


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

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


In this guide you will find:


- A [breakdown](#) of each of the grade level standards within the literature strand, including:
 - Vertical alignment guidance
 - Essential vocabulary related to the standard
 - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
 - [Planning Literacy Instruction with MLSS Guide](#)
 - [Choosing a Complex Text](#)
 - [Text Dependent Questions with Complex Texts](#)
 - [Vocabulary Instruction with Complex Texts](#)
 - [Speaking, Listening, and Writing](#)
 - [Differentiating Support for All Learners](#)
 - [Cross-Curricular Connections with Literacy](#)
 - [Cultural and Linguistic Responsiveness in Literacy](#)


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


STANDARDS BREAKDOWN


| | |
|--|---|
| <ul style="list-style-type: none"> ● Key Ideas and Details <ul style="list-style-type: none"> ○ CCSS.RI.4.1 ○ CCSS.RI.4.2 ○ CCSS.RI.4.3 ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RI.4.4 ○ CCSS.RI.4.5 ○ CCSS.RI.4.6 | <ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RI.4.7 ○ CCSS.RI.4.8 ○ CCSS.RI.4.9 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RI.4.10 |
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| RI.4.1 | | | | |
|--|--|---|---|---|
|  | Anchor Standard: Key Ideas and Details <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 | | |
| 4 | Reading: Informational (RI) | Key Ideas and Details | | |
| Standard | | Vertical Alignment | | |
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | <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, 3.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RI. 5.1, 6.1, 7.1, 8.1</td> </tr> </table> | <i>Previous Grades:</i> RI. K.1, 1.1, 2.1, 3.1 | <i>Future Grades:</i> RI. 5.1, 6.1, 7.1, 8.1 |
| <i>Previous Grades:</i> RI. K.1, 1.1, 2.1, 3.1 | <i>Future Grades:</i> RI. 5.1, 6.1, 7.1, 8.1 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text | | <ul style="list-style-type: none"> explicit/explicitly: stated clearly and directly, leaving no room for confusion or interpretation inference: conclusion derived from logical reasoning following an investigation of available evidence conclusion: a judgement or decision reached by reasoning | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> explain what the text says explicitly. draw inferences from the text's explicit meaning. use text evidence (details and examples) to support explanations about what the text says explicitly and when making inferences | | | | |

| RI.4.2 | | | | |
|---|--|---|--|--|
|  | Anchor Standard: Key Ideas and Details | | | |
| | <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 | | |
| 4 | Reading: Informational (RI) | Key Ideas and Details | | |
| Standard | | Vertical Alignment | | |
| Determine the main idea of a text and explain how it is supported by key details; summarize the text | | <table border="1"> <tr> <td><i>Previous Grades:</i> RI K.2, 1.2, 2.2, 3.2</td> <td><i>Future Grades:</i> RI 5.2, 6.2, 7.2, 8.2</td> </tr> </table> | <i>Previous Grades:</i> RI K.2, 1.2, 2.2, 3.2 | <i>Future Grades:</i> RI 5.2, 6.2, 7.2, 8.2 |
| <i>Previous Grades:</i> RI K.2, 1.2, 2.2, 3.2 | <i>Future Grades:</i> RI 5.2, 6.2, 7.2, 8.2 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| Students establish the main idea of a text and point out how it is supported through key details. Students provide a summary of the text using key details. | | <ul style="list-style-type: none"> ● event: a thing that happens; an occurrence ● key details: specific and important parts of the text that provide information, support, and elaboration ● main idea(s)/topic: the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning ● summary/summarize: a brief statement of the main points of a larger work or text; | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> ● determine the main idea of a text. ● use key details to support the main idea of a text. ● summarize the text using the main idea(s) and key detail(s). | | | | |

