

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"> <li>● <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.3.1</a></li> <li>○ <a href="#">CCSS.RL.3.2</a></li> <li>○ <a href="#">CCSS.RL.3.3</a></li> <li>○ <a href="#">NMSS.3.a</a></li> <li>○ <a href="#">NMSS.3.b</a></li> <li>○ <a href="#">NMSS.3.c</a></li> </ul> </li> <li>● <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.4</a></li> <li>○ <a href="#">CCSS.RL.5</a></li> <li>○ <a href="#">CCSS.RL.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.7</a></li> <li>○ CCSS.RL.8 (not applicable to Literature)</li> <li>○ <a href="#">CCSS.RL.9</a></li> </ul> </li> <li>● <b>Range of Reading Level and Text Complexity</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.10</a></li> </ul> </li> </ul>
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RL.3.1		
	<p><b>Anchor Standard: Key Ideas and Details</b></p> <p><i>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.</i></p>	
Grade	CCSS Domain	CCSS Strand
3	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<i>Previous Grades:</i> RL.2.1, RL.1.1, RL.K.1	<i>Future Grades:</i> RL.4.1, RL.5.1
Clarification Statement	Vocabulary for Teacher Development	
Students ask and answer questions to show they understand the text. They use specific details in the text to support their answer.	<ul style="list-style-type: none"> <li>● <b>explicit/explicitly:</b> stated clearly and directly, leaving no room for confusion or interpretation.</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● ask and answer questions referring explicitly to the text as the basis for answers.</li> </ul>		

RL.3.2		
	<p><b>Anchor Standard: Key Ideas and Details</b></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
3	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<i>Previous Grades:</i> RL.2.1, RL.1.1, RL.K.1	<i>Future Grades:</i> RL.4.2, RL.5.2
Clarification Statement	Vocabulary for Teacher Development	
Students recount stories including fables, folktales, and myths from diverse cultures. Students establish the central messages, lesson, or morals and explain how the important details helped communicate those ideas. Students should use quotes from the text to support their ideas.	<ul style="list-style-type: none"> <li>● <b>central message:</b> the unifying concept within a text to which other elements and ideas relate; often referred to as theme</li> <li>● <b>conveyed:</b> to make an idea or feeling known to another person; to carry over from one to another</li> <li>● <b>fable:</b> a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral</li> <li>● <b>folktales:</b> stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)</li> <li>● <b>key details:</b> specific and important parts of the text that provide information, support, and elaboration</li> <li>● <b>moral:</b> relating to the principles of right and wrong; a lesson or general truth learned from a story or experience</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● ask and answer questions referring explicitly to the text as the basis for answers.</li> <li>● use text evidence to explain the central message, lesson, or moral of a text</li> <li>● explain how key details in a text work together to convey the central message, lesson, or moral of a text.</li> </ul>		

RL.3.3		
	<p><b>Anchor Standard: Key Ideas and Details</b> <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
<b>3</b>	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	<i>Previous Grades:</i> RL.2.3, RL.1.3, RL.K.3	<i>Future Grades:</i> RL.4.3, RL.5.3
Clarification Statement	Vocabulary for Teacher Development	
Students describe characters in a story by including their traits, motivations, and feelings. Students explain how the characters' actions add to the plot and influence the events in the story.	<ul style="list-style-type: none"> <li>● <b>describe, description, descriptive details:</b> to explain something in words, the details necessary to give a full and precise account</li> <li>● <b>sequence/ sequence of events:</b> a particular (e.g. chronological, logical, etc.) way in which events, ideas, etc. follow each other.</li> <li>● <b>traits:</b> a distinguishing quality or characteristic</li> <li>● <b>motivation:</b> the reason or reasons one has for acting or behaving in a particular way</li> <li>● <b>feeling:</b> an emotional state or reaction</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● answer questions referring explicitly to the text as the basis for answers.</li> <li>● use text evidence to describe the characters in a story, including their traits, motivations, or feelings.</li> <li>● explain how the actions, thoughts, and words of characters contribute to the sequence of events</li> </ul>		

3.a		
Grade	NMSS Domain	
3	Reading: Literature (RL)	
Standard	Vertical Alignment	
3rd grade students will ask and answer questions and make predictions to demonstrate understanding of a text.	<i>Previous Grades:</i> NM K.1, 1.a, 2.a	<i>Future Grades:</i> NM 4.a
Clarification Statement	Vocabulary for Teacher Development	
Students will use the metacognitive strategy of asking and answering questions before, during, and after reading to make predictions and understand the most important ideas presented in a text.	<ul style="list-style-type: none"> <li>● <b>prediction:</b> a forecast or inference about something that is going to happen</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● ask questions about the most important ideas and points in a text to make predictions.</li> <li>● use text evidence to locate answers to questions posed.</li> </ul>		

3.b		
Grade	NMSS Domain	
3	Reading: Literature (RL)	
Standard	Vertical Alignment	
3rd grade students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.	<i>Previous Grades:</i> NM 2.b	<i>Future Grades:</i> NM 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. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.	<ul style="list-style-type: none"> <li>● <b>self-identity:</b> 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.</li> <li>● <b>culture:</b> the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</li> <li>● <b>media:</b> a form of digitized information</li> <li>● <b>oral tradition:</b> a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another</li> <li>● <b>cultural and linguistic relevance:</b> 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</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● learn about cultures, societies, and people through literature, media, and oral tradition.</li> <li>● connect literature, media, and oral tradition to explore self identity.</li> </ul>		

3.c		
Grade	NMSS Domain	
3	Reading: Literature (RL)	
Standard	Vertical Alignment	
3rd grade students understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.	<i>Previous Grades:</i> n/a	<i>Future Grades:</i> NM 4.b, 5.b
Clarification Statement	Vocabulary for Teacher Development	
Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale.	<ul style="list-style-type: none"> <li>● <b>oral tradition:</b> a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another</li> <li>● <b>oral tribal history:</b> a form of historical record passed down through oral tradition from one generation to another</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● identify the features of oral tribal history.</li> <li>● read and comprehend oral tribal history as a historical perspective.</li> <li>● differentiate oral tribal history from a myth, fable, or folktale.</li> </ul>		

**RL.3.4**

	<p style="text-align: center;"><b>Anchor Standard: Craft and Structure</b></p> <p><i>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.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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3	Reading: Literature (RL)	Craft and Structure
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Standard	Vertical Alignment
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Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text, distinguishing literal from nonliteral language	<i>Previous Grades:</i> RL.2.4, RL.1.4, RL.K.4	<i>Future Grades:</i> RL.4.4, RL.5.4
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Clarification Statement	Vocabulary for Teacher Development
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Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking and to determine which words have an effect on the overall meaning in a text.	<ul style="list-style-type: none"> <li><b>phrase(s):</b> 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.”)</li> <li><b>literal language:</b> describes the usual or expected meaning of a word or phrase</li> <li><b>non-literal language:</b> describes an unusual or unexpected meaning of a word or phrase</li> <li><b>distinguish:</b> perceive or point out a difference</li> </ul>
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**Students Who Demonstrate Understanding Can...**

- Use context (pictures on the page, words surrounding unknown word, word structure, etc.) to determine the meaning of unknown words and phrases in a text
- Identify and distinguish literal language from non-literal language
- Identify words that are significant to the plot, theme, or overall message of the text

