

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](#)
 - [Speaking, Listening, and Writing](#)
 - [Differentiating Support for All Learners](#)
 - [Cross-Curricular Connections with Literacy](#)
 - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	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.
	<i>Priority Standard</i>	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

<ul style="list-style-type: none"> ● Key Ideas and Details <ul style="list-style-type: none"> ○ CCSS.RL.2.1 ○ CCSS.RL.2.2 ○ CCSS.RL.2.3 ○ NMSS.2.a ○ NMSS.2.b ○ NMSS.2.c ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RL.2.4 ○ CCSS.RL.2.5 ○ CCSS.RL.2.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RL.2.7 ○ CCSS.RL.8 (not applicable to Literature) ○ CCSS.RL.2.9 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RL.2.10
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RL.2.1



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		
2	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		<table border="1"> <tr> <td><i>Previous Grades:</i> RL.1.1, K.1</td> <td><i>Future Grades:</i> RL.3.1, 4.1, 5.1</td> </tr> </table>	<i>Previous Grades:</i> RL.1.1, K.1	<i>Future Grades:</i> RL.3.1, 4.1, 5.1
<i>Previous Grades:</i> RL.1.1, K.1	<i>Future Grades:</i> RL.3.1, 4.1, 5.1			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.</p> <p>Students cite text evidence to support their understanding of key details.</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 ● plot – logical sequence of important events in a story: beginning, middle, end. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● ask and answer questions about the most important details in a text that address the who, what, when, why and how of the story. ● support answers to questions using evidence from the text. 				

RL.2.2



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		
2	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RL.1.2, K.2</td> <td style="width: 50%;"><i>Future Grades:</i> RL.3.2, 4.2, 5.2</td> </tr> </table>	<i>Previous Grades:</i> RL.1.2, K.2	<i>Future Grades:</i> RL.3.2, 4.2, 5.2
<i>Previous Grades:</i> RL.1.2, K.2	<i>Future Grades:</i> RL.3.2, 4.2, 5.2			
Clarification Statement		Vocabulary for Teacher Development		
Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories.		<ul style="list-style-type: none"> central message – the unifying concept within a text; often referred to as theme in upper grades fable – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth) 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> read fables and folktales from diverse cultures. retell the important details of stories. determine the central message, lesson, or moral in stories. 				

RL.2.3				
	Anchor Standard: Key Ideas and Details <i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Reading: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Describe how characters in a story respond to major events and challenges.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>Previous Grades:</i> RL.1.3, K.3</td> <td style="padding: 2px;"><i>Future Grades:</i> RL.3.3, 4.3, 5.3</td> </tr> </table>	<i>Previous Grades:</i> RL.1.3, K.3	<i>Future Grades:</i> RL.3.3, 4.3, 5.3
<i>Previous Grades:</i> RL.1.3, K.3	<i>Future Grades:</i> RL.3.3, 4.3, 5.3			
Clarification Statement		Vocabulary for Teacher Development		
Students explain how characters react and respond to the important events or challenges in the story.		<ul style="list-style-type: none"> ● describe, description, descriptive details – to explain something fully in words; the details necessary to give a full and precise account ● 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 ● 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. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● determine major events and challenges facing characters in a story. ● describe how the characters in the story respond to these challenges. 				

2.a

Grade

NMSS Domain

2

Reading: Literature (RL)

Standard

Vertical Alignment

2nd grade students will identify the main topic, retell key details of a text, and make predictions.

Previous Grades:
K.1, 1.a

Future Grades:
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.

2.b

Grade

NMSS Domain

2

Reading: Literature (RL)

Standard		Vertical Alignment	
2nd grade students will use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.		<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 3.b, 4.a, 5.a
Clarification Statement		Vocabulary for Teacher Development	
Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.		<ul style="list-style-type: none"> ● culture – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. ● cultural and linguistic relevance – the validation and affirmation of students’ home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students ● 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 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● learn about cultures, societies, and people through literature and media. ● connect literature and media about people, cultures, and societies to explore self-identity. 			

RL.2.4



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	
2	Reading: Literature (RL)	Craft and Structure	
Standard		Vertical Alignment	
Describe How words and phrases supply rhythm and meaning in a story, poem, or song		<i>Previous Grades:</i> RL.K.4, 1.4	<i>Future Grades:</i> RL.3.4, 4.4, 5.4
Clarification Statement		Vocabulary for Teacher Development	
Students explain how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.		<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 ● phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb ● alliteration – the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● understand what rhythm is in a story, poem, or song. ● describe how words and phrases provide rhythm in a story, poem, or song. 			

RL.2.5		
	Anchor Standard: Craft and Structure <i>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.</i>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	<i>Previous Grades:</i> RL.K.5, RL.1.5	<i>Future Grades:</i> RL.3.5,4.5, 5.5
Clarification Statement	Vocabulary for Teacher Development	
Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.	<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 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> describe the plot elements in a story such as the beginning, the events in the middle, and the conclusion. 		

RL.2.6				
	<p>Anchor Standard: Craft and Structure</p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
2	Reading: Literature (RL)	Craft and Structure		
Standard		Vertical Alignment		
Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading the dialogue out loud.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL. 1.6, K.6</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.3.6,4.6,5.6</td> </tr> </table>	<i>Previous Grades:</i> RL. 1.6, K.6	<i>Future Grades:</i> RL.3.6,4.6,5.6
<i>Previous Grades:</i> RL. 1.6, K.6	<i>Future Grades:</i> RL.3.6,4.6,5.6			
Clarification Statement		Vocabulary for Teacher Development		
Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character.		<ul style="list-style-type: none"> ● point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument ● purpose of a text – the writer’s reason for writing. Many texts have more than one purpose, but usually one will stand out as primary 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● identify the point of view of various characters. ● distinguish how the point of view of one character is different from that of another character. ● demonstrate the difference by speaking in a different voice or each character when reading out loud. 				

