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

STANDARDS BREAKDOWN

- **Key Ideas and Details**
  - CCSS.RL.3.1
  - CCSS.RL.3.2
  - CCSS.RL.3.3
  - NMSS.3.a
  - NMSS.3.b
  - NMSS.3.c
- **Craft and Structure**
  - CCSS.RL.4
  - CCSS.RL.5
  - CCSS.RL.6

- **Integration of Knowledge and Ideas**
  - CCSS.RL.7
  - CCSS.RL.8 (not applicable to Literature)
  - CCSS.RL.9
- **Range of Reading Level and Text Complexity**
  - CCSS.RL.10

RL.3.1

Anchor Standard: Key Ideas and Details
R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade	CCSS Domain	CCSS Strand
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.	*Previous Grades:* RL.2.1, RL.1.1, RL.K.1	*Future Grades:* 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.	● **explicit/explicitly**: stated clearly and directly, leaving no room for confusion or interpretation.

Students Who Demonstrate Understanding Can...

● ask and answer questions referring explicitly to the text as the basis for answers.

RL.3.2

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

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

Standard	Vertical Alignment	

	Previous Grades:	Future Grades:
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.	RL.2.1, RL.1.1, RL.K.1	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.	● **central message:** the unifying concept within a text to which other elements and ideas relate; often referred to as theme ● **conveyed:** to make an idea or feeling known to another person; to carry over from one to another ● **fable:** a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral ● **folktales:** stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth) ● **key details:** specific and important parts of the text that provide information, support, and elaboration ● **moral:** relating to the principles of right and wrong; a lesson or general truth learned from a story or experience

Students Who Demonstrate Understanding Can...

- ask and answer questions referring explicitly to the text as the basis for answers.
- use text evidence to explain the central message, lesson, or moral of a text
- explain how key details in a text work together to convey the central message, lesson, or moral of a text.

RL.3.3

⚓

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

Grade	CCSS Domain	CCSS Strand
3	**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	*Previous Grades:* RL.2.3, RL.1.3, RL.K.3	*Future Grades:* 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.	● **describe, description, descriptive details:** to explain something in words, the details necessary to give a full and precise account ● **sequence/ sequence of events:** a particular (e.g. chronological, logical, etc.) way in which events, ideas, etc. follow each other. ● **traits:** a distinguishing quality or characteristic ● **motivation:** the reason or reasons one has for acting or behaving in a particular way ● **feeling:** an emotional state or reaction

Students Who Demonstrate Understanding Can...

● answer questions referring explicitly to the text as the basis for answers.
● use text evidence to describe the characters in a story, including their traits, motivations, or feelings.
● explain how the actions, thoughts, and words of characters contribute to the sequence of events

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.	*Previous Grades:* NM K.1, 1.a, 2.a	*Future Grades:* 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.	● **prediction:** a forecast or inference about something that is going to happen

Students Who Demonstrate Understanding Can...

- ask questions about the most important ideas and points in a text to make predictions.
- use text evidence to locate answers to questions posed.

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.	*Previous Grades:* NM 2.b	*Future Grades:* 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.	● **self-identity:** the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context. ● **culture:** the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. ● **media:** a form of digitized information ● **oral tradition:** a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another ● **cultural and linguistic relevance:** the validation and affirmation of students' home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students

Students Who Demonstrate Understanding Can...

- learn about cultures, societies, and people through literature, media, and oral tradition.
- connect literature, media, and oral tradition to explore self identity.

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.	*Previous Grades:* n/a	*Future Grades:* 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.	● **oral tradition:** a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another ● **oral tribal history:** a form of historical record passed down through oral tradition from one generation to another

Students Who Demonstrate Understanding Can...

- identify the features of oral tribal history.
- read and comprehend oral tribal history as a historical perspective.
- differentiate oral tribal history from a myth, fable, or folktale.

RL.3.4

Anchor Standard: Craft and Structure
R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Standard	Vertical Alignment	
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	*Previous Grades:* RL.2.4, RL.1.4, RL.K.4	*Future Grades:* RL.4.4, RL.5.4

Clarification Statement	Vocabulary for Teacher Development
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.	● **phrase(s):** a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "Running through the forest, she breathed in the fresh, crisp air.") ● **literal language:** describes the usual or expected meaning of a word or phrase ● **non-literal language:** describes an unusual or unexpected meaning of a word or phrase ● **distinguish:** perceive or point out a difference

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

Anchor Standard: Craft and Structure

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade	CCSS Domain	CCSS Strand
3	**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.	*Previous Grades:* RL.2.5, RL.1.5, RL.K.5	*Future Grades:* 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.	**chapter:** the main division within a book **describe, description, descriptive details:** to explain something in words; the details necessary to give a full and precise accounts **drama:** a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem:** a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules **stanza:** 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 **text evidence:** 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

Students Who Demonstrate Understanding Can...