RL.3.5		
	<b>Anchor Standard: Craft and Structure</b> <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
<b>3</b>	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<i>Previous Grades:</i> RL.2.5, RL.1.5, RL.K.5	<i>Future Grades:</i> RL.4.5, RL.5.5
Clarification Statement	Vocabulary for Teacher Development	
Students use correct terminology such as chapter, scene, and stanza when writing and talking about specific parts of stories, dramas, and poems. Students explain how each part builds on previous parts of the text.	<ul style="list-style-type: none"> <li>● <b>chapter:</b> the main division within a book</li> <li>● <b>describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise accounts</li> <li>● <b>drama:</b> a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>● <b>poem:</b> a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules</li> <li>● <b>stanza:</b> the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing</li> <li>● <b>text evidence:</b> any evidence from a fiction or nonfiction text that can be used to support ideas, arguments, opinions, and thoughts. When we cite textual evidence, we paraphrase, quote, or refer to a specific part of the text that we are using to back up or support our thoughts and ideas</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● Use text evidence from stories, dramas, and poems when speaking and writing about a text</li> <li>● Use terms that indicate text organization such as chapter, scene, and stanza when referring to part of the text</li> </ul>		

- Describe the relationship between different sections of text- how each part of text builds on earlier sections.

**RL.3.6**

	<p><b>Anchor Standard: Craft and Structure</b></p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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<b>3</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>
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<b>Standard</b>	<b>Vertical Alignment</b>
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Distinguish their own point of view from that of the narrator or those of the characters	<i>Previous Grades:</i> RL.K.6, RL.1.6, RL.2.6	<i>Future Grades:</i> RL.4.6, RL.5.6
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<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>
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Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view	<ul style="list-style-type: none"> <li>• <b>point of view:</b> 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 points from which one relates the events of a story or makes an argument</li> </ul>
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**Students Who Demonstrate Understanding Can...**

- Identify the point of view of various characters.
- Identify the point of view of the narrator.
- Identify the point of view of the reader (student).
- Compare these points of view to their own.
- Distinguish the difference between the three points of view.

RL.3.7		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b> <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
3	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	<i>Previous Grades:</i> RL.K.7, RL.1.7, RL.2.7	<i>Future Grades:</i> RL.4.7, RL.5.7
Clarification Statement	Vocabulary for Teacher Development	
Students describe how specific details in a text’s illustrations provide additional meaning and more information to what has been communicated by words. For example: how the illustrations contribute to the mood or emphasize aspects of characters or settings.	<ul style="list-style-type: none"> <li><b>conveyed:</b> to make an idea or feeling known to another person; to carry over from one to another</li> <li><b>illustration:</b> a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li><b>mood:</b> a temporary state of mind or feeling</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>Analyze the illustrations and words in a story.</li> <li>Make a connection between the text’s illustrations and the meaning of the words in the story.</li> </ul>		

RL.3.9				
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></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		
3	Reading: Literature (RL)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL.K.9, RL.1.9, RL.2.9</td> <td style="padding: 5px;"><i>Future Grades:</i> RL.4.9, RL.5.9</td> </tr> </table>	<i>Previous Grades:</i> RL.K.9, RL.1.9, RL.2.9	<i>Future Grades:</i> RL.4.9, RL.5.9
<i>Previous Grades:</i> RL.K.9, RL.1.9, RL.2.9	<i>Future Grades:</i> RL.4.9, RL.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). These versions should be by different authors and/or from different cultures.		<ul style="list-style-type: none"> <li>● <b>compare:</b> 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.</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>● Determine the themes, settings, and plots of stories written by the same author about the same or similar characters.</li> <li>● Compare and contrast the themes, settings, and plots of the stories written by the same author.</li> </ul>				

## RL.3.10

	<p><b>Anchor Standard: Range of Reading Level and Text Complexity</b> <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i></p>
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<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
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<b>3</b>	<b>Reading: Literature (RL)</b>	<b>Range of Reading Level and Text Complexity</b>
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<b>Standard</b>	<b>Vertical Alignment</b>
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<p>By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Previous Grades:</i> RL.K.10, RL.1.10, RL.2.10</p>	<p><i>Future Grades:</i> RL.4.10, RL.5.10</p>
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<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>
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<p>By the end of grade 3, students competently read and understand literary texts on the high 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.</p>	<ul style="list-style-type: none"> <li><b>independently:</b> on one’s own, without aid from another (such as a teacher)</li> <li><b>proficient/proficiently:</b> 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</li> <li><b>text:</b> anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li><b>text complexity band:</b> 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)</li> </ul>
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**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, poetry.

## ASSESSMENT GUIDE

*The resources provided in this Assessment Guides are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

- Constructed Response Assessment Task aligned to 3.1 & 3.3
  - 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 3.9
- Multiple Choice Assessment Items

Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
RL.3.1 RL.3.3	<b>Sample Task #1 (Constructed Response)</b>	
	Read <i>The Sign Painter</i> by Allen Say What do we learn about the boy every time the author makes a point of saying, “The boy did not answer”?	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● We learn that the boy is still growing into the person he wants to become. He stays silent when he isn’t sure of his answer or if he hasn’t made up his mind. He does speak when he is sure of something, like when he shares that he loves painting.</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 2	Understand
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>● Students will state a claim about why the author says, “the boy did not answer” and support their claim with evidence from the text (Argue-Writing- Expanding)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may respond literally to explain why the boy does not answer (e.g., “he did not know what to say”) without analyzing the deepest level of meaning (e.g., “he is still growing into the person he wants to be”).</li> <li>● Students may state a claim without supporting evidence from the text and/or with text evidence that does not support the claim.</li> </ul>	

**Evidence of Text Complexity and Cultural and Linguistic Responsiveness**

**Text Summary and evidence of Complexity:**

- A boy comes into town hungry and looking for work and meets a sign painter who offers him a job painting billboards. The man and the boy travel the desert painting a woman and one word, Arrowstar, on each billboard. The reader learns of the temptation of safe choices and the uncertainties of following a personal dream.
- The Sign Painter by Allen Say is worthy of students' time to read and also meets the expectations for text complexity at Grade 3. The Lexile level is 570 and it is a Caldecott winner.

**Evidence of Cultural and Linguistic Responsiveness:**

- **Who is represented in the text used to assess this cluster of standards?**  
The man appears to be white and the boy appears to be of Asian descent, but their race/ethnicity is never explicitly mentioned in the text.
- **How are those groups and individuals portrayed?**  
The boy is portrayed as the protagonist and the man is often shown in both a positive and negative light as he interacts with the boy. The boy is portrayed in a positive light sharing his love for painting and his desire to create something for others to enjoy rather than just for money. The man is depicted as very business-oriented and doing the painting for the money rather than love. While the man seems eager to continue working with the boy, it is not clear that the boy is willing to sacrifice his love of art for a steady paycheck.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**  
The assessment task chosen for this text is meant to show how the author portrays the boy in a complex and empowered way. The boy does not cave to the business-oriented view of the man and continues to ask questions around his love of painting. This is also shown throughout the story when the boy does not answer as he is determining his own beliefs and future. This is finally shown as the boy realizes that he can achieve his dreams and leaves the opportunity to be a sign painter with the man behind.
- **What supports are provided to teachers to identify blind spots?**  
The supports provided are minimal. The summary of the text in the book jacket describes how the author, Allen Say, shared his own difficulty separating his dreams from reality and finding meaning in the choices we make in life. Allen Say is a Japanese-American writer and illustrator so reading the book jacket and knowing about the author could offer some support in understanding the deeper meaning behind the text but it is not explicit in the text.
- **How is this text culturally/linguistically responsive?**  
This text is culturally responsive because one of the main characters is a person of Asian descent who is represented in an empowered way over the course of the text. The message of this text around chasing your dreams furthers that empowerment. Over the course of your instruction, you will need to consider the population of your students and foster the use of texts that offer both "mirrors and windows" for your students over the course of an entire unit of study. <link to CLR Resource Guide>