RL.2.7		
	Anchor Standard: Integration of Knowledge and Ideas <i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<i>Previous Grades:</i> RL.K.7, 1.7	<i>Future Grades:</i> RL.3.7,4.7,5.7
Clarification Statement	Vocabulary for Teacher Development	
Students explain the characters, setting, or plot using what they learn from the illustrations and words in a text. These texts can be print and/or digital.	<ul style="list-style-type: none"> ● illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim ● plot – the sequence of events in a story, play, movie, etc. ● setting – the time and place of the action in a book, play, story, etc. ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● locate information in illustrations and words in print/ digital text. ● use information to demonstrate understanding of characters, setting, plot. 		

RL.2.9



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		
2	Reading: Literature (RL)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Compare and contrast two or more versions of the same story by different authors or from different cultures		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RL. K.9, 1.9</td> <td style="width: 50%;"><i>Future Grades:</i> RL.3.9, 4.9, 5.9</td> </tr> </table>	<i>Previous Grades:</i> RL. K.9, 1.9	<i>Future Grades:</i> RL.3.9, 4.9, 5.9
<i>Previous Grades:</i> RL. K.9, 1.9	<i>Future Grades:</i> RL.3.9, 4.9, 5.9			
Clarification Statement		Vocabulary for Teacher Development		
Students explain how two or more versions of the same story are similar and different (such as Cinderella, the Three Little Pigs, The Gingerbread Man). These versions should be by different authors and/or from different cultures.		<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 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● compare and contrast the same story written by two different authors. ● compare and contrast the same story from a different culture. 				

RL.2.10



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	
2	Reading: Literature (RL)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		<i>Previous Grades:</i> RL.K.10, 1.10	<i>Future Grades:</i> RL.3.10, 4.10, 5.10
Clarification Statement		Vocabulary for Teacher Development	
By the end of grade 2, students competently read and understand literary texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.		<ul style="list-style-type: none"> ● <u>independently</u> – on one’s own, without aid from another (such as a teacher) ● <u>proficient/proficiently</u> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success ● <u>text</u> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● <u>text complexity band</u> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself) 	
Students Who Demonstrate Understanding Can...			

- read texts with a Lexile between 420-820 with proficiency.
- read independently with appropriate stamina.
- use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 2.1 and 2.3**
 - 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 2.9**

Grade	CCSS Domain	CCSS Strand
2	Reading: Literature (RL)	Key Ideas and Details
RL.2.1 RL.2.3	Sample Task #1 (Constructed Response)	
	Adapted from <i>CCSS Appendix B</i>	
	In a short paragraph, describe how the character of Bud in Christopher Paul Curtis’ story, <i>Bud Not Buddy</i> , responds to being placed in a foster home. Use evidence from the text in your response.	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Bud seems like he is not phased by going to a foster home, but we can tell he is hiding some of his emotions. ● He says his eyes “cannot cry no more” - this means he is used to being disappointed ● This is contrasted with his foster brother Jerry who cannot stop crying. 	
	DOK	Blooms
	Level 1	Understanding
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students can describe details from the text that show Bud’s response to moving into a foster home (Explain- Writing- Bridging). 	<ul style="list-style-type: none"> ● Students may need support to identify that Bud is resistant to moving into a foster home. ● Students may identify details that are not related to the key event (moving into the foster home). 	

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:

- Bud Caldwell is a ten-year-old, African American, orphan growing up in Flint, MI during the Great Depression of the 1930's. His mother left him with just a few trinkets when she died, and these seemingly insignificant possessions trigger Bud's desire to find his father based on their clues. There are adults in his life that help him along the way, as well as a big surprise waiting on him when he reaches his destination.

Evidence of Cultural and Linguistic Responsiveness:

- **Who is represented in the text used to assess this cluster of standards?**
The main character, Bud, is used to assess the cluster in which students identify how Bud responds to the major events in his life, as well as the challenges he faces. Some of these challenges are losing his mother, being placed in multiple foster homes, bullying, running away, rejection, etc.
- **How are those groups and individuals portrayed?**
Bud is an African American orphan who is represented as a very resourceful and independent child, facing many challenges in his life. He is also portrayed as a child who faces poverty, racism, and a search for self and family.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**
The text does provoke critical questions about students who face similar problems as Bud. These problems may include racism, poverty, and the search for family. It is important to note that this story takes place during the Great Depression in Flint, MI. The setting plays a large part in the plot, referencing several times the difficulties that Bud faced growing up in the time and place that he did. These difficulties can directly relate to students in the present day as well.
- **What supports are provided to teachers to identify blind spots?**
Having the specific references that are used to create the setting would be beneficial to help students understand exactly what Bud is facing. It would also be helpful to have non-fiction support to provide specific background knowledge. Some background knowledge may be the stock market crash, the Great Depression, foster care, homelessness/shelters and Hoovervilles.
- **How is this text culturally/linguistically responsive?**
This text is culturally responsive because it takes students through the time of the Great Depression through the lens of an African American child dealing with the challenges of poverty, racism, and homelessness. The text is also linguistically responsive because it represents the use of African American Vernacular English.