| RI.4.3 | | |
|---|--|--|
|  | Anchor Standard: Key Ideas and Details <i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i> | |
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Key Ideas and Details |
| Standard | Vertical Alignment | |
| Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <i>Previous Grades:</i> RI. K.3, 1.3, 2.3, 3.3 | <i>Future Grades:</i> RI.5.3, 6.3, 7.3, 8.3 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why | <ul style="list-style-type: none"> ● events: a thing that happens, especially one of importance ● procedure: an established or official way of doing something ● idea(s): a thought or suggestion as to a possible course of an action ● technical text: text that further explains a subject or understanding of how to complete a task | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● read and comprehend historical, scientific, and technical texts. ● explain events, procedures, ideas, and concepts in texts of these disciplines. ● select relevant text evidence to explain what happened and why. | | |

| RI.4.4 | | | | |
|--|--|---|--|---|
|  | Anchor Standard: Craft and Structure <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> | | | |
| Grade | CCSS Domain | CCSS Strand | | |
| 4 | Reading: Informational (RI) | Craft and Structure | | |
| Standard | | Vertical Alignment | | |
| Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI K.4, 1.4, 2.4, 3.4</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 5., 6.4, 7.4, 8.4</td> </tr> </table> | <i>Previous Grades:</i> RI K.4, 1.4, 2.4, 3.4 | <i>Future Grades:</i> RI 5., 6.4, 7.4, 8.4 |
| <i>Previous Grades:</i> RI K.4, 1.4, 2.4, 3.4 | <i>Future Grades:</i> RI 5., 6.4, 7.4, 8.4 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| Students examine the text to figure out the meaning of words and phrases appropriate to fourth grade topics and subject areas, using the context to inform their thinking. | | <ul style="list-style-type: none"> ● domain-specific vocabulary/words/phrases: Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation ● general academic: 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. ● interpret: explain the meaning of (information, words, or actions) ● connotative: something that is implied | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> ● locate academic and domain specific words and phrases in a text. ● determine the meaning of words and phrases in grade 4 topic and subject areas. | | | | |


| RI.4.5 | | |
|--|--|---|
|  | <p>Anchor Standard: Craft and Structure</p> <p><i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p> | |
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Craft and Structure |
| Standard | Vertical Alignment | |
| Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | <i>Previous Grades:</i> RI. K.5, 1.5, 2.5, 3.5 | <i>Future Grades:</i> RI. 5.5, 6.5, 7.5, 8.5 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution. | <ul style="list-style-type: none"> ● describe, description, descriptive details: to explain something in words; the details necessary to give a full and precise ● chronology: the arrangement of events or dates in order of their occurrence | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● determine the text structure used by the author (chronology, comparison, cause/ effect problem/ solution) to convey an event, idea, concept, or information in part of the text. ● determine the text structure (chronology, comparison, cause/ effect problem/ solution) used to organize the text as a whole. ● explain how the events, ideas, or concepts fit into the overall structure of a text. | | |


| RI.4.6 | | |
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|  | <p>Anchor Standard: Craft and Structure</p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p> | |
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Craft and Structure |
| Standard | Vertical Alignment | |
| Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | <p><i>Previous Grades:</i> RI. K.6, 1.6, 2.6, 3.6</p> | <p><i>Future Grades:</i> RI 5.6, 6.6, 7.6, 8.6</p> |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students determine the similarities and differences of accounts of the same topic or event. One account is based on personal experience, and the other account is based on the author’s research. Students determine the differences in the information as well as the focus. | <ul style="list-style-type: none"> ● compare: in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. Describe, description, descriptive details—to explain something in words; the details necessary to give a full and precise account ● firsthand account: a summary or delineation of events from an original source or personal experience ● secondhand account: a summary or delineation of events based on an author’s research, rather than personal experience ● 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 a firsthand account and a secondhand account of the same event or topic.
- compare and contrast the firsthand account and the secondhand account- specifically describing the differences in focus and the differences in the information provided.
- give descriptions about how the information is presented for each perspective.
- use point of view to understand different perspectives on the same topic