**RL.3.1**  
**RL.3.3**

VABB Analysis		
<b>RL.3.1</b> <b>RL.3.3</b>	<b>Validate</b> <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<b>Affirm</b> <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p><b>Question:</b> Why does the author choose to refer to his characters as “the boy” and “the man”? How does this connect a reader to the story?</p> <p><b>ESR:</b> <i>The author wants the reader to see themselves in the characters. This allows the message of the text to connect to any reader.</i></p>	<p><b>Question:</b> The boy chooses to pursue his dreams and love of painting rather than stay with the man and have a steady job. Why is this a bold choice for the boy to make?</p> <p><b>ESR:</b> <i>It could be considered a bold choice because the boy is leaving a safe choice behind. But the boy could also find a job painting what he loves and still make money. He is taking a risk but it’s still possible to find a job as a painter.</i></p>
	<b>Build</b> <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>	<b>Bridge</b> <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><b>Question:</b> How can we learn from the choice the boy makes at the end of the story?</p> <p><b>ESR:</b> <i>We learn that in our lives we will have to make choices based on our dreams/passions. It is ok to not choose the path that is the safest at the time and it is ok to take risks.</i></p>	<p><b>Question:</b> What is a dream/passion someone could pursue in your community? Would this be considered a bold choice? How do you know?</p> <p><b>ESR:</b> <i>Responses can vary. Push students to think of dreams/passions that connect to themselves/their community. Further connection can be made that just because “society” thinks you should do something does not make that the safest choice and going against “society” doesn’t automatically make it a “bold choice.”</i></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 Pre-teach**

**Vocabulary Word:** Dream

**Think Aloud:** Usually when we think of a dream, we think of the images we have in our mind when we are asleep. But dreams can also mean a goal or aspiration that we have for our life in the future. For example, someone might dream that they will be an astronaut when they grow up or that they will be able to climb Mount Everest.

**Text Dependent Question**

**Question:** What is a landscape? Does it mean the same thing both times the author uses it in the text?

**ESR:** In this book, the landscape is the background or the scenery. Because the boy and the man are traveling, the background changes and when the boy wants to paint mountains or clouds, he wants to paint something in the background of the painting.

**Tier 2 Vocabulary**

“How does it feel to be a wage earner?” the man asked.  
 “I am a painter.” the boy replied.  
 “We all have **dreams**. What made you want to paint?”  
 “It’s what I love.”  
 “But you found out you had to make a living.”  
 “Yes.”  
 “We’ll make a good team. You won’t go hungry.”  
 The boy did not answer.

-pp. 3-7, *The Sign Painter* by Allen Say  
[Link to the full text.](#)

**Text Dependent Question**

“As time went on, they spoke less, as if their voices would disturb the silence around them. Only the **landscape** changed. Then one day the boy said, “How many more?”

“Are you tired?” the man asked.

“I’m not tired.”

“What’s bothering you then?”

“I keep wondering, who’ll know the difference if I put mountains in the background, even just a cloud?”

“Son, when someone pays you to paint a woman, will you give him a **landscape**?”

The boy looked away.

-pp. 3-7, *The Sign Painter* by Allen Say

[Link to the full text.](#)

Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Literature (RL)</b>	<b>Integration of Knowledge and Ideas</b>
<b>RL.3.9</b>	<b>Sample Task #2 (Constructed Response)</b>	
	<p><i>Adapted from Wit and Wisdom</i></p> <p>What part of the passage does the illustration on page 31 help readers understand?</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>Students should connect that the illustration helps readers understand what the creatures Emma sees look like</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 2	Apply
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>Students can interpret images and connect them to events in the text. (Explain-Emerging-Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Students may see the illustration of the creatures and feel compelled to respond with their own personal experience.</li> <li>Students may not use the text as a basis for their interpretation of the illustration</li> </ul>	

Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
<b>Multiple Choice Assessment Items</b>		
<b>RL.3.2</b>	<p>Which sentence <b>best</b> describes a central message of the story?</p> <ul style="list-style-type: none"> <li>A. Change is normal and an important part of life.</li> <li>B. Friendships often become stronger over time.</li> <li><b>C. New experiences can be exciting and wonderful.</b></li> <li>D. Natural talent is more important than practice.</li> </ul> <p>Text Reference: <a href="#">Flying on Ice</a></p>	
<b>RL.3.4</b>	<p>Read the line from <i>The Tree</i>.</p> <p>“In springtime it <u>wears white buds</u>”</p> <p>What does <u>wears white buds</u> mean in this sentence?</p> <ul style="list-style-type: none"> <li>E. Birds sing in the tree.</li> <li>F. Snow falls on the tree.</li> <li><b>G. Flowers bloom on the tree.</b></li> <li>H. Birds make nests in the tree.</li> </ul> <p>Text Reference: <a href="#">The Tree</a></p>	
<b>RL.3.5</b>	<p>How does paragraph 31 connect to the problem in paragraph 26?</p> <ul style="list-style-type: none"> <li>I. It shows the solution to the problem.</li> <li>J. It gives an effect of the problem.</li> <li>K. It explains the cause of the problem.</li> <li><b>L. It gives an example of the problem.</b></li> </ul> <p>Text Reference: <a href="#">Crabbing for Lunch</a></p>	
<b>RL.3.6</b>	<p>Which sentence shows a reader’s point of view that is different from Grandma’s in <i>The Apple Tree</i>?</p> <ul style="list-style-type: none"> <li>M. New trees can bring new joyful moments.</li> <li>N. A tree can give a family many happy times.</li> <li><b>O. Nothing is the same after a special tree dies.</b></li> <li>P. Trees that have a disease must be cut down.</li> </ul> <p>Text Reference: <a href="#">The Apple Tree</a></p>	

**RL.3.7**

Why was the picture most likely added to *Into the Woods*?

- Q. It shows what the woods look like.
- R. It shows how high up the tree house is.**
- S. It shows what Jack and Annie look like.
- T. It shows what time of day it is in the story.

Text Reference: [Into the Woods](#)

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

- **Key Ideas and Details**

- [CCSS.RI.3.1](#)
- [CCSS.RI.3.2](#)
- [CCSS.RI.3.3](#)

- **Craft and Structure**

- [CCSS.RI.3.4](#)
- [CCSS.RI.5](#)
- [CCSS.RI.6](#)

- **Integration of Knowledge and Ideas**

- [CCSS.RI.7](#)
- [CCSS.RI.8](#)
- [CCSS.RI.9](#)

- **Range of Reading Level and Text Complexity**

- [CCSS.RI.10](#)

RI.3.1				
	<b>Anchor Standard: Key Ideas and Details</b> <i>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.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Reading: Informational (RI)	Key Ideas and Details		
<b>Standard</b>		<b>Vertical Alignment</b>		
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI. K.1, 1.1, 2.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 4.1, 5.1, 6.1</td> </tr> </table>	<i>Previous Grades:</i> RI. K.1, 1.1, 2.1	<i>Future Grades:</i> RI 4.1, 5.1, 6.1
<i>Previous Grades:</i> RI. K.1, 1.1, 2.1	<i>Future Grades:</i> RI 4.1, 5.1, 6.1			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.		<ul style="list-style-type: none"> <li>explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>ask questions about the text that demonstrate understanding of the text.</li> <li>provide answers to questions about a text that demonstrate comprehension and understanding.</li> <li>refer to text evidence explicitly to support responses.</li> </ul>				