RL.2.7
RL.2.9

VABB Analysis		
RL.2.7 RL.2.9	Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
	<p>Question: In Bud, Not Buddy the author uses the text to show that Bud is in search of a family. In your own words, what makes a family?</p> <p>ESR: A family can look different for many people. For some people a family is made up of the people who live together in the same house, or people that they see often that help take care of them. For other people, a family is a community of people that work together to overcome obstacles and persevere through everyday life.</p>	<p>Question: In life everyone faces challenges. In Bud, Not Buddy the author carefully takes us through the many challenges that Bud faces. What is the greatest challenge that you have faced and what feelings were present throughout your challenge?</p> <p>ESR: Answers will vary - example: "My greatest challenge was losing my dog Lucy. When she died, I felt very sad, angry, and confused. There was even one day that I remember I could not stop crying."</p>
	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: In Bud, Not Buddy the author shows us that Bud brings several items with him on his journey. What are three items that you would bring with you if you were placed in Bud's position and why would you bring those particular items?</p> <p>ESR: Answers will vary - example: "If I were in Bud's position, I would bring a family picture, my teddy, and a journal. I would like my picture to help me find what I am searching for. I would want my teddy to keep me warm and safe. Lastly, I would like my journal so I could write about my adventures that I go on."</p>	<p>Question: In the story, Bud had a situation when he had to get himself out of trouble. Think about a time in which you had to get out of trouble. How did you get into trouble? What did you do to try and resolve the situation? What was the result?</p> <p>ESR: Answers will vary - example: "One time I was playing in my backyard practicing baseball. I accidentally threw the ball too hard and broke my neighbor's window. I should not have been practicing in that part of my yard. I was very scared at first, but I knew I needed to tell my mom. I went to her right away and she helped me make a plan to fix it. She walked with me to tell my neighbor that I was sorry and that I would help him pick up leaves on Saturday. I also told my mom that I would do chores to help pay them back for the window. "</p>

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 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
<p>Vocabulary Word: <u>Prestige</u></p> <p>Think Aloud: During the depression, jobs were very difficult to find, especially among the African American community. Having any job during this time period would have been a privilege but being a Pullman porter or a redcap were considered extra special.</p>	<p>Based on the text below, what does the author mean when he uses the word devoured?</p> <p>ESR: I think the author used devoured to show us that Bud really enjoyed the book and could not put it down. I also think it means that he read it really fast and that he was excited about what he was reading.</p>
<p>Tier 2 Vocabulary</p> <p>The Pullman porter and redcap were among the few open to African American men at that time and carried a certain prestige in the black community.</p> <p>Christopher Paul Curtis’ <i>Bud, Not Buddy</i> Link to the full text</p>	
<p>Text Dependent Question</p> <p>The librarian was standing over me saying, “I am very impressed, you really devoured that book, didn’t you? But it’s time to close now. You may start up again first thing tomorrow!”</p> <p>Christopher Paul Curtis’ <i>Bud, Not Buddy</i> Link to the full text</p>	

Grade	CCSS Domain	CCSS Strand
2	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.2.9	Sample Task #2 (Constructed Response)	
	<p>Adapted from Wit and Wisdom:</p> <p>Read John Henry and John Henry American Legend. Select a main event that happens in both texts and describe the event. Support your response with evidence from both texts.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● Students should conclude that John Henry tries to beat the machine in both texts. ● Students should support their response with the following evidence: <ul style="list-style-type: none"> ○ Text 1: John Henry says, “let’s find out!” when challenged about beating the machine ○ Text 2: John Henry says, “try me!” when challenged about beating the machine 	
	DOK	Blooms
	Level 3	Evaluate
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students can synthesize main ideas from two texts using supporting evidence from the texts. (explain-speaking-reaching) 	<ul style="list-style-type: none"> ● Students may struggle to make the inference about the dialogue presented in both texts to conclude that in both instances, John Henry is showing confidence that he will beat the machine. ● Students may cite incorrect evidence from one or both of the texts or cite from only one text to support their response. 	

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](#)
 - [Speaking, Listening, and Writing](#)
 - [Differentiating Support for All Learners](#)
 - [Cross-Curricular Connections with Literacy](#)
 - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	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.
	<i>Priority Standard</i>	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

<ul style="list-style-type: none"> ● Key Ideas and Details <ul style="list-style-type: none"> ○ CCSS.RI.2.1 ○ CCSS.RI.2.2 ○ CCSS.RI.2.3 ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RI.2.4 ○ CCSS.RI.2.5 ○ CCSS.RI.2.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RI.2.7 ○ CCSS.RI.2.8 ○ CCSS.RI.2.9 ○ NMSS.2.1 ○ NMSS.2.2 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RI.2.10
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RI.2.1



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	
2	Reading: Informational (RI)	Key Ideas and Details	
Standard		Vertical Alignment	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		<i>Previous Grades:</i> RI. K.1, 1.1	<i>Future Grades:</i> RI 3.1, 4.1, 5.1
Clarification Statement		Vocabulary for Teacher Development	
Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.		<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 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● ask questions about the text that demonstrate understanding of the text. ● provide answers to questions about a text that demonstrate comprehension and understanding. 			

RI.2.2		
	<p>Anchor Standard: Key Ideas and Details</p> <p><i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<i>Previous Grades:</i> RI.K.2, 1.2	<i>Future Grades:</i> RI 3.2, 4.2, 5.2
Clarification Statement	Vocabulary for Teacher Development	
Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text.	<ul style="list-style-type: none"> ● main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning ● 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...		
<ul style="list-style-type: none"> ● identify the topic of a multi-paragraph text. ● identify the focus of specific paragraphs within the text. 		