| RI.4.7 | | |
|--|--|---|
|  | <p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p> | |
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Integration of Knowledge and Ideas |
| Standard | Vertical Alignment | |
| Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | <i>Previous Grades:</i> RI K.7, 1.7, 2.7, 3.7 | <i>Future Grades:</i> RI 5.7, 6.7, 7.7 8.7 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students explain information that is presented visually, orally, or quantitatively in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages, and then they describe how the format in which it appears helps them better understand the text. | <ul style="list-style-type: none"> ● quantitatively: 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) | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● interpret the deeper meaning of information presented verbally, orally and quantitatively. ● make a connection between the information and the text in which it appears. ● make connections between pictures, other texts and graphic features, and the text in which they appear. ● explain how the information contributes to the reader/ viewer’s understanding of the text as a whole | | |

| RI.4.8 | | |
|---|--|---|
|  | <p>Anchor Standard: Integration of Knowledge and Ideas <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 |
| 4 | Reading: Informational (RI) | Integration of Knowledge and Ideas |
| Standard | | Vertical Alignment |
| Explain how an author uses reasons and evidence to support particular points in a text. | <i>Previous Grades:</i> RI K.8, 1.8, 2.8, 3.8 | <i>Future Grades:</i> RI 5.8, 6.8, 7.8, 8.8 |
| Clarification Statement | | Vocabulary for Teacher Development |
| Students explain how the author supports specific points in a text by using reasons and evidence | | <ul style="list-style-type: none"> ● evidence: facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. ● 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 |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● determine the author’s central idea, point or argument in a text. ● trace the author’s argument or point in the text using reasons and evidence. ● explain how the author uses reasons/ evidence to support a point in the text. ● use information in the text to support a claim. | | |

| RI.4.9 | | |
|---|---|--|
|  | Anchor Standard: Integration of Knowledge and Ideas <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> | |
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Integration of Knowledge and Ideas |
| Standard | Vertical Alignment | |
| Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably | <i>Previous Grades:</i> RI K.9, 1.9, 2.9, 3.9 | <i>Future Grades:</i> RI 5.9, 6.9, 7.9, 8.9 |
| Clarification Statement | Vocabulary for Teacher Development | |
| Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic. | <ul style="list-style-type: none"> ● topic: the subject or matter being discussed or written about in a text, speech, etc. ● integrate/synthesize: combine with another to form a whole | |
| Students Who Demonstrate Understanding Can... | | |
| <ul style="list-style-type: none"> ● gather relevant information from two or more texts on the same topic. ● integrate/ synthesize information from two texts. ● write or speak about the topic knowledgeably using evidence gained from both of the texts | | |

| RI.4.10 | | | | |
|--|---|--|--|--|
|  | <p>Anchor Standard: Range of Reading Level and Text Complexity <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i></p> | | | |
| Grade | CCSS Domain | CCSS Strand | | |
| 4 | Reading: Informational (RI) | Range of Reading Level and Text Complexity | | |
| Standard | | Vertical Alignment | | |
| <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10</td> <td style="padding: 5px;"><i>Future Grades:</i> RI 5.10, 6.10, 7.10, 8.10</td> </tr> </table> | <i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10 | <i>Future Grades:</i> RI 5.10, 6.10, 7.10, 8.10 |
| <i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10 | <i>Future Grades:</i> RI 5.10, 6.10, 7.10, 8.10 | | | |
| Clarification Statement | | Vocabulary for Teacher Development | | |
| <p>By the end of grade 4, students competently read and understand informational texts within the 4-5 text complexity band (Lexile: 740-1010). 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"> independently: on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) proficient/proficiently: competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success Lexile: a method used by schools to measure a student reader’s ability | | |
| Students Who Demonstrate Understanding Can... | | | | |
| <ul style="list-style-type: none"> 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 (740-1010). | | | | |

