grades:* W.2.1, W.3.1

Clarification Statement	Vocabulary for Teacher Development
Students use appropriate first grade writing conventions to create opinion pieces about particular topics or books. The writing must include an opinion statement, reasons to support the opinion and a sense of closure.	**closure** – a resolution at the end of an event or literary work **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **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.

Students Who Demonstrate Understanding Can...

- formulate an opinion and provide reasons for their thinking.

- understand and define opinion, conclusion

- write an introductory sentence in which students state the topic or book and provide an opinion.

- add details to strengthen writing.

- use transition words such as *and* & *because.*

- provide a sense of closure.

- use appropriate grade 1 language conventions.

W.1.2

Anchor Standard: Writing
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	*Previous Grades:* W.K.2	*Future Grades:* W.2.2, W.3.2

Clarification Statement	Vocabulary for Teacher Development
Students select topics of interest or research topics chosen by the teacher. Students use their previous knowledge about the topic and use classroom materials or online sources to gather facts.	● **closure** – a resolution at the end of an event or literary work ● **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. ● **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.

Students Who Demonstrate Understanding Can...

● create a piece of writing that teaches by explaining, informing and/or describing a topic using facts.

- distinguish between facts and opinions.

- name topic, supply some facts and provide a sense of closure in their writing.

- use labels, diagrams, and captions to add details to strengthen writing.

- write an introduction stating the topic and capturing the readers' attention.

- organize writing with use of transition words or phrases.

- provide a statement that gives a sense of closure.

- use appropriate grade 1 language conventions.

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W.1.3

Anchor Standard: Writing
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

	Previous Grades:	Future Grades:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.K.3	W.2.3, W.3.3

Clarification Statement	Vocabulary for Teacher Development
First grade students develop their voices as narrative writers by writing about two or more sequenced events. They use some details to help bring their stories to life, use temporal words to show the order of events, and leave the reader with a sense of closure.	**closure** – a resolution at the end of an event or literary work **event** – a thing that happens; an occurrence recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) **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. sequence/sequence of **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. **temporal transition words/phrases** – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.)

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	● **topic** – the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- write to tell an organized story with details (thoughts, feelings, actions, etc.) that includes characters, settings and events.

- correctly use temporal words.

- write a narrative in three separate parts (beginning, middle, end) about one moment in time.

- add details to strengthen writing.

- provide a sense of closure.

- use appropriate grade 1 language conventions.

W.1.a

	Anchor Standard: Writing
⚓	*New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.*

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Text Types and Purposes**

Standard	**Vertical Alignment**	
1st grade students will apply digital tools to gather, evaluate, and use information.	*Previous Grades:* N/A	*Future Grades:* N/A

Clarification Statement	**Vocabulary for Teacher Development**
Students will navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.	● **Digital tools** - programs, online resources, and websites that contain information. ● **Evaluate** - form an idea, assess

Students Who Demonstrate Understanding Can...

- Understand how to use digital tools such as programs, online resources, and websites

- Apply knowledge of digital tools to gather information.

- Apply digital tools to evaluate information for validity, quality, and relevance.

- Use the information gathered from digital tools for specific purposes.

W.1.5

Anchor Standard: Writing
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	*Previous Grades:* W.K.5	*Future Grades:* W.2.5, W.3.5

Clarification Statement	Vocabulary for Teacher Development
Students in first grade practice the steps of the writing process (planning, revising, editing, publishing) and learn how those steps are necessary to help develop and strengthen their writing. Students should focus on one topic in their writing piece, respond to feedback from adults as well as their peers and add details as needed.	● **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

Students Who Demonstrate Understanding Can...

● create a writing piece in response to a question or prompt that is focused on a topic with guidance and support.

● listen to, consider and incorporate suggestions from adults and peers to add details to improve their piece of writing.

● use feedback and suggestions from adults and peers to make editing decisions on capitalization, punctuation, and spelling.

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W.1.6

Anchor Standard: Writing
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	*Previous Grades:* W.K.6	*Future Grades:* W.2.6, W.3.6

Clarification Statement	Vocabulary for Teacher Development
First grade students will use digital tools and platforms for writing to allow them to adapt and thrive in an increasingly digital era. They collaborate with peers to share ideas and develop their technology skills.	● **digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

Students Who Demonstrate Understanding Can...

- use a variety of digital tools to create, edit and publish writing.

- collaborate with peers to create, edit and publish writing using digital tools.

W.1.7

Anchor Standard: Writing
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	*Previous Grades:* W.K.7	*Future Grades:* W.2.7, W.3.7

Clarification Statement	Vocabulary for Teacher Development
Students take part in research and writing projects as a class or in groups.	● **shared research** – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole

Students Who Demonstrate Understanding Can...

- contribute to shared projects.

- create a piece of writing that demonstrates new learning or understanding gained through research or investigation.

- use various resources, with assistance, to gain information to include in their writing.

- engage in whole group and small group discussions about a research topic.

- share completed writing projects.

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W.1.8

Anchor Standard: Writing
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade	CCSS Domain	CCSS Strand
1	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*Previous Grades:* W.K.8	*Future Grades:* W.2.8 W.3.8

Clarification Statement	Vocabulary for Teacher Development
Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.	● N/A

Students Who Demonstrate Understanding Can...

- recall and use information learned to answer questions.

- listen to and incorporate suggestions from adults when receiving support regarding research, editing or revising.

- refer to mentor texts for improving their own writing.

- use information from various sources to answer questions about a topic.

- engage in conversations with peers and adults in which students share and reflect on personal experiences to answer a question.