RI.3.2		
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
3	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Determine the main idea of a text; recount the key details and explain how they support the main idea.	<i>Previous Grades:</i> RI.K.2, 1.2, 2.2	<i>Future Grades:</i> RI 4.2, 5.2, 6.2
Clarification Statement	Vocabulary for Teacher Development	
Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main idea.	<ul style="list-style-type: none"> <li>● <b>key details:</b> specific and important parts of the text that provide information, support, and elaboration</li> <li>● <b>main idea(s)/topic:</b> 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</li> <li>● <b>recount :</b> to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● ask questions about the text that demonstrate understanding of the text.</li> <li>● provide answers to questions about a text that demonstrate comprehension and understanding.</li> <li>● refer to text evidence explicitly to support responses.</li> </ul>		

RI.3.3		
	<p><b>Anchor Standard: Key Ideas and Details</b></p> <p><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
3	Reading: Information (RI)	Key Ideas and Details
Standard	Vertical Alignment	
<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><i>Previous Grades:</i> RI. K.3, 1.3. 2.3</p>	<p><i>Future Grades:</i> RL.4.2, RL.5.2</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/effect.</p>	<ul style="list-style-type: none"> <li>● <b>cause/effect:</b> cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause</li> <li>● <b>describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise account</li> <li>● <b>event:</b> a thing that happens; an occurrence</li> <li>● <b>Scientific ideas or concepts:</b> ideas and/or innovations that come about through a process of scientific investigation and inquiry; (generally, scientific ideas and concepts build upon past discoveries and ideas, building gradually over time in a manner that can be delineated by the connections between one idea/concept and the next)</li> <li>● <b>series:</b> a set of related/similar things (e.g., people, books, events, etc.) coming after one another (e.g., a series of books or TV episodes)</li> <li>● <b>technical procedure:</b> 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</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure.
- use language to support an understanding of time, sequence, and cause/ effect to describe these connections/ relationships.

RI.3.4		
	<p><b>Anchor Standard: Craft and Structure</b></p> <p><i>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.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
Standard	Vertical Alignment	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<p><i>Previous Grades:</i> RI K.4, 1.4, 2.4</p>	<p><i>Future Grades:</i> RI 4.4, 5.4, 6.4</p>
Clarification Statement	Vocabulary for Teacher Development	
Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking.	<ul style="list-style-type: none"> <li>● <b>domain-specific words/phrases:</b> Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</li> <li>● <b>general academic:</b> Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● locate academic and domain specific words and phrases in a text.</li> <li>● determine the meaning of words and phrases in grade 3 topic and subject areas.</li> </ul>		

RI.3.5		
	<b>Anchor Standard: Craft and Structure</b> <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
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Previous Grades:</i> RI. K.5, 1.5, 2.5	<i>Future Grades:</i> RI. 4.5, 5.5, 6.5
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily.	<ul style="list-style-type: none"> <li>● <b>search tool:</b> a web-based tool that conducts a search of the content of millions of webpages in order to find items similar or identical to the search parameters defined by the user—search tools return results from other websites and sources; they are not, in and of themselves, citable sources</li> <li>● <b>text features:</b> 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</li> <li>● <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● use text features and search tools (key words, sidebars, hyperlinks) to quickly locate key information in a text.</li> </ul>		

RI.3.6				
	<b>Anchor Standard: Craft and Structure</b>			
	<i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Distinguish their own point of view from that of the author of a text.		<table border="1"> <tr> <td><i>Previous Grades:</i> RI. K.6, 1.6, 2.6</td> <td><i>Future Grades:</i> RI 4.6, 5.6, 6.6</td> </tr> </table>	<i>Previous Grades:</i> RI. K.6, 1.6, 2.6	<i>Future Grades:</i> RI 4.6, 5.6, 6.6
<i>Previous Grades:</i> RI. K.6, 1.6, 2.6	<i>Future Grades:</i> RI 4.6, 5.6, 6.6			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students identify the author’s point of view and determine how it is similar to and different from their own points of view.		<ul style="list-style-type: none"> <li>● <b>point of view:</b> 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</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● determine the point of view of the author of the text.</li> <li>● develop a point of view as the reader of a text.</li> <li>● distinguish their own point of view from that of the author of a text.</li> <li>● compare/ contrast the point of view of the author to a personal point of view.</li> </ul>				

RI.3.7		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b> <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
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Integration of Knowledge and Ideas</b>
Standard	Vertical Alignment	
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Previous Grades:</i> RI.K.7, 1.7, 2.7	<i>Future Grades:</i> RI 4.7, 5.7, 6.7
Clarification Statement	Vocabulary for Teacher Development	
<ul style="list-style-type: none"> <li>Students use the words in a text and information they learned from illustrations (maps, photographs) to show they understand the text, including where, when, how, and why key events occur.</li> </ul>	<ul style="list-style-type: none"> <li><b>Illustration:</b> a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>use information from illustrations and words to describe key events in the text including where, when, why, how the events occurred.</li> </ul>		

RI.3.8				
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></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		
3	Reading: Informational (RI)	Integration of Knowledge and Ideas		
Standard		Vertical Alignment		
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><i>Previous Grades:</i> RI K.8, 1.8, 2.8</td> <td style="padding: 2px;"><i>Future Grades:</i> RI 4.8, 5.8, 6.8</td> </tr> </table>	<i>Previous Grades:</i> RI K.8, 1.8, 2.8	<i>Future Grades:</i> RI 4.8, 5.8, 6.8
<i>Previous Grades:</i> RI K.8, 1.8, 2.8	<i>Future Grades:</i> RI 4.8, 5.8, 6.8			
Clarification Statement		Vocabulary for Teacher Development		
Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include: cause/effect, comparisons, or first/second/third in a sequence.		<ul style="list-style-type: none"> <li>● <b>describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise account</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>● Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include: cause/effect, comparisons, or first/second/third in a sequence.</li> </ul>				

RI.3.9		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></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
3	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast the most important points and key details presented in two texts on the same topic	<i>Previous Grades:</i> RI K.9, 1.9, 2.9	<i>Future Grades:</i> RI 4.9, 5.9, 6.9
Clarification Statement	Vocabulary for Teacher Development	
Students explain the similarities and differences of the key points and details provided in two texts on the same topic	<ul style="list-style-type: none"> <li><b>compare:</b> 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.</li> <li><b>key details:</b> specific and important parts of the text that provide information, support, and elaboration</li> <li><b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>identify the most important points and key details presented in two texts on the same topic.</li> <li>compare and contrast the most important points and key details across two texts.</li> </ul>		