RI.2.3				
	<p>Anchor Standard: Key Ideas and Details <i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
2	Reading: Informational (RI)	Key Ideas and Details		
Standard		Vertical Alignment		
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> K.3, 1.3</td> <td style="width: 50%;"><i>Future Grades:</i> RI 3.3,.4.3, 5.3</td> </tr> </table>	<i>Previous Grades:</i> K.3, 1.3	<i>Future Grades:</i> RI 3.3,.4.3, 5.3
<i>Previous Grades:</i> K.3, 1.3	<i>Future Grades:</i> RI 3.3,.4.3, 5.3			
Clarification Statement		Vocabulary for Teacher Development		
Students describe specific connections shown within the texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure.		<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 ● technical procedure – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones. ● 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...				
<ul style="list-style-type: none"> ● make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure. ● describe the connections that are made. 				

RI.2.4



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	
2	Reading: Informational (RI)	Craft and Structure	
Standard		Vertical Alignment	
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		<i>Previous Grades:</i> RI K.4, 1.4	<i>Future Grades:</i> RI 3.4, 4.4, 5.4
Clarification Statement		Vocabulary for Teacher Development	
Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.		<ul style="list-style-type: none"> ● phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) ● 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...			
<ul style="list-style-type: none"> ● locate academic and domain specific words and phrases in a text. ● determine the meaning of words and phrases in grade 2 topic and subject areas. 			

RI.2.5		
	<p>Anchor Standard: Craft and Structure</p> <p><i>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.</i></p>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
2	Reading: Informational (RI)	Craft and Structure
Standard	Vertical Alignment	
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<i>Previous Grades:</i> RI. K.5, 1.5	<i>Future Grades:</i> RI. 3.5, 4.5, 5.5
Clarification Statement	Vocabulary for Teacher Development	
Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently.	<ul style="list-style-type: none"> ● text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more ● text 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...		
<ul style="list-style-type: none"> ● use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to quickly locate key information in a text. 		

RI.2.6				
	<p>Anchor Standard: Craft and Structure <i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
2	Reading: Informational (RI)	Craft and Structure		
Standard		Vertical Alignment		
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI. K.6, 1.6</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 3.6, 4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> RI. K.6, 1.6	<i>Future Grades:</i> RI 3.6, 4.6, 5.6
<i>Previous Grades:</i> RI. K.6, 1.6	<i>Future Grades:</i> RI 3.6, 4.6, 5.6			
Clarification Statement		Vocabulary for Teacher Development		
Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it, such as to answer a question, explain/describe a topic, or describe an event or action.		<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 purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> describe what the author explains, answers, or describes in the text. make a claim about the main purpose of a text. 				

RI.2.7		
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard		Vertical Alignment
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<i>Previous Grades:</i> RI.K.7, 1.7	<i>Future Grades:</i> RI 3.7, 4.7, 5.7
Clarification Statement		Vocabulary for Teacher Development
Students are able to describe visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the informational text, clarify the text, organize, and/or supply additional information for readers.		<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
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● determine the central idea of an informational text. ● explain how specific images contribute to the central idea or meaning of a text. 		

RI.2.8		
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>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.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Describe how reasons support specific points the author makes in a text.	<i>Previous Grades:</i> RI K.8, 1.8	<i>Future Grades:</i> RI 3.8, 4.8, 5.8
Clarification Statement	Vocabulary for Teacher Development	
Students recognize what ideas an author is providing in an informational text. They are able to name what points in the text the author uses to develop or clarify those ideas.	<ul style="list-style-type: none"> ● reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic ● 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...		
<ul style="list-style-type: none"> ● determine specific points the author makes in an informational text. ● describe the reasons that the author gives to support the specific points in the text. 		

RI.2.9		
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>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.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast the most important points presented by two texts on the same topic.	<i>Previous Grades:</i> RI K.9, 1.9	<i>Future Grades:</i> RI 3.9, 4.9, 5.9
Clarification Statement	Vocabulary for Teacher Development	
Students explain the differences and similarities of the key points of two texts on the same topic.	<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 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. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> identify the most important points presented in two informational texts on the same topic. compare and contrast the most important points and key details across two texts. 		

RI.2.10



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	
2	Reading: Informational (RI)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<i>Previous Grades:</i> RI 1.10, 2.10	<i>Future Grades:</i> RI 3.10, 4.10, 5.10
Clarification Statement		Vocabulary for Teacher Development	
By the end of grade 2, students competently read and understand informational texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.		<ul style="list-style-type: none"> ● independently – on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) ● proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success ● text 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 informational texts from multiple disciplines such as history/ social studies, science, and technical texts.
- read with appropriate stamina independently.
- read texts of appropriate Lexile levels (420-820).

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 2.1, 2.2, and 2.3**
 - 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 2.4**

Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Key Ideas and Details
RI.2.1 RI.2.2 RI.2.3	Sample Task #1 (Constructed Response)	
	Adapted from CCSS Appendix B: Using the excerpt from <i>If the World Were a Village: A Book about the World's People</i> , explain how the details in paragraphs 1 and 2 support the main topic of the text. Provide evidence from the text to support your answer.	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● The main topic of the text is the earth's population. ● The author states that the total population of the earth is 6,200,000,00 in paragraph 1. ● In paragraph 2, the author includes details to help us envision how many people this is. The author tells us to envision a village of 100 people- except every person in the village would represent sixty-two million humans on earth. 	
	DOK	Blooms
	Level 2	Understand
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> ● Students can recount the main topic of the excerpt and reference details from the paragraphs to support their claim. (Recount, Speaking, Bridging) 	<ul style="list-style-type: none"> ● Students may not cite the most relevant information from paragraphs 1 and 2 to support their claim. ● Students may overlook the topic of the earth's population and instead get distracted by some of the details and descriptions about the village.