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RI4.1 and RI4.3**
 - 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 RI4.1 and RI4.3**
- **Constructed Response Assessment Task aligned to RI4.1 and RI4.3**
- **Multiple Choice Assessment Items**

| Grade | CCSS Domain | CCSS Strand |
|--|---|------------------------------|
| 4 | Reading: Informational (RI) | Key Ideas and Details |
| RI.4.1 RI.4.3 | Sample Task #1 (Constructed Response) | |
| | <p>In the forward to the text <i>We are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson, Hank Aaron writes, “I had finally realized my dream. I knew that if I wanted to stay around, being a black ball player, I had to do twice as much and work twice as hard.”</p> <p>Using information and events from the text, explain how other players may have described playing in the Negro League that same way that Hank Aaron did.</p> | |
| | Exemplar Student Responses | |
| | <ul style="list-style-type: none"> ● Students should cite specific events named in the text that showed how black baseball players had to overcome specific hardships because of their race and the time period that the historical text took place in. For example: <ul style="list-style-type: none"> ○ Bed Fowler has to work twice as hard because he had to invent shin guards to protect his legs while he played baseball because he kept getting spiked in the legs by base runners. ○ Rube Foster had to play and manage his team. He also had to rent a train car to go from game to game because this wasn’t covered like it was in the white major leagues. ● Exemplar responses must connect to the time period the text was set in and how the inequality of blacks and whites contributed to and/ or added to the struggles of the players in the Negro League. ● Exemplar responses should also connect to the part of the quote, “I had finally realized my dream,” and include details about how players did this extra work/ dealt with the inequities and poor treatment in order to play the game that they loved. | |
| | DOK Blooms | |
| | Level 3 Analyzing | |
| | Possible Aligned Language Objectives Possible Misconceptions | |
| <ul style="list-style-type: none"> ● Students will analyze historical events and connect how they address related themes and concepts. ● Students will use textual evidence to support their responses. <ul style="list-style-type: none"> ● Students may only pull evidence of the hardships that players faced without connecting to the beginning of the quote around playing being a dream. ● Students may not connect that the reason for the hardships players faced was because of the racism and discrimination throughout the time period of the setting of the text. | | |

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

Text Summary and evidence of Complexity:

- The story of Negro League baseball is the story of gifted athletes and determined owners; of racial discrimination and international sportsmanship; of fortunes won and lost; of triumphs and defeats on and off the field. This text is about hundreds of unsung heroes who overcame segregation, hatred, terrible conditions, and low pay to do the one thing they loved more than anything else in the world: play ball.
- This text is worthy of students’ time to read and meets the expectations for text complexity at Grade 4. This text was the winner of the Coretta Scott King Book Award in 2009 and the winner of the Siebert Medal Home Page Award.

Evidence of Cultural and Linguistic Responsiveness:

- **Who is represented in the text used to assess this cluster of standards?**
The text represents African American athletes from the 1920's to the 1940's.
- **How are those groups and individuals portrayed?**
These groups are portrayed as men who would deal with all kinds of inequity and poor treatment to play the game that they loved. The historical context of the time shows accurate inequalities between white and black baseball leagues as well as societal views and depictions of the players. The connection to the players’ perseverance is what portrays them as empowered and passionate.
- **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**
The text details the story of the player, managers, and owners within the Negro League from the 1920s to the 1940s. This text focuses on the hardships that these men had to overcome but also centers of the triumphs and achievements as well. The text provokes critical questions of cultural diversity as it balances celebrations of achievements with stating facts about terrible playing conditions and treatment of black players. The overall message does center on the empowerment of the players as the text details players who are credited for inventions as well as Jackie Robinson’s integration into the major leagues.
- **What supports are provided to teachers to identify blind spots?**
The book jacket and forward give some support to teachers to see that the purpose of this text is not to focus on the hardships that players faced but rather to focus on how these men within this text are heroes. This text is meant to offer a “fresh approach” by being honest about the conditions and realities players faced but not let that be the message that lingers with the reader. Teachers may need some support if they are not familiar with the history of baseball or the history of the time period and segregation/ integration of baseball.
- **How is this text culturally/linguistically responsive?**
This text is culturally responsive because it centers on the positive view of the players, managers, and owners of the Negro League rather than the discrimination of the time period. The writer has crafted the text to humanize the players and attribute them with accomplishments and empowerment. This is done throughout the text as the history of the Negro League is detailed from the 1920s to the 1940s