- Use text evidence from stories, dramas, and poems when speaking and writing about a text
- Use terms that indicate text organization such as chapter, scene, and stanza when referring to part of the text

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

RL.3.6

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

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

Standard	Vertical Alignment	
Distinguish their own point of view from that of the narrator or those of the characters	*Previous Grades:* RL.K.6, RL.1.6, RL.2.6	*Future Grades:* RL.4.6, RL.5.6

Clarification Statement	Vocabulary for Teacher Development
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	• **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 points from which one relates the events of a story or makes an argument

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

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

Grade	CCSS Domain	CCSS Strand
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.	*Previous Grades:* RL.K.7, RL.1.7, RL.2.7	*Future Grades:* 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.	**conveyed:** to make an idea or feeling known to another person; to carry over from one to another **illustration:** a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim **mood:** a temporary state of mind or feeling

Students Who Demonstrate Understanding Can...

- Analyze the illustrations and words in a story.
- Make a connection between the text's illustrations and the meaning of the words in the story.

RL.3.9

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

Grade	CCSS Domain	CCSS Strand
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.	*Previous Grades:* RL.K.9, RL.1.9, RL.2.9	*Future Grades:* 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.	● **compare**: In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

Students Who Demonstrate Understanding Can...

- Determine the themes, settings, and plots of stories written by the same author about the same or similar characters.
- Compare and contrast the themes, settings, and plots of the stories written by the same author.

RL.3.10

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

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

Standard	Vertical Alignment	
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.	*Previous Grades:* RL.K.10, RL.1.10, RL.2.10	*Future Grades:* RL.4.10, RL.5.10

Clarification Statement	Vocabulary for Teacher Development
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.	**independently:** on one's own, without aid from another (such as a teacher) **proficient/proficiently:** competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text:** anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **text complexity band:** stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

Students Who Demonstrate Understanding Can...

- Read 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.

NEW MEXICO
Public Education Department

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
3	**Reading: Literature (RL)**	**Key Ideas and Details**

RL.3.1 RL.3.3		
	Sample Task #1 (Constructed Response)	
	Read *The Sign Painter* by Allen Say What do we learn about the boy every time the author makes a point of saying, "The boy did not answer"?	
	Exemplar Student Responses	
	● 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.	
	DOK	**Blooms**
	Level 2	Understand
	Possible Aligned Language Objectives	**Possible Misconceptions**
	● 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)	● 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"). ● Students may state a claim without supporting evidence from the text and/or with text evidence that does not support the claim.

	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.

RL.3.1
RL.3.3
- **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>

VABB Analysis	

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: 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? **ESR:** *The author wants the reader to see themselves in the characters. This allows the message of the text to connect to any reader.*	**Question:** 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? **ESR:** *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.*
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: How can we learn from the choice the boy makes at the end of the story? **ESR:** *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.*	**Question:** What is a dream/passion someone could pursue in your community? Would this be considered a bold choice? How do you know? **ESR:** *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."*

RL.3.1
RL.3.3

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

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

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

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

Tier 2 Vocabulary to Pre-teach	Text Dependent Question
Vocabulary Word: <u>Dream</u> **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.	**Question**: What is a <u>landscape</u>? 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
3	**Reading: Literature (RL)**	**Integration of Knowledge and Ideas**

RL.3.9	Sample Task #2 (Constructed Response)	
	Adapted from Wit and Wisdom What part of the passage does the illustration on page 31 help readers understand?	
	Exemplar Student Responses	
	● Students should connect that the illustration helps readers understand what the creatures Emma sees look like	
	DOK	**Blooms**
	Level 2	Apply
	Possible Aligned Language Objectives	**Possible Misconceptions**
	● Students can interpret images and connect them to events in the text. (Explain-Emerging-Reading)	● Students may see the illustration of the creatures and feel compelled to respond with their own personal experience. ● Students may not use the text as a basis for their interpretation of the illustration

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

	Multiple Choice Assessment Items
RL.3.2	Which sentence **best** describes a central message of the story? A. Change is normal and an important part of life. B. Friendships often become stronger over time. **C. New experiences can be exciting and wonderful.** D. Natural talent is more important than practice. Text Reference: <u>Flying on Ice</u>
RL.3.4	Read the line from *The Tree*. "In springtime it <u>wears white buds</u>" What does <u>wears white buds</u> mean in this sentence? E. Birds sing in the tree. F. Snow falls on the tree. **G. Flowers bloom on the tree.** H. Birds make nests in the tree. Text Reference: <u>The Tree</u>
RL.3.5	How does paragraph 31 connect to the problem in paragraph 26? I. It shows the solution to the problem. J. It gives an effect of the problem. K. It explains the cause of the problem. **L. It gives an example of the problem.** Text Reference: <u>Crabbing for Lunch</u>
RL.3.6	Which sentence shows a reader's point of view that is different from Grandma's in *The Apple Tree*? M. New trees can bring new joyful moments. N. A tree can give a family many happy times. **O. Nothing is the same after a special tree dies.** P. Trees that have a disease must be cut down. Text Reference: <u>The Apple Tree</u>

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](#)