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:

- By exploring the lives of the 100 villagers, children will discover that life in other nations is often very different from their own. If the World Were a Village is part of CitizenKid: A collection of books that inform children about the world and inspire them to be better global citizens.

Evidence of Cultural and Linguistic Responsiveness:

- **Who is represented in the text used to assess this cluster of standards?**
Families, countries, and cultures from all over the world are represented in the text.
- **How are those groups and individuals portrayed?**
The groups are represented as symbols of their countries and representatives of a percentage of the population.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**
This text provides information of the similarities and differences amongst the people of the world. Whether that is languages, lifestyles, religion, or culture. All groups are represented as bringing value to the world as a whole.
- **What supports are provided to teachers to identify blind spots?**
The text references inequalities of resources throughout the world, but mentions that there are enough available if they were distributed equally. Students may struggle with this concept and need more background knowledge on world hunger and breakdown of poverty and wealth in the world.
- **How is this text culturally/linguistically responsive?**
This text is culturally and linguistically responsive because it depicts the uniqueness and value of all cultures and languages in the world.

RI.2.2
RI.2.6

VABB Analysis		
RI.2.2 RI.2.6	Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
	<p>Question: Which culture or language do you connect with in the text?</p> <p>ESR: Answers will vary, but should highlight one of the cultures and/or languages present in the text. “I connect with the villagers who speak Spanish because my grandparents always speak Spanish to me at home.”</p>	<p>Question: What is the most interesting culture or language you learned about? Where is this culture or language from? Why is it your favorite?</p> <p>ESR: Students' answers will vary but should include the language and/or culture represented in the text. It should also include an explanation of why it is their favorite.</p>
	Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p>Question: The text talks a lot about the different resources available in each part of the world. Can you think of resources that are most important to you and your family? Why are those resources so important?</p> <p>ESR: Answers will vary by student, but should reference resources such as food, shelter, and clean air and explain why those resources are important.</p>	<p>Question: Now that you have learned about the different countries, cultures, and languages around the world, how do you think we should approach the needs of others in the world?</p> <p>ESR: Answers will vary by student, but should reference resources such as food, shelter, and clean air and brainstorm ideas to promote equal distribution of said resources.</p>

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 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
<p>Vocabulary Word: Draw</p> <p>Think Aloud: Today when we read, we will hear and see the word draw. Often when we hear this word, we think of drawing a picture, but today this word will have a different meaning. Draw can also mean, to make you want to come in close. For example, have you ever smelled a really good scent coming from the kitchen and wanted to find out what was cooking? That scent drew you in. So, draw means to make you want to come close.</p>	<p>Based on the text, what do you think the word tongues means?</p> <p>ESR: I think the author means many different languages when he says tongues. I can tell because many people greet one another in their different languages.</p>
<p>Tier 2 Vocabulary</p> <p>The smells and sounds of the market draw you nearby. The tables are piled with fresh baked bread, vegetables, tofu, and rice. Chickens cluck and ducks quack. In a pen not far away, a cow moos at the passing crowd.</p> <p>David Smith's <i>If the World Were a Village: A Book About the World's People</i> Link to the full text</p>	
<p>Text Dependent Question</p> <p>The villagers greet one another in a babel of tongues. What languages do the people of the global village speak?</p> <p>In the global village there are almost 6,000 languages, but more than half of the people speak 8 languages: Chinese, English, Hindi, Spanish, Arabic, Bengali, Portuguese, and Russian.</p> <p>David Smith's <i>If the World Were a Village: A Book About the World's People</i> Link to the full text</p>	

Grade	CCSS Domain	CCSS Strand
2	Reading: Informational (RI)	Craft and Structure
RI.2.4	Sample Task #2 (Constructed Response)	
	<p>Adapted from CCSS Appendix B:</p> <p>Determine the meanings of Tier 3 vocabulary words and phrases encountered in Sarah L. Thomson’s <i>Where Do Polar Bears Live?</i> such as cub, den, and the Arctic. How do these words help us understand the main idea?</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● A cub is a baby polar bear. ● A den is a polar bear’s shelter or home ● The Arctic is a geographical area in the North Pole. ● All of these words help the reader understand where polar bears live would represent sixty-two million humans on earth. 	
	DOK	Blooms
	Level 2	Understand
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students can indicate which words relate to the main idea using labeled pictures. (Argue-Writing-Entering) 	<ul style="list-style-type: none"> ● Students may not be able to precisely define the different terms based on context from the text. ● Students may not connect the meaning of the terms to the main idea of the text. 	

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

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	<i>Anchor Standard</i>	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.
	<i>Priority Standard</i>	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

<ul style="list-style-type: none"> ● Handwriting <ul style="list-style-type: none"> ○ CCSS.RF.2.2 ● Phonics and Word Recognition <ul style="list-style-type: none"> ○ CCSS.RF.2.3 	<ul style="list-style-type: none"> ● Fluency <ul style="list-style-type: none"> ○ CCSS.RF.2.4
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RF.2.2

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	
2	Foundational Skills (RF)	Print Concepts	
Standard		Vertical Alignment	
RF.2.2 Print all upper- and lowercase letters legibly and proportionally.		<i>Previous Grades:</i> RF. K.2, 1.2	<i>Future Grades:</i> RF. 3.2, 4.2, 5.2
Clarification Statement		Vocabulary for Teacher Development	
N/A		<ul style="list-style-type: none"> • N/A 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> • write all upper- and lower-case letters legibly and of the right size. 			

