


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

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


In this guide you will find:


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


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

STANDARDS BREAKDOWN

<ul style="list-style-type: none"> ● Key Ideas and Details <ul style="list-style-type: none"> ○ CCSS.RL.4.1 ○ CCSS.RL.4.2 ○ CCSS.RL.4.3 ○ NMSS.4.a ○ NMSS.4.b ● Craft and Structure <ul style="list-style-type: none"> ○ CCSS.RL.4.4 ○ CCSS.RL.4.5 ○ CCSS.RL.4.6 	<ul style="list-style-type: none"> ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> ○ CCSS.RL.4.7 ○ CCSS.RL.8 (not applicable to Literature) ○ CCSS.RL.4.9 ● Range of Reading Level and Text Complexity <ul style="list-style-type: none"> ○ CCSS.RL.4.10
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RL.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: Literature (RL)	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> RL. K.1, 1.1, 2.1, 3.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RL 5.1, 6.1, 7.1</td> </tr> </table>	<i>Previous Grades:</i> RL. K.1, 1.1, 2.1, 3.1	<i>Future Grades:</i> RL 5.1, 6.1, 7.1
<i>Previous Grades:</i> RL. K.1, 1.1, 2.1, 3.1	<i>Future Grades:</i> RL 5.1, 6.1, 7.1			
Clarification Statement		Vocabulary for Teacher Development		
Students use key details and examples to explain what the text is saying and to make inferences		<ul style="list-style-type: none"> explicitly: fully and clearly expressed or demonstrated; leaving nothing merely implied; unequivocal conclusion: a judgment or decision reached by reasoning using textual evidence. inference: a conclusion reached on the basis of evidence and reasoning; inferences are not explicitly written in the text 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> read the text to form a perspective or interpretation. support inferences and conclusions with text evidence. 				


RL.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: Literature (RL)	Key Ideas and Details		
Standard		Vertical Alignment		
Determine the theme of a story, drama, or poem from details in the text; summarize the text.		<table border="1"> <tr> <td><i>Previous Grades:</i> RL. K.2, 1.2, 2.2, 3.2</td> <td><i>Future Grades:</i> RL. 5.2, 6.2, 7.2</td> </tr> </table>	<i>Previous Grades:</i> RL. K.2, 1.2, 2.2, 3.2	<i>Future Grades:</i> RL. 5.2, 6.2, 7.2
<i>Previous Grades:</i> RL. K.2, 1.2, 2.2, 3.2	<i>Future Grades:</i> RL. 5.2, 6.2, 7.2			
Clarification Statement		Vocabulary for Teacher Development		
Students can use the details in the text to determine the theme or central message that the author conveys in a story, drama, or poem. Students can summarize the key details and ideas of the text.		<ul style="list-style-type: none"> ● theme: the underlying message, or 'big idea' in a piece of literature. Critical belief about life that the author conveys. ● drama: mode of fictional representation through dialogue and performance ● summarize: brief statement of the main points of a text. ● poem: a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) 		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> ● articulate the theme(s) of the selection (story, drama, poem) supported by text evidence. ● identify the key supporting details and ideas to summarize the selection. 				


RL.4.3		
	<p>Anchor Standard: Key Ideas and Details <i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, feelings, words, or actions).	<i>Previous Grades:</i> RL. K.3, 1.3, 2.3 K.3	<i>Future Grades:</i> RL 5.3, 6.3, 7.3
Clarification Statement	Vocabulary for Teacher Development	
Students describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama	<ul style="list-style-type: none"> ● Interact: act in such a way as to have an effect on another; ● thought: an idea or opinion occurring in the mind ● action: something that is done ● motivation: the reason or reasons one has for acting or behaving in a particular way 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama. 		


4.a		
Grade	NMSS Domain	
4	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 4 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;	<i>Previous Grades:</i> 2.b, 3.a	<i>Future Grades:</i> 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"> ● 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 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...		
<ul style="list-style-type: none"> ● learn about cultures, societies, and people through literature, media, and oral tradition. ● connect literature, media, and oral tradition to explore self-identity. 		

4.b		
Grade	NMSS Domain	
4	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 4 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective	<i>Previous Grades:</i> 3.b	<i>Future Grades:</i> 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"> ● 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...		
<ul style="list-style-type: none"> ● 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.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: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<i>Previous Grades:</i> RL K.4, 1.4, 2.4, 3.4	<i>Future Grades:</i> RL 5.4, 6.4, 7.4
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. They examine specific words or phrases that impact the meaning or tone of the text.	<ul style="list-style-type: none"> ● phrase(s): a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) ● tone: the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view ● connotation: an idea or feeling that a word invokes in addition to its literal or primary meaning 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● determine the meaning of unfamiliar words and phrases. ● recognize and comprehend references and allusions to characters found in mythology. ● be able to apply knowledge of characters of mythology to determine meaning and tone. 		