RI.3.10				
	<p><b>Anchor Standard: Range of Reading Level and Text Complexity</b> <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i></p>			
Grade	CCSS Domain	CCSS Strand		
3	Reading: Literature (RI)	Range of Reading Level and Text Complexity		
Standard		Vertical Alignment		
<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI.K.10, RI.1.10, RI.2.10</td> <td style="padding: 5px;"><i>Future Grades:</i> RI.4.10, RI.5.10</td> </tr> </table>	<i>Previous Grades:</i> RI.K.10, RI.1.10, RI.2.10	<i>Future Grades:</i> RI.4.10, RI.5.10
<i>Previous Grades:</i> RI.K.10, RI.1.10, RI.2.10	<i>Future Grades:</i> RI.4.10, RI.5.10			
Clarification Statement		Vocabulary for Teacher Development		
<p>By the end of grade 3, students competently read and understand informational texts on the high 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</p>		<ul style="list-style-type: none"> <li>● <b>Independently:</b> on one’s own, without aid from another (such as a teacher)</li> <li>● <b>informational text:</b> a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li> <li>● <b>proficient/proficiently:</b> 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</li> <li>● <b>text complexity band:</b> 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; 19 others associated with</li> </ul>		

	the task itself such as the purpose or demands of the task itself)
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**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 RI.3.2**
  - 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 RI.3.2**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>RI.3.2</b>	<b>Sample Task #1 (Constructed Response)</b>	
	<p>From Cognia: Explain how the details in “Astronomy” support the idea that there is more to stars than a sparkle. Provide evidence from the article to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● There is a great deal of information surrounding stars (e.g., number, types, sizes, history).</li> <li>● With a telescope, you can see many millions of stars.</li> <li>● The sun is a star. • It looks big because it is so close to Earth.</li> <li>● Some stars are bluish white. Others are white, orange, yellow, or red.</li> <li>● The colors of stars show how hot they are. • Stars come in all sizes. 14</li> <li>● The ancients gave names to the star groups.</li> <li>● • Today we call these pretend star pictures constellations. Astronomers still find it useful to divide their star maps into constellations.</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 2	Understand
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>● Students can use key words and phrases to reflect the main idea of the text. (Recount Writing-Developing)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may point to some information surrounding stars (e.g., number, types) without addressing the other information</li> </ul>

		<p>covered in the text (e.g., size, history).</p> <ul style="list-style-type: none"><li>● Students may copy information directly from text without quoting or paraphrasing the most important information.</li><li>● Students may miss the main idea of the text and choose a detail instead.</li></ul>
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Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
<b>RI.3.5</b>	<b>Sample Task #1 (Constructed Response)</b>	
	<p>From Cognia: People on vacation sometimes visit volcanoes. Based on “Lessons in Lava,” explain how a scientist’s point of view about visiting a volcano may be different from the point of view of a person who visits a volcano while on vacation. Provide evidence from the article to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● Scientists visit volcanoes for work, not fun.</li> <li>● People on vacation see the volcano from a distance, but scientists get very close.</li> <li>● Scientists take risks such as climbing into volcanoes, but people on vacation usually do not.</li> <li>● Scientists bring special equipment when they visit a volcano, but people on vacation usually do not.</li> <li>● Scientists may risk their lives to get lava samples, but people on vacation do not.</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Analyze
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>● Students can counter a scientist’s point of view about visiting a volcano with a regular visitor’s point of view. (Argue-Speaking-Reaching)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may fail to distinguish between a scientist’s point of view and that of a regular visitor to a volcano.</li> <li>● Students may not know what the reaction of a regular visitor to a volcano would be.</li> <li>● Students may not support their response with evidence from the text and instead write a narrative or story about visiting a volcano</li> </ul>

**Evidence of Text Complexity and Cultural and Linguistic Responsiveness**

**Text Summary and evidence of Complexity:**

- From: *Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby Beeler  
A collection of traditions from around the world when children lose a tooth. Travel around the world and discover the surprising things children do when they lose a tooth.

**Evidence of Cultural and Linguistic Responsiveness:**

- **Who is represented in the text used to assess this cluster of standards?**

Traditions from North America, Mexico, Yupik, Yellowknife Dene, Navajo, and many more (All continents represented.)

- **How are those groups and individuals portrayed?**

Traditions are shared from around the world explaining what people do with a lost tooth.

- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

This book provides insight to a common part of growing up. losing a tooth and how different places and cultures look at this life changing event for young children. However, a teacher might want to delve into how and why we lose our teeth.

- **What supports are provided to teachers to identify blind spots?**

Make sure to include the students' family traditions surrounding losing teeth.

- **How is this text culturally/linguistically responsive?**

This book is culturally relevant because it shows that human beings share in this wonderful event in growing up. It highlights how it is handled around the world, and it shares the richness of traditions around the world.

**RI.3.2**  
**RI.3.6**

VABB Analysis		
<b>RI.3.2</b> <b>RI.3.6</b>	<b>Validate</b>  <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<b>Affirm</b>  <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p><b>Question:</b> Based upon the first page, who is this book written for?</p> <p><b>ESR:</b> This book was written for anyone who has ever lost a tooth. The writer specifically engages the young readers to let them know that everyone loses their teeth, but the different people do different things with the teeth that have fallen out.</p>	<p><b>Question:</b> What is the most interesting tradition we have read about in this book? Where is this tradition from? Why is it your favorite?</p> <p><b>ESR:</b> Students answers will vary but should include the place and/or culture represented as well as a brief summarization of a tradition mentioned in the book. It should also include an explanation of why it is their favorite.</p>
	<b>Build</b>  <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>	<b>Bridge</b>  <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><b>Question:</b> What traditions does your family have about losing a tooth? Can you explain what you do when you lose a tooth?</p> <p><b>ESR:</b> Answers will vary depending on the backgrounds of the students in your class. It may match a tradition in the book or it may be another tradition completely.</p>	<p><b>Question:</b> Now that you have learned about traditions about what different people around the world do when their first teeth fall out, can you identify some other traditions that people around the world may celebrate (eg. coming of age ceremonies, New Year's traditions, wedding traditions, etc.)?</p> <p><b>ESR:</b> Students' answers will vary based upon their experiences and backgrounds.</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**

**Vocabulary Word: Rival**

**Think Aloud:** A rival is someone or something that tries to defeat/ beat or be more successful than someone or something else. Abraham Lincoln was running for office against other people. Those people were his rivals because they also wanted the same job.

**Text Dependent Question**

What details in this reading explain the meaning of the word **countenance**? What are some clues the author provides to help us visualize Abraham Lincoln's **countenance**?

**ESR:** I think countenance must mean face or the way your face looks because in the text it talks about his eyes sparkling, his mouth smiling when he was talking. When he wasn't talking he would look sad. It also talks about things dropping like a mask and we wear masks on the face.

**Tier 2 Vocabulary**

As a young man he was sensitive about his gawky looks, but in time, he learned to laugh at himself. When a **rival** called him “two-faced” during a political debate, Lincoln replied: “I leave it to my audience. If I had another face, do you think I’d wear this one?”

Russell Freedman’s Lincoln: A Photobiography

[Link to the full text](#)

**Text Dependent Question**

“The dull, listless features dropped like a mask,” said a Chicago newspaperman. “The eyes began to sparkle, the mouth to smile, the whole **countenance** was wreathed in animation, so that a stranger would have said, ‘Why, this man, so angular and solemn a moment ago, is really handsome.’”