RI.4.1
RI.4.3

| VABB Analysis | | |
|--------------------------------|--|--|
| RI.4.1 RI.4.3 | Validate <i>The intentional and purposeful legitimization of the home culture and language of the student.</i> | Affirm <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i> |
| | <p>Question: Why do you think the author decided to explain the hardships of the players and how the owners treated them?</p> <p>ESR: The author wanted the reader to understand that the players in the Negro league were not treated as well as the white players in the major league by some of the owners. Even though they were treated poorly, they kept playing the game because they loved it.</p> | <p>Question: Why does the author make a point to write about both the harsh treatment the athletes faced as well as the hard work, inventions, and success the athletes had?</p> <p>ESR: The author wanted to show that the men were not treated fairly and be honest about the time period, but he did not want that to be the focus of the book. The author wanted to make a point to show how hard the men in the Negro Leagues worked and highlight their success to show the reader just how important the athletes were to the game of baseball today.</p> |
| | Build <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i> | Bridge <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i> |
| | <p>Question: What can we learn from the athletes in this text?</p> <p>ESR: We can learn that even if there are struggles along the way, you can persevere if it is something that is important or worthwhile to you.</p> | <p>Question: Where have you seen people persevere through or fight for something in your community?</p> <p>ESR: : Answers will vary but push students to share specifics around the issue and connect the why behind the person/people they name. For example, students could mention the Black Lives Matter movement, climate change, or other issues covered nationally, or it could be something in their personal lives or local community.</p> |

Layer 1: Universal Supports

High-quality core instruction for all students

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

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

Universal Supports

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

| Tier 2 Vocabulary to Preteach | Text Dependent Question |
|---|--|
| <p>Vocabulary Word: <u>Agencies</u></p> <p>Think Aloud: Agencies are non profit groups that help certain causes. This agency is helping save cats and helping herders.</p> | <p>Question: In the article it asks, "Are the <u>Conservation</u> Programs working?" What do you think <u>conservation</u> means? Do you think these programs are working?</p> <p>ESR: Conservation in the text means to help save and protect the snow leopard . Only 3,500-7,500 snow leopards are alive today. Student responses will vary on the second question based on their perspective.</p> |
| <p>Tier 2 Vocabulary</p> <p>Agencies are working to save the cats and help herders at the same time. Some agencies give herders wire mesh and wood to keep the snow leopards from entering their stables at night. (paragraph 5)</p> <p>Saving Snow Leopards by Pamela Crowne Link to the full text</p> | |
| <p>Text Dependent Question</p> <p>Are conservation programs working? Researchers estimate that only 3500 to 7500 snow leopards are alive today. But they need more reliable ways to count snow leopards before they will know. (paragraph 6)</p> <p>Saving Snow Leopards by Pamela Crowne Link to the full text</p> | |