RL.4.5		
	Anchor Standard: Craft and Structure <i>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<i>Previous Grades:</i> RL. K.5, 1.5, 2.5, 3.5	<i>Future Grades:</i> RL 5.5, 6.5, 7.5
Clarification Statement	Vocabulary for Teacher Development	
Students describe the significant differences between poems, drama, and prose. They use correct terminology when they talk or write about a text. For example, when speaking or writing about poems, they use literary terms such as verse, rhythm, and meter. When speaking or writing about dramas, they use literary terms such as cast of characters, settings, descriptions, dialogue, and stage directions.	<ul style="list-style-type: none"> ● 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) prose–language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● use details to identify structural elements in a poem such as verse, rhythm, meter. ● use details to identify structural elements of drama such as casts, settings, descriptions, dialogue, and stage directions. ● compare genres such as poems, drama, and prose. 		

RL.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: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<i>Previous Grades:</i> RL K.7, 1.7, 2.7, 3.7	<i>Future Grades:</i> RL 5.7, 6.7, 7.7
Clarification Statement	Vocabulary for Teacher Development	
Students determine the connections between the written text of a story or drama and a presentation they watch or listen to of that same text or visual image they are shown, such as a painting or drawing. They determine which specific descriptions and directions from the written text are used precisely.	<ul style="list-style-type: none"> ● drama: a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue ● visuals: paintings, drawings, sculptures, videos, etc 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● recognize a variety of mediums used to communicate information in addition to a central text. ● make connections across multiple mediums (text of a story/ drama, visual, oral presentation). ● identify the places in each medium (visual, oral presentation, etc.) that reflect descriptions and directions in the text. 		

RL.4.9		
	<p>Anchor Standard: Integration of Knowledge and Ideas</p> <p><i>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</i></p>	
Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<i>Previous Grades:</i> RL. K.9, 1.9, 2.9, 3.9	<i>Future Grades:</i> RL. 5.9, 6.9, 7.9
Clarification Statement	Vocabulary for Teacher Development	
Students determine the similarities and differences of how similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) are treated in stories, myths, and traditional literature from various cultures.	<ul style="list-style-type: none"> ● compare: in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar ● event: a thing that happens; an occurrence \ myths – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon ● theme: the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message • topic – the subject or matter being discussed or written about in a text, speech, etc. 	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> ● recognize various literary subgenres such as stories, myths, traditional literature from different cultures. ● identify similar themes or topics in multiple texts. • compare and contrast themes or topics across multiple texts. ● compare and contrast patterns of events across multiple texts. • identify the author’s approach or purpose of the text. 		

RL.4.10



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	
4	Reading: Literature (RL)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range		<i>Previous Grades:</i> RL. K.1, 2.1, 3.1 <table border="1" style="display: inline-table; vertical-align: top; margin-left: 20px;"> <tr> <td><i>Future Grades:</i> RL 5.1, 6.1, 7.1</td> </tr> </table>	<i>Future Grades:</i> RL 5.1, 6.1, 7.1
<i>Future Grades:</i> RL 5.1, 6.1, 7.1			
Clarification Statement		Vocabulary for Teacher Development	
By the end of grade 4, students competently read and understand literary texts within the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time.		<ul style="list-style-type: none"> ● 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 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...			
<ul style="list-style-type: none"> ● read texts with a Lexile between 740-1010 with proficiency. ● read independently with appropriate stamina. ● use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry. 			

ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to 4.9**
 - 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 4.9**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.4.9	Sample Task #1 (Constructed Response)	
	<p>From Achieve the Core: “The Seedling” by Paul Laurence Dunbar and “The Coming of the Spring” by Nora Perry. How does each poet build excitement about the coming of spring? Use specific details from both poems to support your answer.</p>	
	Exemplar Student Responses	
	<p>Dunbar’s “The Seedling”</p> <ul style="list-style-type: none"> ● Uses personification in lines 5-6 to make the seedling seem human. ● Uses language that makes the seedling seem at a disadvantage, such as lines 1 and 2 where the “quiet little seedling” lies in a place of darkness and in line 5 where it admits to not being very strong. This makes the reader want to cheer the seedling on. ● Uses powerful language such as “Its work of life began” to show the seedling has set a goal for itself, drawing the reader in because we want to learn if it reaches its goal. ● Details the various challenges the seedling overcomes, such as pushing up its first “little leaflet” in line 9, and how tiring the growth is (“made the seedling sweat and pant”) in line 18. ● Explains how others contributed to the success of the seedling: “The sunshine poured upon it/And the clouds gave a shower” in lines 21 and 22. ● The way the poet describes each individual step of the growth process, one event at a time, also helps build excitement. ● Finally, it’s also exciting to learn in the last two stanzas that the poet was trying to teach the reader a lesson about how the reader can achieve great things with the help of others. <p>Perry’s “The Coming of the Spring”</p> <ul style="list-style-type: none"> ● Uses hints that spring is coming rather than stating it explicitly: “There’s something in the air/That’s new and sweet and rare” in lines 1 and 2 and “There’s something too, that’s new” in line 5. She even 	

	<p>uses the word “hint” in line 14.</p> <ul style="list-style-type: none"> • Uses personification to make the reader feel the brooks’ excitement in lines 18-20. • Provides signs of things coming to life: “scent of summer things/A whir as if of wings” in lines 3 and 4, “changing tint/This whispering whir” lines 13 and 14, “catkins in their hoods/Of fur and silk will stand” lines 22 and 23, “the mention of the tassels of the hazel and the elder branches budding in lines 25-28. • Uses alliteration (“So, silently but swift”) in line 29 and repetition (“gain and gain”) in line 31 and (“Once more and yet once more”) in line 33 to detail the way that spring is coming on quickly but silently. • Circles back to the idea of new life in the last stanza, with “bloom of birth” and “Make young again the earth.” 	
	DOK	Blooms
	Level 3	Applying
	Possible Aligned Language Objectives	Possible Misconceptions
	<ul style="list-style-type: none"> • Students will be able to integrate information from both poems to make a claim about how the poet builds excitement in each text. (Argue-Writing-Reaching) 	<ul style="list-style-type: none"> • Students may not understand the meaning of the word excitement. • Students may cite evidence that does not indicate the speakers’ intention to build excitement. • Students may focus on the events and details presented in the poems rather than the moves that the author makes.

RL.4.9	Evidence of Text Complexity and Cultural and Linguistic Responsiveness
	<p>Text Summary and evidence of Complexity:</p> <ul style="list-style-type: none"> • In Seedling, Dunbar uses a struggling seedling trying to become a beautiful flower as a metaphor of black struggling for equality. The seedling in his poem first sets up a mindset that even if I'm not the best I'm going to be the best I can. • The Seedling by Allen Say is worthy of students’ time to read and also meets the expectations for text complexity at Grade 4. The Lexile level is 740-1110. <p>Evidence of Cultural and Linguistic Responsiveness:</p> <ul style="list-style-type: none"> • Who is represented in the text used to assess this cluster of standards? Paul is representing himself through the metaphor first as a seedling and eventually a flower. This representation depicts African American’s struggle for equality. • How are those groups and individuals portrayed? Paul is representing himself through the metaphor first as a seedling and eventually a flower. This representation depicts African American’s struggle for equality. • Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities? In the final two stanzas of the poem, the reader is able to use the poet’s metaphor to compare and contrast themselves as the author portrays the seedling. The use of open-ended questions and

	<p>desegregating the text for students to have a clear understanding of the authors' purpose.</p> <ul style="list-style-type: none"> • What supports are provided to teachers to identify blind spots? The understanding of the author, the historical context and its relevance today will support teachers in identifying potential blind spots of this text. Without this background knowledge, the message can be easily lost. • How is this text culturally/linguistically responsive? This text is culturally responsive because it's written by a African American author and has themes centered around the struggles of a marginalized group of people. Additionally, it ends by shedding light into a message of never giving up.
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VABB Analysis		
RL.4.9	<p>Validate</p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p>Affirm</p> <p><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>
	<p>Question: Who is the author speaking to when he says, "little folks" in stanza 7? Why would he make this distinction?</p> <p>ESR: The author is speaking to the young readers of the poem. He made this distinction so readers can see themselves in the poem and connect to the seedling.</p>	<p>Question: How does the poem describe the seedling's growth?</p> <p>ESR: Responses may vary but push students to cite a specific stanza and specific words from the poem. In stanza 5, it says "the haste and the hurry made the seedling seat and pant." This tells me that the growing was hard work for the seedling. You sweat when you are working hard, and pant after you run really fast.</p>
	<p>Build</p> <p>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</p>	<p>Bridge</p> <p>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</p>
	<p>Question: How could you learn from the seedling when you are doing hard work or trying to do something that is hard for you?</p> <p>ESR: Through perseverance you can do something that feels difficult. In stanza 3, the flower begins to push through to the light of day. In our lives, we can also push through difficult situations or keep trying when something is hard at first.</p>	<p>Question: The author of this poem was only 16 when he was published for the first time. As a young African-American during the late 1800's, this was a major accomplishment that inspired many people. What is another example of a young person having a major accomplishment or completing a difficult task/goal?</p> <p>ESR: Responses may vary but push students to think of examples that feature someone from their community or someone similar to their age. You want to have</p>