Russell Freedman’s Lincoln: A Photobiography

[Link to the full text](#)

Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>Multiple Choice Assessment Items</b>		
<b>RI.3.1</b>	<p>According to “Seeing Stars,” groups of stars that look like people, animals, or objects are called</p> <ul style="list-style-type: none"> <li><b>A. constellations</b></li> <li>B. images</li> <li>C. patterns</li> <li>D. puzzles</li> </ul> <p>Text Reference: <a href="#">Seeing Stars</a></p>	
<b>RI.3.3</b>	<p>According to “Seeing Stars,” why do stars seem to go in a circle around the North Star?</p> <ul style="list-style-type: none"> <li><b>E. The Earth spins and the North Star does not.</b></li> <li>F. The North Star is in the sky all night long.</li> <li>G. The North Star is the brightest of the stars.</li> <li>H. The Earth travels in a path around the North Star.</li> </ul> <p>Text Reference: <a href="#">Seeing Stars</a></p>	
<b>RI.3.4</b>	<p>Read the sentence from paragraph 14.</p> <p>“The lava lake glows fiery hot below them.”</p> <p>What purpose does the word fiery have in the sentence?</p> <ul style="list-style-type: none"> <li>I. To describe how far the lava travels</li> <li>J. To describe where the lava travels</li> <li>K. To describe how long the lava remains</li> <li><b>L. To describe what the temperature of the lava is</b></li> </ul> <p>Text Reference: <a href="#">Lessons in Lava</a></p>	
<b>RI.3.5</b>	<p>In “Lessons in Lava,” what is a <u>mantle</u>?</p> <ul style="list-style-type: none"> <li><b>M. A layer inside Earth</b></li> <li>N. Liquid rock inside Earth</li> <li>O. The outer layer of Earth</li> <li>P. The hottest part of Earth</li> </ul>	

	<p>Text Reference: <a href="#">Lessons in Lava</a></p>
<b>RI.3.7</b>	<p>Based on the first picture in “Seeing Stars,” in which part of the bear does the dipper’s handle appear?</p> <ul style="list-style-type: none"><li><b>Q. Its tail</b></li><li>R. Its ears</li><li>S. Its eyes</li><li>T. Its paws</li></ul> <p>Text Reference: <a href="#">Seeing Stars</a></p>
<b>RI.3.8</b>	<p>How does the author of “Astronomy” connect the ideas among the paragraphs?</p> <ul style="list-style-type: none"><li>U. He compares kinds of stars.</li><li><b>V. He lists different details about stars.</b></li><li>W. He explains the causes and effects of stars.</li><li>X. He states problems and solutions of stars.</li></ul> <p>Text Reference: <a href="#">Astronomy</a></p>

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

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

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Reading Foundational Skills strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<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.

<b>STANDARDS BREAKDOWN</b>	
<ul style="list-style-type: none"> <li>● <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.3.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.3.4</a></li> </ul> </li> </ul>

## RF.3.3

### 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		
<b>3</b>	<b>Foundational Skills (RF)</b>	<b>Phonics and Word Recognition</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>● Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>● Decode Words with common Latin suffixes.</li> <li>● Decode Multisyllabic Words.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RF.K.3, 1.3, 2.3</td> <td style="width: 50%;"><i>Future Grades:</i> RF. 4.3, 5.3</td> </tr> </table>	<i>Previous Grades:</i> RF.K.3, 1.3, 2.3	<i>Future Grades:</i> RF. 4.3, 5.3
<i>Previous Grades:</i> RF.K.3, 1.3, 2.3	<i>Future Grades:</i> RF. 4.3, 5.3			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students should be able to decode words using phonics and word analysis skills.		<ul style="list-style-type: none"> <li>● <b>analysis:</b> a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li>● <b>decode:</b> to apply knowledge of the relationships of letters and sounds in order to form a word</li> <li>● <b>multisyllabic:</b> having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills</li> <li>● <b>suffixes:</b> an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run–running)</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● recognize and know the meaning of the most common prefixes and suffixes.</li> <li>● read words with common Latin suffixes.</li> <li>● read words with more than one syllable.</li> <li>● read grade appropriate words that do not follow normal spelling patterns.</li> </ul>				

RF.3.4				
<b>Foundational Skills</b> From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.				
3	Foundational Skills (RF)	Fluency		
Standard		Vertical Alignment		
Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self correct word recognition and understanding, rereading as necessary</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Previous Grades:</i> RF. K.4, 1.4, 2.4               </td> <td style="width: 50%; vertical-align: top;"> <i>Future Grades:</i> RF.4.4, 5.4               </td> </tr> </table>	<i>Previous Grades:</i> RF. K.4, 1.4, 2.4	<i>Future Grades:</i> RF.4.4, 5.4
<i>Previous Grades:</i> RF. K.4, 1.4, 2.4	<i>Future Grades:</i> RF.4.4, 5.4			

Clarification Statement	Vocabulary for Teacher Development
<p>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 using context while reading and re-read if necessary.</p>	<ul style="list-style-type: none"> <li>● <b>expression:</b> 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.</li> <li>● <b>fluency, fluid reading:</b> 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</li> <li>● <b>purpose:</b> 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)</li> <li>● <b>self-correct:</b> 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</li> </ul>
<p><b>Students Who Demonstrate Understanding Can...</b></p>	
<ul style="list-style-type: none"> <li>● read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).</li> <li>● read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.</li> <li>● reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.</li> </ul>	

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"> <li>● <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.SL.3.1</a></li> <li>○ <a href="#">CCSS.SL.3.2</a></li> <li>○ <a href="#">CCSS.SL.3.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.SL.3.4</a></li> <li>○ <a href="#">CCSS.SL.3.5</a></li> <li>○ <a href="#">CCSS.SL.3.6</a></li> <li>○ <a href="#">SL.3.a</a></li> </ul> </li> </ul>
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**SL.3.1**



**Anchor Standard: Speaking and Listening**

*SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Grade	CCSS Domain	CCSS Strand	
<b>3</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>B. 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).</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>D. Explain their own ideas and understanding in light of the discussion.</li> </ul>		<p><i>Previous Grades:</i> SL.1.1, 2.1</p>	<p><i>Future Grades:</i> SL.4.1, 5.1</p>

Clarification Statement	Vocabulary for Teacher Development
<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on third grade topics and texts. They communicate their own ideas and add to what others are saying.</p> <p>Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).</p> <p>The teacher and students create discussion guidelines (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).</p> <p>Students ask each other questions to help clarify their understanding of the information presented, stay on topic, and make connections between their comments and the remarks of others.</p> <p>Following a discussion, students explain their own ideas and communicate their understanding of the topic.</p>	<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Students Who Demonstrate Understanding Can...</b></p>	
<ul style="list-style-type: none"> <li>● use evidence from 3rd Grade text and other sources to support their ideas on a topic.</li> <li>● read 3rd Grade text and be prepared to discuss their own ideas and reflections on the content.</li> <li>● use active listening techniques with partners, small groups, and in whole group discussions.</li> <li>● add to the conversation when discussing in groups using what they read in the text and ask additional questions that will lead the conversation into further discussion.</li> <li>● offer suggestions or comments to add to the conversation after another student finishes talking.</li> <li>● use "talk moves" in discussion to revoice, repeat, reason, and add on to peers' ideas.</li> </ul>	

SL.3.2			
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>		
Grade	CCSS Domain	CCSS Strand	
<b>3</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<i>Previous Grades:</i> SL.1.2, 2.2 <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> SL.4.2, 5.2</td> </tr> </table>	<i>Future Grades:</i> SL.4.2, 5.2
<i>Future Grades:</i> SL.4.2, 5.2			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>	
Students determine the main ideas from a text that is read aloud or information presented in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos). Students establish which details support the main ideas.		<ul style="list-style-type: none"> <li>● <b>main idea(s)/topic:</b> 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</li> <li>● <b>quantitatively:</b> in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> <li>● <b>supporting detail:</b> a piece of information, data, evidence, etc. that adds support to a claim, value statement, or main idea (i.e., strengthens the argument)</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>			
<ul style="list-style-type: none"> <li>● identify the main idea of a text read aloud, video, or other media.</li> <li>● explain using text evidence and their own words what details led them to believe this was the main idea.</li> <li>● use information from charts, graphs, illustrations, or other media to add to their explanation of the main idea.</li> </ul>			