RF.2.3

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		
2	Foundational Skills (RF)	Print Concepts		
Standard		Vertical Alignment		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Know spelling-sound correspondences for additional common vowel teams. ● Decode regularly spelled two-syllable words with long vowels. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words. 		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF.K.3, 1.3 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF. 3.3, 4.3, 5.3 </td> </tr> </table>	<i>Previous Grades:</i> RF.K.3, 1.3	<i>Future Grades:</i> RF. 3.3, 4.3, 5.3
<i>Previous Grades:</i> RF.K.3, 1.3	<i>Future Grades:</i> RF. 3.3, 4.3, 5.3			
Clarification Statement		Vocabulary for Teacher Development		
Students should be able to decode words using phonics and word analysis skills.		<ul style="list-style-type: none"> ● analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole ● decode – to apply knowledge of the relationships of letters and sounds in order to form a word ● digraph – a combination of two letters representing one sound. 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● tell the difference between long and short vowels when reading one-syllable words that have regular spelling patterns. 				

- identify and spell common vowel combinations.
- read two-syllable words that contain long vowels and regular spelling patterns.
- read words with common prefixes and suffixes.
- recognize and name words with common yet inconsistent spelling-sound correspondences.
- identify and read grade appropriate words that do not follow normal spelling patterns.

RF.2.4				
Foundational Skills From Achieve the Core: Definition:-: Fluency consists of reading accurately, at an appropriate rate, and with expression.				
2	Foundational Skills (RF)	Fluency		
Standard		Vertical Alignment		
RF. 2.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • 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. 		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF. K.5, 1.5 </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF. 3.5, 4.5, 5.5 </td> </tr> </table>	<i>Previous Grades:</i> RF. K.5, 1.5	<i>Future Grades:</i> RF. 3.5, 4.5, 5.5
<i>Previous Grades:</i> RF. K.5, 1.5	<i>Future Grades:</i> RF. 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.		<ul style="list-style-type: none"> • expression – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. • fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression • purpose – the reason for a particular action or creation (e.g., literary work or speech); the 		

	<p>reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <ul style="list-style-type: none"> ● 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
<p>Students Who Demonstrate Understanding Can...</p>	
<ul style="list-style-type: none"> ● read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). ● read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. ● use surrounding pictures/words and know when to reread. 	

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		
	<i>Anchor Standard</i>	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.
	<i>Priority Standard</i>	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

<ul style="list-style-type: none"> ● Comprehension and Collaboration <ul style="list-style-type: none"> ○ CCSS.SL.2.1 ○ CCSS.SL.2.2 ○ CCSS.SL.2.3 	<ul style="list-style-type: none"> ● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.SL.2.4 ○ CCSS.SL.2.5 ○ CCSS.SL.2.6 ○ SL.2.a
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SL.2.1		
	Anchor Standard: Speaking and Listening <i>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.</i>	
Grade	CCSS Domain	CCSS Strand
2	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b) Participate in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<i>Previous Grades:</i> SL.K.1, SL.1.1	<i>Future Grades:</i> SL.3.1, SL.4.1
Clarification Statement	Vocabulary for Teacher Development	
Students discuss grade-level appropriate topics and texts with different peers and adults in small group and whole class settings. <ul style="list-style-type: none"> ● Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion. ● Students add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment. 	<ul style="list-style-type: none"> ● clarify – explain one's meaning ● discussion or discuss-to speak with a partner or a group about a specific topic ● 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 ask questions to clarify any confusing areas or to gain further information.

Students Who Demonstrate Understanding Can...

- take turns speaking with others.
- respectfully gain the floor to speak.
- actively listen to others.
- respond to a teacher or peer in conversation about grade level text or topics.
- connect to another's response in conversation, building appropriately.

SL.2.2		
	Anchor Standard: Speaking and Listening <i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	
Grade	CCSS Domain	CCSS Strand
2	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<i>Previous Grades:</i> SL.K.2, SL.1.2	<i>Future Grades:</i> SL.3.2, SL.4.2
Clarification Statement	Vocabulary for Teacher Development	
Students tell about or explain the important details and ideas in a text that is read aloud to them or from information presented in various ways.	<ul style="list-style-type: none"> ● <u>describe, description, descriptive details</u> – to explain something in words; the details necessary to give a full and precise account ● <u>key ideas</u> – most important thoughts addressed in a text or discussion ● <u>recount</u> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) ● <u>text</u> – 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...		
<ul style="list-style-type: none"> ● retell or summarize important details from a text they have listened to, received through other methods of oral comprehension, or from different forms of multimedia. 		

SL.2.3		
	Anchor Standard: Speaking and Listening <i>SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i>	
Grade	CCSS Domain	CCSS Strand
2	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<i>Previous Grades:</i> SL.K.3, SL.1.3	<i>Future Grades:</i> SL.3.3, SL.4.3
Clarification Statement	Vocabulary for Teacher Development	
Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker’s presentation.	<ul style="list-style-type: none"> ● graphic organizer – a diagram or model used to organize thoughts or ideas ● presentation – giving information to others in a formal way ● topic – the subject or matter being discussed or written about in a text, speech, etc. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● ask questions using words like who, what, where, when, why and how in order to get clarification on questions they may have. ● answer questions in order to explain their meaning, thinking, or understanding of what is being asked. ● gather information using important details or facts. ● deepen their understanding and knowledge of a topic or idea. 		