| Grade | CCSS Domain | CCSS Strand |
|---|---|--------------------------------|
| 4 | Reading: Informational (RI) | Key Ideas and Details |
| RI.4.2 | Sample Task #1 (Constructed Response) | |
| | <p>From Cognaia: Explain the main idea of the article “Eavesdropping Iguanas.” What key details does the author use to support the main idea? Use details from the article to support your answer.</p> | |
| | Exemplar Student Responses | |
| | <p>The main idea of “Eavesdropping Iguanas” is the different ways iguanas have adapted to their environment in order to survive. The author writes about two scientists and includes their own words when describing that they discovered that iguanas can tell the difference between a bird’s song and its alarm call. This is useful to the iguana because it knows when a hawk will strike and is able to make a quick getaway just by listening. The author then explains other behaviors that iguanas use to survive, such as drinking salt water, slowing down their hearts when swimming, and shrinking their bodies to use less energy. This connects to the main idea because these are not normal animal features. These iguanas are pretty special because of the way they have adapted to life on the Galapagos Islands.</p> | |
| | DOK | Blooms |
| | Level 2 | Understanding |
| | Possible Aligned Language Objectives | Possible Misconceptions |
| <ul style="list-style-type: none"> ● Students can identify the main idea of the informational text “Eavesdropping Iguanas”. (Recount-Reading-Developing) ● Students can connect key details to the main idea of the informational text “Eavesdropping Iguanas”. (Recount-Reading-Expanding) | <ul style="list-style-type: none"> ● Students may state an incorrect claim about the main idea- such as focusing on features of iguanas, habitats of iguanas, etc. instead of understanding that iguanas have adapted to their environment to survive. ● Students may cite evidence that does not directly support the claim. ● Students use “Kinds of Iguanas” (the first article) instead of “Eavesdropping Iguanas”. | |

| Grade | CCSS Domain | CCSS Strand |
|---------------|--|----------------------------|
| 4 | Reading: informational (RI) | Craft and Structure |
| RI.4.5 | Sample Task #2 (Constructed Response) | |
| | <p>From Achieve the Core: 16 (Optional essay) Based on the information in both articles and the video, what steps would you take to do an archaeology dig at a spot where people might have lived in the past? Write an essay describing the process you would follow to learn about these people, using only the information in the articles and video. Be sure to include details from at least two of the sources. Write your response in the space that has been provided below.</p> | |
| | Exemplar Student Responses | |
| | <ul style="list-style-type: none"> ● The first thing to do would be to find a place to dig (inference from article 1 and video). ● This place should be where people might have lived before it was buried by debris (article 1 and video). <ol style="list-style-type: none"> 1) One place to look would be where conquered people probably lived and threw away trash (article 2 and video). 2) Another place to look would be where conquering people threw away things (article 2). ● The next thing to do is to collect the right tools, including pickaxes, drills, and brushes (article 1 and video). ● The next step is to start digging. <ol style="list-style-type: none"> 1) The pickaxes and drills would likely be used for hard ground, and the brushes for brushing off small pieces of dirt from what is found (inferences from article 1 and video). ● The digging has to be carefully done so that every small object is found (inference from both articles and video). ● When a lot of objects have been collected from the dig, the next step is to try to figure out what the objects mean (inference from both articles and video). <ol style="list-style-type: none"> 1) For example, if pieces of clothing are found, we learn about what people wore (both articles). 2) If bones are found, we know what people ate (video). 3) If there's a lot of something that people threw away, maybe they had a lot of it (article 2). 4) If seeds are found, we learn what crops people grew (article 1). ● The last step is to "piece together the life stories" of the people (article 2) and thus "discover the past" (article 1) and statement from the video's conclusion | |
| | DOK | Blooms |
| Level 3 | Synthesize | |

| Possible Aligned Language Objectives | Possible Misconceptions |
|--|---|
| <ul style="list-style-type: none"> Students can elaborate by adding precision and details to the steps you would you take to do an archaeology dig at a spot where people might have lived in the past (Explain, Reading, Developing) | <ul style="list-style-type: none"> Students have to synthesize amongst three sources. They may provide inadequate support from one, two, or all three of the texts. Students may not organize their claims in sequential order with supporting evidence from the text. Students may have difficulty with specific vocabulary |