SL.3.3		
	<b>Anchor Standard: Speaking and Listening</b> <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
3	Speaking and Listening (SL)	Comprehension and Collaboration
Standard	Vertical Alignment	
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<i>Previous Grades:</i> SL.1.3, 2.3	<i>Future Grades:</i> SL.4.3, 5.3
Clarification Statement	Vocabulary for Teacher Development	
Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>• identify what the speaker is trying to say, the reasons the author gives to support their argument.</li> <li>• infer messages that the speaker implies.</li> </ul>		

SL.3.4				
	<b>Anchor Standard: Speaking and Listening</b> <i>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.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
<b>Standard</b>		<b>Vertical Alignment</b>		
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> SL.1.4, 2.4</td> <td style="width: 50%;"><i>Future Grades:</i> SL.4.4, 5.4</td> </tr> </table>	<i>Previous Grades:</i> SL.1.4, 2.4	<i>Future Grades:</i> SL.4.4, 5.4
<i>Previous Grades:</i> SL.1.4, 2.4	<i>Future Grades:</i> SL.4.4, 5.4			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students present reports on a topic or a text. They tell stories about personal experiences using suitable facts and vivid details. Students use complete sentences and speak at a pace the audience can follow		<ul style="list-style-type: none"> <li>● <b>recount:</b> 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 topic – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● brainstorm and identify a topic or their view on a topic.</li> <li>● find supporting evidence (facts and explanations to support their topic or opinion/argument).</li> <li>● organize their information (by chronological order, problem/solution, cause and effect, compare and contrast, story plot-beginning middle end, or with introduction, body supporting details, and conclusion.)</li> <li>● communicate their ideas orally in a clear and understandable way.</li> </ul>				

SL.3.5				
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>			
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>		
3	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.1.5, 2.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.4.5, 5.5</td> </tr> </table>	<i>Previous Grades:</i> SL.1.5, 2.5	<i>Future Grades:</i> SL.4.5, 5.5
<i>Previous Grades:</i> SL.1.5, 2.5	<i>Future Grades:</i> SL.4.5, 5.5			
Clarification Statement		Vocabulary for Teacher Development		
Students create interesting audio recordings of stories and poems that flow easily at an understandable speed. They use images to enrich specific details.		<ul style="list-style-type: none"> <li>● <b>fluency, fluid reading:</b> 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</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● use audio equipment properly, use voice, pitch and pace to create a recording of a story or poem.</li> <li>● add a visual display such as a caption, legend, chart, graph, illustrations and display to enhance the recording.</li> </ul>				

RL.3.6				
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Speaking and Listening (SL)</b>	<b>Presentation of Knowledge and Ideas</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.1.6, 2.6</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> SL.1.6, 2.6	<i>Future Grades:</i> SL.4.6, 5.6
<i>Previous Grades:</i> SL.1.6, 2.6	<i>Future Grades:</i> SL.4.6, 5.6			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students participate in classroom discussions using important facts and vivid details. Teacher asks follow-up questions, and students respond with relevant details or clarifications. Teacher facilitates a variety of whole group and small-group discussion structures to provide opportunity for discussion and for students to respond with detail and clarification to their peers.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>speak in complete sentences.</li> <li>respond to questions with responses that align to topic.</li> <li>provide additional detail or clarification when asked.</li> <li>participate in a variety of small-group and whole-group classroom discussions.</li> </ul>				

SL.3.a		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.X.a: New Mexico State Standards</i>	
Grade	CCSS Domain	CCSS Strand
3	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
3rd grade students will: (a) understand the influence of heritage language in English speech patterns; (b) orally compare and contrast accounts of the same event and text; (c) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> 4.a, 4.b, 4.c, 5.a, 5.b, 5.c
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in.</p>	<ul style="list-style-type: none"> <li>● <b>heritage language:</b> language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears.</li> <li>● <b>speech pattern:</b> a distinctive manner of oral expression</li> <li>● <b>cultural setting:</b> the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group</li> <li>● <b>cooperation:</b> the process of working together toward the same end</li> <li>● <b>appropriate:</b> suitable or proper in the circumstances</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- listen to an audio recording of an English speaker and identify specific speech patterns.
- identify within those speech patterns where heritage language has been influential.
- discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words.
- compare and contrast accounts of the same event and text verbally
- identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc) and describe which skills are appropriate in a given environment. • demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.

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"> <li>● <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.1</a></li> <li>○ <a href="#">CCSS.W.3.2</a></li> <li>○ <a href="#">CCSS.W.3.3</a></li> <li>○ <a href="#">CCSS.W.3.a</a></li> </ul> </li> <li>● <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.4</a></li> <li>○ <a href="#">CCSS.W.3.5</a></li> <li>○ <a href="#">CCSS.W.3.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.7</a></li> <li>○ <a href="#">CCSS.W.3.8</a></li> </ul> </li> <li>● <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.3.10</a></li> </ul> </li> </ul>
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<b>W.3.1</b>		
	<p><b>Anchor Standard: Writing</b></p> <p><i>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i></p>	
Grade	CCSS Domain	CCSS Strand
3	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>B. Provide reasons that support the opinion.</li> <li>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>D. Provide a concluding statement or section.</li> </ul>	<p><i>Previous Grades:</i> W.1.1, 2.1</p>	<p><i>Future Grades:</i> W.4.1, 5.1</p>
Clarification Statement	Vocabulary for Teacher Development	

The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take positions and provide lists of reasons in support of these positions.

- **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. linking words and
- **phrases:** 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.)
- **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:** 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)
- **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
- **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.
- **task:** (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the

choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

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

**Students Who Demonstrate Understanding Can...**

- pick an issue or topic and determine if they agree or disagree with the issue.
- develop an opinion.
- use text evidence or other supporting evidence to support opinion and point of view on topics or texts.
- organize supporting evidence of opinion into a structured list of reasons using linking words and phrases with the evidence that supports it.
- wrap up opinion with a conclusion that restates and emphasizes point of view.

W.3.2		
	<p><b>Anchor Standard: Writing</b></p> <p><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></p>	
Grade	CCSS Domain	CCSS Strand
<b>3</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
Standard	Vertical Alignment	
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, and details.</li> <li>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>D. Provide a concluding statement or section.</li> </ul>	<p><i>Previous Grades:</i> W.1.2, 2.2</p>	<p><i>Future Grades:</i> W.4.2, 5.2</p>

Clarification Statement	Vocabulary for Teacher Development
<p>The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood.</p>	<ul style="list-style-type: none"> <li>● <b>editing:</b> 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.</li> <li>● <b>illustration:</b> a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> <li>● <b>linking words and phrases:</b> 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.)</li> <li>● <b>purpose:</b> 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)</li> </ul>
<p><b>Students Who Demonstrate Understanding Can...</b></p>	
<ul style="list-style-type: none"> <li>● choose an interesting yet manageable subject/topic.</li> <li>● identify information that is relevant to the topic to incorporate as details.</li> <li>● engage the reader with an introduction/hook that presents the topic.</li> <li>● introduce and develop the topic with clear information supported by facts, definitions, and details.</li> <li>● organize and structure the text by using linking words and phrases to connect ideas.</li> <li>● make sure to incorporate facts and details appropriate to the topic and define any important terms.</li> <li>● add illustrations to the writing when appropriate to help with comprehension.</li> <li>● write a concluding statement that wraps up and summarizes information.</li> </ul>	