	<p>students see themselves in these examples so they can connect that they can persevere to complete a hard goal or do hard work. For example, my neighbor got the whole community to sign a petition to get a community garden in our park. It took a long time, but we have the garden now and my dad helps with the tomatoes every year.</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>Indifference</u></p> <p>Think Aloud: The Little Prince describes figures “as a matter of <u>indifference</u>” which means that they don’t have interest in what the Little Prince does at the moment.</p>	<p>Question: The Little Prince describes his planet as “<u>scarcely</u> any larger than a house!” How would you define <i>scarcely</i> based on the clues from the text?</p> <p>ESR: <u>Scarcely</u> means that the planet is small. I know this because in the text it says that the planet is hard to see through a telescope compared to the other planets.</p>
<p>Tier 2 Vocabulary</p> <p>"But certainly, for us who understand life, figures are a matter of indifference. "</p> <p>The Little Prince by Antoine de Saint-Exupéry Link to the full text</p>	
<p>Text Dependent Question</p> <p>"I had thus learned a second fact of great importance: this was that the planet the little prince came from was scarcely any larger than a house! that in addition to the great planets -such as the Earth, Jupiter, Mars, Venus- to which we have given names, there are also hundreds of others, some of which are so small that one has a hard time seeing them through the telescope."</p> <p>The Little Prince by Antoine de Saint-Exupéry Link to the full text</p>	

Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Key Ideas and Details
RI.4.3	Sample Task #1 (Constructed Response)	
	<p>From Cognia: How and why did Little Rabbit’s feelings toward Little Snail change in the story? Refer to details and examples in the story to support your answer.</p>	
	Exemplar Student Responses	
	<ul style="list-style-type: none"> ● At first Little Rabbit is surprised that Little Snail does not want him to help her get places faster. ● Little Rabbit does not understand why Little Snail is content with doing things slowly and carefully, and he doesn’t stop to find out. ● After Little Snail saves Little Rabbit, he understands the value of moving slowly and carefully. ● Little Rabbit is grateful and follows Little Snail’s example, carefully and slowly building a new burrow 	
	DOK	Blooms
	Level 2	Understand
	Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> ● Students will use transitional words and phrases to explain the sequence of events that leads to a change in Little Rabbit’s feelings (Recount- Writing- Expanding). ● Students will describe the factors that contribute to Little Rabbit’s changing feelings towards Little Snail (Explain- Writing- Bridging). 	<ul style="list-style-type: none"> ● Students may not state a claim about the different ways that Students may mis-identify Little Rabbit’s feelings at the beginning or at the end of the text. ● Students may confuse what events led to a change in Little Rabbit’s feelings throughout the story. ● Students may misinterpret the theme of the text, which will lead to confusion about Little Rabbit’s change. 	

Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Craft and Structure
Sample Task #2 (Constructed Response)		
<p>From Cogna: Compare “Once, I laughed my socks off” and “Baby Ate a Microchip.” How do the stanzas fit together in each poem? How are the poems similar in structure? Explain your answer using details from both of the poems.</p>		
Exemplar Student Responses		
<ul style="list-style-type: none"> • The author of “Once, I laughed my socks off” uses many dancing words. The author of this poem presents a problem and a solution. The stanzas at the beginning explain the problem, and the stanzas at the end explain the solution. Each stanza in this poem has a rhyme pattern of ABCB. This makes the poem a little harder to read and makes it have a slow, story-like pace. This poem is also like a story because there is a beginning, a middle, and an end. • The author of “Baby Ate a Microchip” chose the words in the poem carefully. Many of the words have more than one meaning and most of the words are computer terms. The computer terms (“downloading,” “bytes,” and “reboot”) help to tie the silly story to the real world. This poem is like a story because there is a beginning, a middle, and an end. Each stanza has a rhyme pattern of AABB. This makes the poem easy to read, because the words flow easily, and gives it a fast pace. • Both of the poems describe very silly events. It seems as though both of the poets chose their words carefully. And, each of the poems’ words (like the computer terms in “Baby Ate a Microchip” and the dancing words in “Once, I laughed my socks off”) are all connected. Each poem centers on a topic, and the words used in each poem all connect back to the topic. 		
DOK		
Level 3		
Blooms		
Evaluate		
Possible Aligned Language Objectives		Possible Misconceptions
<ul style="list-style-type: none"> • Students can cite evidence from both “Once I Laughed my Socks Off” and “Baby Ate a Microchip” to support their claim (Argue-Writing-Bridging). • Synthesize details about the structure of poetry across the poems, “Once I Laughed my Socks Off” and “Baby Ate a Microchip” (Recount, Writing, Expanding). 		<ul style="list-style-type: none"> • Students may cite evidence from one poem to support the claim instead of citing from both. • Students may cite irrelevant evidence from both poems. • Students may cite evidence from poems without stating a claim about the similarities and differences between the poems (i.e.- students may not compare and contrast the text structures) Students may confuse what events led to a change in Little Rabbit’s feelings throughout the story • Students may misinterpret the theme leading to confusion about Little Rabbit’s change.

RI.4.3

Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Key Ideas and Details
Multiple Choice Assessment Items		
RL.4.2	<p>Which sentence states the main theme of the story?</p> <p>A) Kindness builds character. B) Enjoy every moment of life. C) Friendship makes life easier. D) Work hard now and pay later</p> <p>Text Reference: All the Time in the World</p>	
RL.4.2	<p>Which statement summarizes the poem?</p> <p>A) The desert contains mysteries. B) The desert sunset is exciting to see. C) The desert has many strange animals. D) The desert heat makes people confused.</p> <p>Text Reference: The Desert; At First Sight</p>	

Grade	CCSS Domain	CCSS Strand
4	Reading: Literature (RL)	Craft and Structure
RL.4.4	<p>What does the phrase <u>bounding about</u> mean as it is used in paragraph 7 of the play, "The Line"?</p> <p>A) leaning forward B) sliding side to side C) running ahead in line D) moving all over the place</p> <p>Text Reference: The Line; That Evening</p>	
RL.4.4	<p>Read the sentence from paragraph 6. They understand my sorrow, Kanikuya thought, the knowledge warming her. What does the phrase "the knowledge warming her" suggest?</p> <p>A) a feeling of comfort B) sadness and disappointment C) a feeling of anger D) wisdom and clear thinking</p>	

	Text Reference: The Scarlet Ribbon pg. 19	
RL.4.6	<p>From which point of view is “Once, I laughed my socks off” narrated?</p> <p>A) from the feet’s point of view B) from the socks’ point of view C) from the person’s point of view D) from the television’s point of view</p> <p>Text Reference: Once, I Laughed My Socks Off; Baby Ate a Microchip</p>	
RL.4.6	<p>Which sentence correctly compares the narrators in “Once, I laughed my socks off” and “Baby Ate a Microchip”?</p> <p>A) “Once, I laughed my socks off” has a first-person narrator because the narrator uses “I” in the poem, while “Baby Ate a Microchip” has a third-person narrator because the narrator uses “he” in the poem.</p> <p>B) “Once, I laughed my socks off” has a third-person narrator because the narrator is not a character in the poem, while “Baby Ate a Microchip” has a first-person narrator because the narrator is a character in the poem.</p> <p>C) “Once, I laughed my socks off” has a third-person narrator because the author does not use a name, while “Baby Ate a Microchip” has a first-person narrator because the narrator uses the name “Baby” in the poem.</p> <p>D) “Once, I laughed my socks off” has a first-person narrator because the narrator speaks about things that will happen, while “Baby Ate a Microchip” has a third-person narrator because the narrator speaks about things that have happened in the poem.</p> <p>Text Reference: Once, I Laughed My Socks Off; Baby Ate a Microchip</p>	

4	Reading: Literature (RL)	Integration of Knowledge and Ideas
RL.4.7	<p>How would adding a photo at the end of the story enhance your understanding of the theme?</p> <p>ESR: Adding a photo at the end of the story would enhance my understanding of the theme by providing a visual reference illustrating Kanikiya talent being recognized by the brolgas. Seeing the crane wearing her ribbon while she danced around it would help reinforce the idea that the birds respected her talent.</p> <p>Text Reference: The Scarlet Ribbon pg. 19</p>	