| Multiple Choice Assessment Items | | |
|----------------------------------|---|------------------------------|
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Key Ideas and Details |
| RI.4.1 | <p>In the article “The Statue of Liberty,” why did Bartholdi base the design of the statue on a Roman goddess?</p> <p>A) because he wanted a large figure to be seen by anyone entering the harbor by boat B) because she was a symbol of the Declaration of Independence and what it stood for C) because she represented the freedom that the United States had won during the war D) because he hoped people coming into the country would feel safe when they saw her holding a torch</p> <p>Text Reference: The Statue of Liberty/Mount Rushmore</p> | |
| RI.4.1 | <p>According to the article “Mount Rushmore,” why did Borglum decide to carve the faces of the presidents?</p> <p>A) to improve his chances of getting money for the project B) to start the practice of unveiling statues of famous people C) to help secure his job as a historian for the state of South Dakota D) to show that the presidents played an important role in the country</p> <p>Text Reference: The Statue of Liberty/Mount Rushmore</p> | |
| RI.4.3 | <p>What was the most important effect of Mount Rushmore on South Dakota?</p> <p>A) It took too much money to build. B) It helped attract people to the state. C) More people moved there from the cities. D) Granite became a popular building material.</p> <p>Text Reference: The Statue of Liberty/Mount Rushmore</p> | |
| RI.4.3 | <p>Based on “Eavesdropping Iguanas,” why is sunbathing important to an iguana’s well being?</p> <p>A) When iguanas swim for food, they slow their heartbeat down and need to warm back up. B) Sunbathing helps iguanas to dry out and remove salt from the water they drink. C) As the sun moves throughout the day, the iguanas move to look for food. D) Some animals often mistake sunbathing iguanas for large rocks.</p> <p>Text Reference: Kinds of Iguana; Eavesdropping Iguanas</p> | |

| Grade | CCSS Domain | CCSS Strand |
|---------------|---|---|
| 4 | Reading: Informational (RI) | Craft and Structure |
| RI.4.4 | <p>What does the word “conservation” mean as it’s used in paragraph 6?</p> <ul style="list-style-type: none"> A) Action B) education C) preparation D) protection <p>Text Reference: Saving Snow Leopards pg. 14</p> | |
| Grade | CCSS Domain | CCSS Strand |
| 4 | Reading: Informational (RI) | Integration of Knowledge and Ideas |
| RI.4.7 | <p>Why did the author of “Working Women and Children” most likely include the picture in the article?</p> <ul style="list-style-type: none"> A) to show the factory that Herman Melville wrote about B) to show how women and children dressed at the time C) to show the working conditions for women and children in factories D) to show women and children doing work usually done by men in American factories <p>Text Reference: Working Women and Children; Letter to the Editor of the Boston Daily Evening Voice</p> | |
| RI.4.7 | <p>What does the picture in “Working Women and Children” explain more clearly than the text in the article? Select two answers.</p> <ul style="list-style-type: none"> A) why women worked inside factories B) what the inside of factories looked like C) why factory workers were paid low wages D) what made women sign up for factory jobs E) why children were needed to work in factories F) why so many workers were needed in a factory <p>Text Reference: Working Women and Children; Letter to the Editor of the Boston Daily Evening Voice</p> | |

RI.4.8

Which phrase from “Letter to the Editor” best shows that the Lowell factory owners were asking too much of their young workers?

- A) “I was ambitious to do something for myself in the way of earning money”
- B) “wallow through the snow to the factory, stay there until half-past twelve, then run home and swallow her dinner [lunch]”
- C) “unpleasant and unnatural and exceedingly hurtful to the constitution [health]”**
- D) “The labor of attending three or four looms thirteen hours per day . . . is very severe.”

Text Reference: [Working Women and Children; Letter to the Editor of the Boston Daily Evening Voice](#)

RI.4.8

How does the author of the article “Origami Then and Now” support the idea that origami is more than a hobby?

- A) by stating that teachers, scientists, and doctors use origami**
- B) by explaining that origami is popular in many different countries
- C) by stating that it became easier for people to learn how to fold paper
- D) by explaining that folding paper into certain shapes takes a long time

Text Reference: [Origami Now and Then](#)