W.3.3		
	<p><b>Anchor Standard: Writing</b></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
3	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p><i>Previous Grades:</i> W.1.3, 2.3</p>	<p><i>Future Grades:</i> W.4.3, 5.3</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>The teacher supports the development of being able to write a narrative using real or imagined experiences using descriptive details and a clear sequence of events. The students must create characters that use dialogue, describe the actions, thoughts, and feelings of the characters to develop experiences and events or show the response of characters to situations in the story.</p>	<ul style="list-style-type: none"> <li>● <b>literary work describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise</li> <li>● <b>account editing:</b> 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,</li> <li>● <b>eliminating redundancy, and more event:</b> a thing that happens</li> <li>● <b>occurrence purpose:</b> 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)</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- create narratives with clear sequences of events using temporal words and phrases.
- develop narratives with a narrator and/or characters using dialogue and descriptions of actions, thoughts, and feelings.
- create a beginning, middle and end of a narrative with a sense of closure.
- develop characters by showing their response to situations in the narrative.
- use descriptive details to develop real or imagined experiences.

W.3.a		
	<p><b>Anchor Standard: Writing</b></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
<b>3</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
Standard	Vertical Alignment	
<p>3rd grade students will:</p> <ul style="list-style-type: none"> <li>A. gather relevant information from multiple sources, including oral knowledge;</li> <li>B. apply digital tools to gather, evaluate, and use information.</li> </ul>	<p><i>Previous Grades:</i> N/A</p>	<p><i>Future Grades:</i> 4.a, 4.b, 5.a, 5.b</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will gather information using various sources, such as oral knowledge. Students will also navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.</p>	<ul style="list-style-type: none"> <li>● <b>oral knowledge:</b> information that is received, preserved and transmitted through speech from one generation to another. This knowledge can encompass aspects of life from birth to death, including the natural world and environment.</li> <li>● <b>digital tools:</b> programs, online resources, and websites that contain information.</li> <li>● <b>evaluate:</b> form an idea, assess</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● Use multiple sources, such as oral knowledge, to gather information about a topic.</li> <li>● Understand how to use digital tools such as programs, online resources, and websites</li> <li>● Apply knowledge of digital tools to gather information.</li> <li>● Apply digital tools to evaluate information for validity, quality, and relevance.</li> <li>● Use the information gathered from digital tools for specific purposes.</li> </ul>		

W.3.4				
	<b>Anchor Standard: Writing</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>			
Grade	CCSS Domain	CCSS Strand		
3	Writing (W)	Production and Distribution of Writing		
Standard		Vertical Alignment		
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.4, 5.4</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.4, 5.4
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.4, 5.4			
Clarification Statement		Vocabulary for Teacher Development		
<p>The teacher in third grade needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph.</p>		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>draft writing pieces that adhere to a clear topic or purpose.</li> <li>demonstrate attention to organization (e.g. beginning, middle, end, topic sentence and supporting details).</li> </ul>				

W.3.5				
	<p><b>Anchor Standard: Writing</b></p> <p><i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Writing (W)</b>	<b>Production and Distribution of Writing</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.1.5, 2.5</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.5, 5.5</td> </tr> </table>	<i>Previous Grades:</i> W.1.5, 2.5	<i>Future Grades:</i> W.4.5, 5.5
<i>Previous Grades:</i> W.1.5, 2.5	<i>Future Grades:</i> W.4.5, 5.5			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students in third grade with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?”		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>engage in all steps of the writing process, including planning, revising, editing, rewriting.</li> <li>incorporate revisions to make substantive changes to writing.</li> <li>edit writing, aligned to 3rd grade language standards.</li> </ul>				

W.3.6				
	<b>Anchor Standard: Writing</b> <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Writing (W)</b>	<b>Production and Distribution of Writing</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> W.1.6, 2.6</td> <td style="width: 50%;"><i>Future Grades:</i> W.4.6, 5.6</td> </tr> </table>	<i>Previous Grades:</i> W.1.6, 2.6	<i>Future Grades:</i> W.4.6, 5.6
<i>Previous Grades:</i> W.1.6, 2.6	<i>Future Grades:</i> W.4.6, 5.6			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers, as well as practice word processing skills. The teacher provides support and guidance.		<ul style="list-style-type: none"> <li>● <b>digital tools:</b> 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.</li> <li>● <b>interact:</b> to act in such a manner as to influence another</li> <li>● <b>publish:</b> 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</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● use resources and technology incorporating keyboarding, functions (bold, underline, font style, font size, margins, and page orientation), internet tools (search engines, dictionaries, thesaurus, spell and grammar check), to prepare and publish their writing.</li> <li>● work together with others to create a writing project.</li> <li>● provide feedback to others through use of collaborative tools (such as document sharing, comments, etc.).</li> </ul>				

W.3.7				
	<b>Anchor Standard: Writing</b> <i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Conduct short research projects that build knowledge about a topic.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.1.7, 2.7</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.7, 5.7</td> </tr> </table>	<i>Previous Grades:</i> W.1.7, 2.7	<i>Future Grades:</i> W.4.7, 5.7
<i>Previous Grades:</i> W.1.7, 2.7	<i>Future Grades:</i> W.4.7, 5.7			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students investigate a specific topic and complete a short research project to build knowledge about that topic.		<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● select appropriate sources to obtain information to support the student's idea, topic or task (such as text, articles, encyclopedias, atlas, search engines or databases).</li> <li>● take notes to record and summarize information about the topic being researched.</li> <li>● analyze gathered information for relevance (will it support the topic) and determine if the information should or should not be included in the writing.</li> <li>● use graphic organizers to move information into a structure that is used when writing a research report. (Heading, subheading, key details, illustrations, captions, graphs, charts, etc...).</li> <li>● reference sources of information if citing text evidence.</li> </ul>				

W.3.8				
	<b>Anchor Standard: Writing</b> <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		
<b>3</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> W.1.8, 2.8</td> <td style="width: 50%;"><i>Future Grades:</i> W.4.8, 5.8</td> </tr> </table>	<i>Previous Grades:</i> W.1.8, 2.8	<i>Future Grades:</i> W.4.8, 5.8
<i>Previous Grades:</i> W.1.8, 2.8	<i>Future Grades:</i> W.4.8, 5.8			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students think about and use personal experiences and/or information collected from print and digital resources. Students take simple notes and sort the information into categories, which are provided by the teacher		<ul style="list-style-type: none"> <li>● <b>digital sources:</b> refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non digital formats</li> <li>● <b>evidence:</b> facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● use knowledge from personal life experiences, text, or other sources of information to recall facts and details.</li> <li>● create notes from information to sort/organize facts and details into categories</li> </ul>				

W.3.10				
	<b>Anchor Standard: Writing</b> <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>3</b>	<b>Writing (W)</b>	<b>Range of Writing</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> N/A</td> <td style="padding: 5px;"><i>Future Grades:</i> W.4.10, 5.10</td> </tr> </table>	<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.10, 5.10
<i>Previous Grades:</i> N/A	<i>Future Grades:</i> W.4.10, 5.10			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.		<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>write a variety of writing pieces throughout the school year in various genres.</li> <li>engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.</li> <li>write across genres.</li> </ul>				