SL.2.4



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		
2	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <i>Previous Grades:</i> SL.K.4, SL.1.4 </td> <td style="width: 50%; padding: 5px;"> <i>Future Grades:</i> SL.3.4, SL.4.4 </td> </tr> </table>	<i>Previous Grades:</i> SL.K.4, SL.1.4	<i>Future Grades:</i> SL.3.4, SL.4.4
<i>Previous Grades:</i> SL.K.4, SL.1.4	<i>Future Grades:</i> SL.3.4, SL.4.4			
Clarification Statement		Vocabulary for Teacher Development		
Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels.		<ul style="list-style-type: none"> coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) relevant evidence, observations, ideas, descriptive details – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> retell a story or experience using descriptive details and important facts. speak clearly and use appropriate voice levels for all to hear. speak using complete sentences that follow a clear order or sequence. 				

SL.2.5				
	Anchor Standard: Speaking and Listening <i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate, to clarify ideas, thoughts, and feelings.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.K.5, SL.1.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.3.5, SL.4.5</td> </tr> </table>	<i>Previous Grades:</i> SL.K.5, SL.1.5	<i>Future Grades:</i> SL.3.5, SL.4.5
<i>Previous Grades:</i> SL.K.5, SL.1.5	<i>Future Grades:</i> SL.3.5, SL.4.5			
Clarification Statement		Vocabulary for Teacher Development		
Students record themselves reading a story or poem. They add pictures or other visuals to provide more information to a story or experience. The visual should help clarify ideas, thoughts, or feelings.		<ul style="list-style-type: none"> ● poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) ● recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● use technology (computer, iPad, tape recorder, etc.) to create audio recordings of a story or poem. ● add drawings, or other visual displays (diagrams, posters, magazine clippings, dioramas, etc.) to clarify/enhance their ideas, thoughts, or feelings. 				

RL.2.6		
	<p>Anchor Standard: Speaking and Listening <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Speaking and Listening (SL)	Presentation of Knowledge and Ideas
Standard	Vertical Alignment	
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<i>Previous Grades:</i> SL.K.6, SL.1.6	<i>Future Grades:</i> SL.3.6, SL.4.6
Clarification Statement	Vocabulary for Teacher Development	
Students participate in classroom discussions using important facts and vivid details. Teacher asks follow-up questions, and students respond with relevant details or clarifications.	<ul style="list-style-type: none"> • N/A 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> • speak in complete sentences. • respond to questions with responses that align to the topic. • provide additional detail or clarification when asked. 		

SL.2.a			
	Anchor Standard: Speaking and Listening <i>SL.2.a: New Mexico State Standards</i>		
Grade	CCSS Domain	CCSS Strand	
2	Reading: Informational (RI)	Integration of Knowledge and Ideas	
Standard		Vertical Alignment	
Grade 2 students will describe events related to the students' experiences, nations, and cultures.		<i>Previous Grades:</i> 1.a <table border="1" style="display: inline-table; vertical-align: top; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> N/A</td> </tr> </table>	<i>Future Grades:</i> N/A
<i>Future Grades:</i> N/A			
Clarification Statement		Vocabulary for Teacher Development	
Students should speak and listen to others about events related to their experiences, nations, and cultures		<ul style="list-style-type: none"> ● <u>culture</u>- the customs, arts, social institutions, and achievements of a particular nation, people, or other social group ● <u>nation</u>- a community of humans formed on the basis of common language, territory, descent, history, ethnicity, or experience 	
Students Who Demonstrate Understanding Can...			
<ul style="list-style-type: none"> ● 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 			

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		
	<i>Anchor Standard</i>	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.
	<i>Priority Standard</i>	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

<ul style="list-style-type: none"> ● Text Types and Purposes <ul style="list-style-type: none"> ○ CCSS.W.2.1 ○ CCSS.W.2.2 ○ CCSS.W.2.3 ○ CCSS.W.2.a ● Production and Distribution of Writing <ul style="list-style-type: none"> ○ CCSS.W.2.4 ○ CCSS.W.2.5 ○ CCSS.W.2.6 	<ul style="list-style-type: none"> ● Research to Build and Present Knowledge <ul style="list-style-type: none"> ○ CCSS.W.2.7 ○ CCSS.W.2.8 ● Range of Writing <ul style="list-style-type: none"> ○ CCSS.W.2.10
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W.2.1		
	Anchor Standard: Writing <i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<i>Previous Grades:</i> W.K.1, W.1.1	<i>Future Grades:</i> W.3.1, W.4.1
Clarification Statement	Vocabulary for Teacher Development	
Students write their opinions on various topics or books they have read or listened to. With guidance and support, students write opinion pieces using feeling words, supplying reasons to support why they feel the way they do, and end with a conclusion statement to restate their original opinion on the given topic.	<ul style="list-style-type: none"> ● <u>editing</u> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● <u>graphic organizer</u> – a diagram or model used to organize thoughts or ideas ● <u>linking words and phrases</u> – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.) ● <u>reasons/reasoning</u> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic ● <u>revision/revising</u> – the process of rereading something that has been produced and making 	

	<p>changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <ul style="list-style-type: none"> ● 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.
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Students Who Demonstrate Understanding Can...

- write their opinion on a topic or book they have read, listened to, or have feelings about.
- introduce their opinion using feeling words (e.g. I feel, I like/dislike, I would/would not recommend, etc.)
- give reasons why they feel the way they do.
- list and connect their reasons for that opinion using linking words (e.g. because, and, also).
- write a conclusion statement or section reiterating their original opinion.

W.2.2		
	Anchor Standard: Writing <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<i>Previous Grades:</i> W.K.2, W.1.2	<i>Future Grades:</i> W.3.2, W.4.2
Clarification Statement	Vocabulary for Teacher Development	
<p>Students write about a given topic. They begin with a topic sentence, including facts and supporting details to teach or inform others. They conclude their writing with a sentence that lets the reader know their writing is complete.</p>	<ul style="list-style-type: none"> ● 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 ● graphic organizer – a diagram or model used to organize thoughts or ideas ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors ● 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...

- introduce a topic to inform or teach others.
- use facts, definitions, and supporting details.
- complete their writing with a concluding statement or section.

W.2.3		
	<p>Anchor Standard: Writing</p> <p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	<i>Previous Grades:</i> W.K.3, W.1.3	<i>Future Grades:</i> W.3.3, W.4.3
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will write a narrative or story. It should include character(s), setting, and a series of events that take place in a sequential order. The student will use detailed sentences to give the reader a vivid description of what is taking place and a closing that lets the reader know the story has ended.</p>	<ul style="list-style-type: none"> ● closure – a resolution at the end of an event or literary work ● describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account ● editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more ● event – a thing that happens; an occurrence ● graphic organizer – a diagram or model used to organize thoughts or ideas ● recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing) ● revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished 	

	<p>from editing which is largely related to correcting errors</p> <ul style="list-style-type: none"> ● <u>sequence/sequence of events</u> – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other ● <u>strengthen</u> – 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. ● <u>temporal transition words/phrases</u> – 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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Students Who Demonstrate Understanding Can...

- write a story, a well-elaborated event, or short sequence of events.
- include details to describe the characters and their actions, thoughts/feelings; the setting (both time and place), as well as the plot (beginning, middle, and end).
- use time order words such as first, next, then, etc. to signal event order.
- provide an ending.

W.2.a		
	<p>Anchor Standard: Writing</p> <p><i>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.</i></p>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
2 nd grade students will apply digital tools to gather, evaluate, and use information.	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 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.	<ul style="list-style-type: none"> ● Digital tools - programs, online resources, and websites that contain information. ● Evaluate - form an idea, assess 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● 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.2.5				
	Anchor Standard: Writing <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.5, W.1.5</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.5, W.4.5</td> </tr> </table>	<i>Previous Grades:</i> W.K.5, W.1.5	<i>Future Grades:</i> W.3.5, W.4.5
<i>Previous Grades:</i> W.K.5, W.1.5	<i>Future Grades:</i> W.3.5, W.4.5			
Clarification Statement		Vocabulary for Teacher Development		
Using their information and ideas, students create drafts and then join their peers to read and evaluate each other's work. Students ask questions to help clarify statements and make suggestions to help their peers add details and maintain focus in their writing. Students revise and edit their work based on peer and teacher feedback.		<ul style="list-style-type: none"> N/A 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> incorporate revision suggestions from adults/peers. engage in the editing process to check for spelling/punctuation mistakes. 				

W.2.6		
	Anchor Standard: Writing <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	
Grade	CCSS Domain	CCSS Strand
2	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Previous Grades:</i> W.K.6, W.1.6	<i>Future Grades:</i> W.3.6, W.4.6
Clarification Statement	Vocabulary for Teacher Development	
Students use an assortment of digital tools and resources to compose and publish original writing in small groups, with partners, or independently. The teacher provides support and guidance.	<ul style="list-style-type: none"> ● digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording, and editing software; cloud-based applications, etc. ● 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...		
<ul style="list-style-type: none"> ● utilize digital technology with support to create writing pieces to share with peers, family, and/or community. ● utilize digital technology with support from adults to publish writing pieces. 		

W.2.7				
	<p>Anchor Standard: Writing</p> <p><i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.7, W.1.7</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.7, W.4.7</td> </tr> </table>	<i>Previous Grades:</i> W.K.7, W.1.7	<i>Future Grades:</i> W.3.7, W.4.7
<i>Previous Grades:</i> W.K.7, W.1.7	<i>Future Grades:</i> W.3.7, W.4.7			
Clarification Statement		Vocabulary for Teacher Development		
<p>Students take part in research and writing projects as a class, with partners, or small groups.</p>		<ul style="list-style-type: none"> 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...				
<ul style="list-style-type: none"> work with others in various group sizes. conduct research on a given topic by reading books, media, articles etc. produce a paragraph, a report, or an essay. record and relay scientific observations through writing. 				

W.2.8				
	Anchor Standard: Writing <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
Grade	CCSS Domain	CCSS Strand		
2	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.K.8, W.1.8</td> <td style="padding: 5px;"><i>Future Grades:</i> W.3.8, W.4.8</td> </tr> </table>	<i>Previous Grades:</i> W.K.8, W.1.8	<i>Future Grades:</i> W.3.8, W.4.8
<i>Previous Grades:</i> W.K.8, W.1.8	<i>Future Grades:</i> W.3.8, W.4.8			
Clarification Statement		Vocabulary for Teacher Development		
Students think about and use personal experiences and/or collected information to provide answers to a specific question.		<ul style="list-style-type: none"> N/A 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> recall information from past or present experiences, as well as use new information from various sources to answer a question(s). 				